

HB585 Work Group on the Future of Assessment

Meeting 1

March 30, 2023

Agenda & Meeting Objectives

1. Introductions
2. HB 585 Work Group
3. HB 585's Alignment to Virginia's Goals
4. Background on State Assessment
5. Virginia's Assessment System
6. Defining the Challenge
7. Next Steps

Meeting 1 Objectives

Understand the purpose of state assessments generally

Understand how Virginia's state assessment system works currently

Consider the challenges with Virginia's current assessment system

Meeting Expectations

Every meeting you should expect the following:

- Ahead of meeting, via e-mail:
 - Outreach to schedule 1:1 calls
 - Agenda for meeting
 - Suggested pre-reading
- In meeting:
 - Recap of previous meeting
 - Focused discussion
 - Closing/next steps

HB 585

Work Group

Introductions

Aimee Rogstad Guidera, Secretary of Education, Office of the Governor

McKenzie Snow, Deputy Secretary of Education, Office of the Governor

Kimberly Richey, Deputy Superintendent of the Division of School Quality, Instruction, and Performance, Virginia Department of Education

Shelley Loving-Ryder, Assistant Superintendent of Student Assessment, Accountability & ESEA Programs, Virginia Department of Education

Sarah Susbury, Director, Office of Student Assessment, Virginia Department of Education

Supported by **Watershed Advisors**:

- Jessica Baghian, President
- Jill Pinsky, Managing Director
- Jamie Dollinger, Director
- Sara McClafferty, Senior Analyst

Work Group Members

Chairs

Aimee Guidera, Virginia Secretary of Education

Lisa Coons, Incoming Superintendent of Public Instruction

Virginia Board of Education Members

Alan Seibert

Grace Creasey

Division Director of Testing

Tracy LaGatta

Wendy Chandler

Division Leadership

Dr. Thomas Taylor

Dr. Kristy Somerville-Midgett

James Soltis

Amy McClure (VSBA)

School Leadership

Karen Dickenson

Educators

Rebekah Amato

Parent Voices

Mychael Willon

Jenna Alexander

Content Experts

Kristen Amundson

Matt Hurt

Sheryl Lazarus

Dr. Amber Northern

Susan Patrick



Please unmute to share your name, organization, and a word that describes how you're feeling about today's Work Group meeting.

Proposed Norms & Shared Values

Proposed Norms

- Make space, take space
- Assume the best
- Speak from an “I” perspective
- Be open to learning and taking risks

Shared Values

- We are committed to utilizing evidence and data to support development of a best-in-class assessment system that meets the needs of Virginia’s students, families, and educators.
- We believe that all assessments should be fair, rigorous, and aligned to Virginia’s vision for what every student should know and be able to do.
- We understand that assessments can serve different purposes, and that assessment data is a valuable tool to help students learn.

HB 585 Purpose & Objectives

Purpose. Recommend changes to the statewide summative assessments and develop a plan for implementation of the revised assessments.

HB 585 Required Considerations. The Secretary of Education and the Virginia Superintendent of Public Instruction shall convene and consult a work group, which shall consider:

- 1) Best practices and **innovations in summative assessments** of proficiency from across the nation;
- 2) Alternative **approaches to current and new assessment items**, including subject areas and methods of grading such items;
- 3) Assessment items that include **open-ended questions, long-form writing**, and other tasks, with student responses scored by the Department according to statewide scoring rubrics;
- 4) Plan for **pilot implementation of such assessment items** prior to the 2027-2028 school year as necessary to determine the validity of such items;
- 5) The **process for the development of a bank** of vetted sample assessment items that include a comprehensive representation of knowledge and skills being assessed;
- 6) The **legislative and regulatory changes and funding** necessary to implement alternative approaches considered by the work group;
- 7) The effectiveness of **assessments for students with disabilities**, including the Virginia Alternate Assessment Program for those students with the most significant cognitive disabilities, and the use of those assessments to improve and individualize instruction; and
- 8) A proposed **timeline for implementation** of such new assessments, giving consideration to implementation prior to the 2027-2028 school year.

Work Group Timeline

Meeting 1 March

Understand the purpose of state assessments generally

Understand how Virginia's state assessment system works currently

Consider the challenges with Virginia's current assessment system

Meeting 2 April

Understand the national landscape and best practices, as context for Virginia's assessment system

Consider how national best practices and innovations do or do not address the challenges with the VA assessment system

Meeting 3 May

Understand Virginia's assessment system currently, contrasted with the national landscape

Define goals and objectives for the future of VA assessments

Meeting 4 July

Weigh in on initial recommendations

Review a preliminary timeline for piloting and implementation

Understand the legislative and regulatory changes needed, if relevant

Meeting 5 August

Consider final recommendations, including the timeline for implementation

*Based on the recommendations developed by this Work Group, SOE and VDOE will submit their initial plan for the implementation of Virginia's revised summative assessment to the General Assembly by **November 1, 2023**.*

HB 585's Alignment to Virginia's Goals

Commitment to Virginia's Children

Virginia is committed to developing a best-in-class assessment system that will provide families, educators, and leaders with timely, actionable information about student achievement and growth.

In his 2023 State of the Commonwealth, Governor Youngkin noted that, **“We finally started being honest about the state of education in the Commonwealth, that Virginia’s children were falling further and further behind,** and we took necessary steps to get our children back on track.”

The Governor and VDOE will deliver on their promise to Virginia’s children by:

Raising the floor and the ceiling for student expectations:

- Direct the Board of Education to raise Virginia’s expectations for students to the highest in the nation, so that all students are equipped with the skills, knowledge, and competencies necessary for success.

Providing parents, students, and teachers with actionable information:

- Providing teacher and families direct access to individualized, comprehensive student success reports.
- Expand participation in the “Bridging the Gap” initiative to additional school divisions, so that students who are not on grade level will receive a Personalized Learning Plans to get them back on track.
- Release the “Learning Needs Dashboard” allowing parents, students, and teachers to see and compare learning loss, recovery, and the current status of student performance in Virginia.

Assessment Related Milestones

- **March 2023:** HB585 Committee convenes and begins working on recommendations for changes to assessment system.
- **November 2023:** Department convenes standards committee to recommend higher reading and mathematics cut scores that are aligned to NAEP/highest performing states (includes parents, educators, higher education community, and business leaders).
- **November 2023:** Finalize initial report for HB585 to submit to the General Assembly.
- **March 2024:** Board's first review of new more rigorous cut scores in reading and mathematics.
- **April 2024:** Board's final review of new more rigorous cut scores in reading and mathematics.

Context on Accreditation and Accountability Timeline

The HB 585 Work Group is aligned to the state's **broader effort to develop best-in-class, aligned assessment and accountability systems.**

As presented at the February 2023 Virginia Board of Education meeting, Virginia will undertake this work in two phases (Phase I and Phase II). Both phases will be completed simultaneously:

Phase I (in effect for SY 2024-25)

Revise the current accreditation system to create a more transparent and accurate accountability system. This is a transition phase between the current accreditation model and the new accountability system. (These changes can be made under the Board's existing authority, without statutory or regulatory changes.)

Phase II (in effect for SY 2025-26)

Implement a new accountability system based on student outcomes and implement a separate accreditation system based on compliance measures. (These changes may require regulatory or statutory changes.)

Guiding Principles

1. **The North Star is high expectations for every student.** Proficiency definitions will be set by benchmarking against the demands of Virginia employers and higher education, as well as against states who have the most rigorous definitions of proficiency in the nation.
2. **Proficiency definitions and cut scores** should reflect skills, knowledge, and competencies needed by grade to be on track for postsecondary success.
3. Student academic growth and proficiency are both vital measures, but the system must **prioritize getting every student to proficiency.**
4. **Actionable information regarding student educational outcomes is critical for students, teachers, parents, and policymakers** so that they can use timely data to improve outcomes as quickly as possible.
5. **Schools identified as low performing need effective and strategic support and resources** to make meaningful improvements.
6. **Virginia deserves best-in-class, aligned assessment and accountability systems.**

Background on State Assessment

Measurement Systems

Measurement systems are two of a state's **primary levers to drive adult actions in schools and districts**, creating immediate and sustained impact on student learning.

State Assessments



Diagnostic - Provides a snapshot of student understanding. Used to “diagnose” strengths and gaps.



Interim - Supports ongoing teaching and learning. Used to gather data to revise planned instruction.



Summative - Measures learning that already happened (typically end of year). Used to evaluate both performance of the student and quality of instruction.

Other State Levers



Ratings - Schools receive a rating based on factors defined by the state (e.g., student achievement, school progress, and closing achievement gaps).



Consequences - High-performing schools are recognized and rewarded, while low-performing schools must implement an intervention plan and may receive some funding to do so.



Report cards - Parents and stakeholders understand school quality through publicly-shared and disaggregated data.

Federal Requirements

Through the Every Student Succeeds Act (ESSA), **federal law shapes the nature of statewide summative assessments**, including the types of information these assessments can deliver.

The Every Student Succeeds Act (ESSA) requires:

Statewide, annual assessments (SOL)	Strictly limited exceptions for students with disabilities (VAAP)	Assessment of English learners (WIDA)
<p>Reading and Math: annually in grades 3-8, once in high school.</p> <p>Science: once in grades 3-5, once in grades 6-9, and once in grades 10-12.</p> <p>All tests must provide valid, reliable and comparable information on whether all students are meeting state standards in each subject.</p>	<p>States can develop alternate assessments aligned to the state standards for students with the most significant cognitive disabilities.</p> <p>States can administer alternate assessments to no more than 1% of students statewide.</p>	<p>States must measure English learners' progress toward English-language proficiency on statewide assessments given to all English learners annually.</p> <p>States must give ELP and math assessments to English learners starting in their first year in U.S. schools. In that first year, states may choose to excuse English learners from taking the reading assessment.</p>

Virginia's Assessment System

Understanding Virginia's Assessment System

To best define the challenges and opportunities with Virginia's assessment system, the Work Group must develop a shared understanding of how the current system operates.

GENERAL BACKGROUND

- What are the assessments students in Virginia take annually?
- What is the SOL test?
 - Who takes the SOL test, and when do they take it?
 - What content/skills does the SOL test evaluate? How is proficiency measured?
 - How has the SOL test changed over time?

PROCESS

- Who writes the SOL test items? What is the process for developing SOL test items? How and when are new items reviewed, tested in the field, and implemented?
- How is the SOL test scored? Who sets the cut scores for SOL test achievement levels and how?

CONTENT

- What technical changes to the SOL test questions have happened over time?
- What types of questions does the SOL test ask? How much of the SOL test is writing vs. multiple choice vs. technology enhanced?




REPORTING/RESULTS

- How are the SOL test results used? What is the impact for students, teachers, school and division leaders?
- How are results shared with families? With teachers? With school and division leaders?
- How are parents supported in understanding their student's results?

GENERAL BACKGROUND

Virginia's Assessment System

Virginia's statewide assessment system includes a suite of interim and summative assessments in grades 3–8 and in high school. School divisions may administer additional assessments.

Assessment Types		Virginia's Assessments
 Diagnostic	Provides a snapshot of student understanding. Used to “diagnose” strengths and gaps.	Divisions or schools may implement their own diagnostic assessments.
 Interim	Supports ongoing teaching and learning. Used to gather data to revise planned instruction.	All students participate in VDOE's growth* assessment twice a year. Divisions and schools may implement their own interim assessments as well.
 Summative	Measures learning that already happened (typically end of year). Used to evaluate both performance of the student and quality of instruction.	All students participate in VDOE's Standards of Learning (SOL) assessments at the end of the year.

* Virginia's growth assessment is a shorter, computer-adaptive test using [existing SOL test items](#).

Required Assessments

Most Virginia students take the SOL test each spring and the growth assessment each fall and winter. English learners and students with significant cognitive disabilities take other assessments.

	Type	Standards	Students	Administration	Test Content
SOL Test	Summative	Standards of Learning (SOL)	All students	Spring	Grade-level **
VAAP	Summative	Virginia Essentialized Standards of Learning (VESOL)	Students with the most significant cognitive disabilities (<1% total pop.)	Spring	Grade-level
ACCESS for ELLs	Summative	WIDA English language development (ELD) standards for K-12	English learners	Spring	English proficiency
Growth*	Interim	Standards of Learning (SOL)	All students	Fall, Winter	Above grade-level Grade-level Below grade-level

* Sometimes referred to as “through-year,” the growth assessment includes shorter, computer-adaptive tests using existing SOL test items.

** SOL tests use grade-level content to determine proficiency, but may also include above/below grade-level items to determinant student growth.

SOL Test: Grades and Subjects

Students in grades 3–8 are tested annually in Math and Reading.







	Math	Reading	Writing	Science	History & Social Studies
Grades 3-8	All Grades	All Grades	Grade 8	Grade 5 Grade 8	Grade 4 or 5 (Virginia Studies) Grade 7 or 8 (Civics & Economics)
High School* (EOCs)	Algebra I Geometry Algebra II	Reading	Writing	Earth Science Biology Chemistry	World Geography Virginia & US History World History to 1500 World History 1500 to Present

* Five verified credits (1 per content area) are required for graduation. A verified credit is earned by passing the course and the SOL test.

Bold blue text indicates the assessment is required by ESSA.

SOL Test Process: Performance Levels

Grades 3–8 reading and math SOL tests are scored according to four performance levels, while all other SOL tests are scored according to three performance levels.

<p>Four Levels</p> <p>Pass/Advanced Pass/Proficient Fail/Basic Fail/Below Basic</p>	<p> Reading, Grades 3-8</p> <p> Math, Grades 3-8</p>
<p>Three Levels</p> <p>Pass/Advanced Pass/Proficient Fail/Does Not Meet</p>	<p> Science</p> <p> History</p> <p> Writing</p> <p> EOCs</p>

SOL Test: Changes Over Time

Virginia's SOL tests have been updated over time to reflect changes to the standards.

The Virginia Board of Education changed its accreditation requirements in 2017 to de-emphasize grade-level proficiency in reading and math.

Test Revisions

SOL tests administered for the first time (Grades 3, 5, 8; EOCs) **1998**

Grade 8 History test broken into U.S. History I, U.S History II, and Civics & Economics **2004**
Reading and Math tests in grades 3-8 **2006**

History (based on 2008 SOL) **2011**
Math (based on 2009 SOL) **2012**
New Reading and Science tests (based on 2010 SOL) **2013**
Gen. Assembly eliminates grade 3 Science, grade 3 History, grade 5 Writing, U.S. History I, U.S History II. **2014**

Math (based on 2016 SOL) **2019**
Reading (based on 2017 SOL) **2021**
Science (based on 2018 SOL) **2023**

SOL Revisions Adopted by the Board

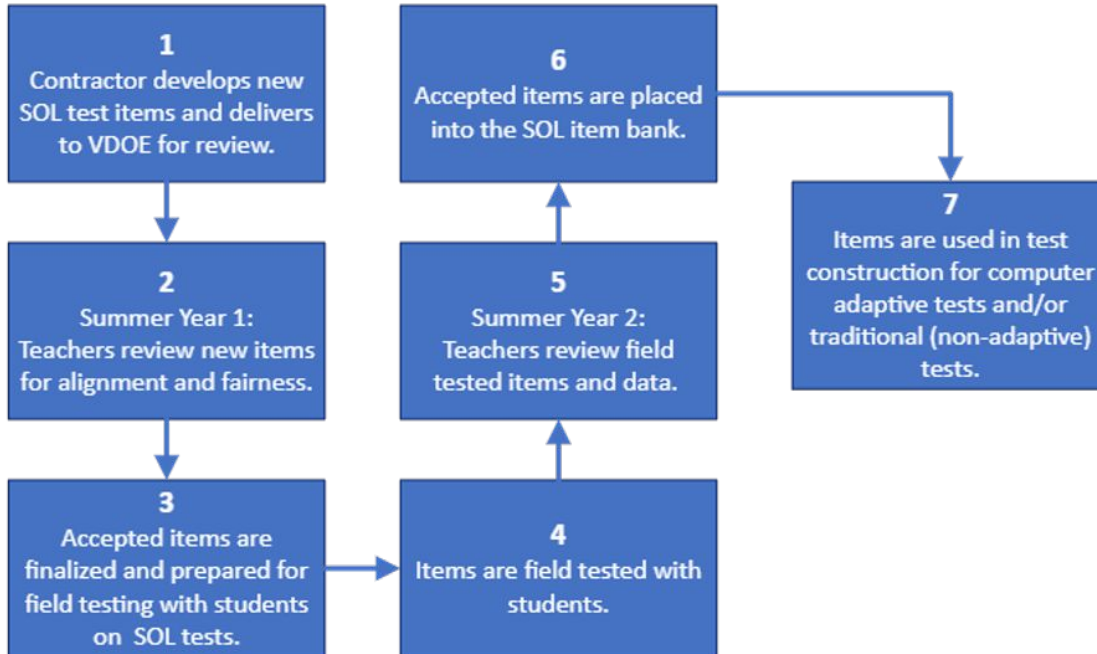
2008 History
2009 Math
2010 English, Science

2015 History
2016 Math
2017 Reading
2018 Science

PROCESS

SOL Test Process: Question Development

VDOE goes through the process to develop new assessment items annually.

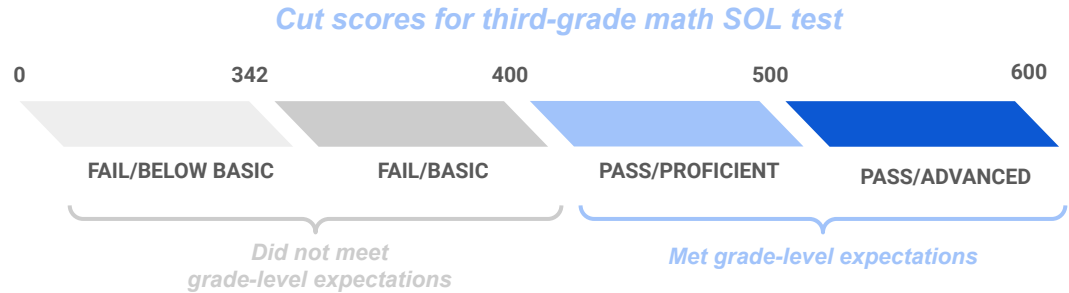


The Virginia Board of Education is required to **review the learning standards every seven years**, at minimum. When significant changes occur to the standards, **the SOL tests must also change to maintain alignment.**

SOL Test Process: Cut Scores

The Virginia Board of Education adopts cut scores on the SOL tests that define the expectations for each performance level. The Board may use its discretion to adopt cut scores.

Cut scores represent the score on the SOL test that a student must achieve to be considered “proficient” / “advanced” / “does not meet” on grade-level learning standards.



A standard setting committee - which may include educators, parents, postsecondary faculty, and the business community - is convened for each grade/subject SOL test. The group is trained on standard setting procedures, views the test items, and recommends cut scores to be presented to the Virginia Board of Education.

The Virginia Board of Education is presented with each committee's recommendation as well as the recommendations from the Superintendent of Public Instruction. After considering these recommendations, the Board adopts the final cut scores for each grade/subject SOL test.

CONTENT

SOL Test Content: Technical Changes

Virginia's assessments have evolved in response to changes in technology.

2007

All tests are online (except Writing)

2011–2012

Technology-enhanced items introduced

2013

Writing tests are online

2014

Computer-adaptive testing pilot

2015–2016

Computer-adaptive testing begins

2017

Computer-adaptive testing is implemented for grades 3–8 in Reading and Math

2022

New Science cluster/scenario-based items are field tested

2023

New integrated Reading and Writing item types are field tested (grade 5, grade 8, EOC)

GLOSSARY




Computer-adaptive test. An assessment that is customized for every student. How a student responds to a question determines the difficulty of the next item. A correct response leads to a more difficult item, while an incorrect response results in the selection of a less difficult item for the student.

Technology-enhanced items. Questions that are more open-ended than multiple choice (e.g., drag and drop, fill-in-the-blank, bar graph, number line).

Cluster/scenario-based items. A context-rich stimulus (e.g., a description of a scientific investigation performed by students) is presented to students followed by 3 to 6 questions that are connected to the scientific details of the stimulus.

SOL Test Content: Question Types

The SOL tests measure students skills and knowledge primarily through multiple choice or technology-enhanced test items. New prompts that may be included in future reading tests are currently being field tested.

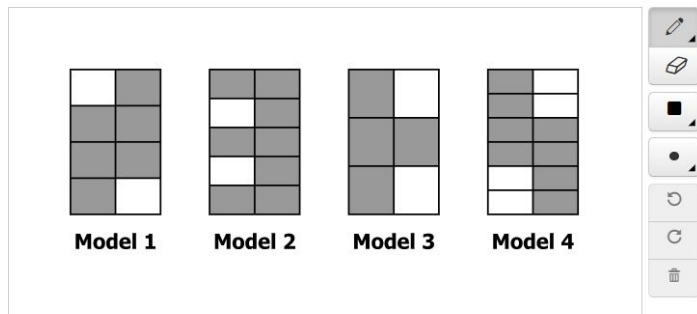
Multiple Choice  About 85% of the SOL test	Technology-Enhanced  About 15% of the SOL test	Response to Prompts* 
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* Currently included only in the SOL writing tests for Grade 8 and high school end-of-course. A new item type is being field tested in Spring 2023 as part of the reading tests for grade 5, grade 8, and high school end-of-course that will require students to read a nonfiction passage based on science or history content, answer several multiple-choice items, and respond to a prompt.

SOL Test Content: Multiple Choice Questions

Grade 4 Math

Each of the four models shown is shaded to represent a fraction. Each of the models is the same size.



Which two models appear to have equivalent fractions shaded?

- ☐ A. Model 1 and Model 3
- ☐ B. Model 2 and Model 4
- ☐ C. Model 1 and Model 2
- ☐ D. Model 3 and Model 4

Multiple Choice items require the student to select the correct answer from several options. Only one correct answer is correct.

Grade 8 Reading

Read this dictionary entry.

dis·tinct (dī-sŭŋkt') *adj.* 1. Not identical; separate. 2. Easily recognized; clear. 3. Obviously defined; unquestionable. [Lat. *dīstīnctus*, p. part. of distinguish]

In paragraph 1, distinct comes from a word that means —

- ☐ A. separate
- ☐ B. clear
- ☐ C. unquestionable
- ☐ D. distinguish

SOL Test Content: Technology-Enhanced Questions

Grade 4 Math

Directions: Type your answer in the box.

What number belongs in the box to make this equation true?

$$\boxed{} \div 2 = 8$$

“Technology-enhanced” items include:

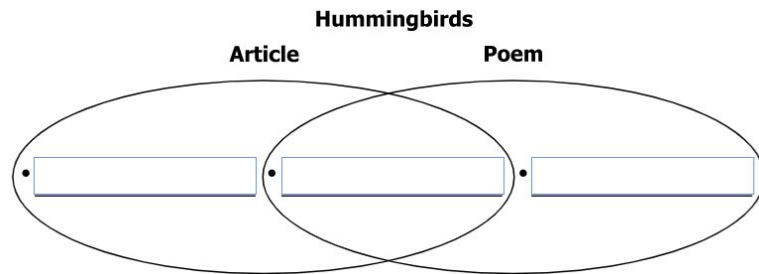
- Drag and drop
- Hot spot (e.g., number line, coordinate plane)
- Bar graph or histogram
- Fill-in-the-blank

These questions are more open-ended than multiple choice.

Grade 8 Reading

Directions: Drag the answers to the correct locations.

Complete this diagram.



Build nests with moss

Easily frightened


Small in size

Help pollinate gardens






Eat very little

SOL Test Content: Response to Prompts

Grade 8 Writing

Click on the exhibit window  on the right to view the Prompt and the Checklist for Writers.

After reading the prompt, type your response in the space.

B *I* U      6000

Sample

“Response to Prompt” items require students to write a short essay in response to a question. They are scored on a rubric.




These item types are only included in the SOL Writing test, in grade 8 and high school EOCs.

REPORTING / RESULTS

SOL Test Results: Scoring

The most prevalent SOL test item types – multiple choice or technology-enhanced – are machine scored. Writing prompts are scored by both artificial intelligence (AI) and a human scorer.

Virginia's testing contractor, Pearson, is responsible for scoring the SOL test items.

<p>Multiple Choice</p>  <p>Machine scored</p>	<p>Technology-Enhanced</p>  <p>Machine scored</p>	<p>Response to Prompts*</p>  <p>Double scored** Human + Artificial Intelligence (AI)</p>
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* Currently only included in the SOL writing tests in grade 8 and high school EOCs

** Each response is scored twice: one score is assigned by a human reader, a second score is assigned by an AI scoring engine. If the human reader and the AI engine disagree by more than one point, a second human reader scores the response. Responses are scored on a four-point rubric in two domains: composing/written expression and usage/mechanics.

SOL Test Results: Data Use

Results are used to identify schools for support, inform a school's accreditation rating, and fulfill graduation requirements. Results are not used to impart consequences on students or teachers.

SOL test results **are** used to:

- ✓ Identify schools for **state support and intervention**, as required under federal accountability (ESSA)
- ✓ Inform a **school's accreditation rating** (i.e., 5 of 9 indicators are based on SOL test data)
- ✓ Fulfill **graduation requirements** for high school students

Additionally, SOL test results:

- ✗ Cannot serve as the **sole determinant of student retention/promotion**
- Could be used (but are not required) to **inform teacher evaluations**

SOL Test Results: Sample Reports

Test results are often available within 24 hours of student participation. Divisions are responsible for ensuring school leaders, teachers, and families have access to these results.

The Student Detail by Question (SDBQ) Report is provided by VDOE. SDBQ includes:

- (1) The student's overall performance on the test; and
- (2) For each test question:
 - Description of the question
 - Level of difficulty (i.e., low, medium, high)
 - Whether the student answered correctly

Divisions decide whether or not to use SDBQ reports.

VDOE also provides resources and supports, including publishing a parent video.

GR 4 MATHEMATICS CAT

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Vertical Scaled Score: 1425
 Test Scaled Score: **396**
 Performance Level: **FAIL/BASIC**

The item descriptor, SOL measured, and level of difficulty for each test question presented to the student during this Gr 4 Mathematics CAT test are grouped by reporting category and shown below.

H Item difficulty level is high.

M Item difficulty level is medium.

L Item difficulty level is low.

✓ Student answered item correctly.

✗ Student answered item incorrectly or did not provide a response.

‡ Indicates the test item was administered in a section of the test where students were not provided with a calculator.

Reporting Category				Scaled Score
Number and Number Sense				30
Item Difficulty				
H	M	L	Item Descriptor and SOL Measured	
✗			‡ Represent equivalent fractions using models. (4.2B)	
✗			Use the place value structure to compare decimals without models. (4.3C)	
	✗		‡ Compare fractions or mixed numbers. (4.2A)	
	✗		Use the place value structure to round whole numbers. (4.1C)	
	✗		Identify place and value of digits in decimals. (4.3A)	
✓			‡ Represent fraction/decimal equivalence using models. (4.3D)	
✓			‡ Order a set of fractions or mixed numbers. (4.2A)	
✓			Use the place value structure to read and write whole numbers. (4.1A)	
✓			Use the place value structure to round decimals. (4.3B)	

Reporting Category				Scaled Score
Probability, Statistics, Patterns, Functions, and Algebra				28
Item Difficulty				
H	M	L	Item Descriptor and SOL Measured	
✗			Recognize, extend, and describe patterns. (4.15)	
	✗		Determine and represent the outcomes of events using fractional representations from 0 to 1, including representations on a number line. (4.13B)	
	✗		Represent a given probability with a model or practical problem. (4.13C)	
	✗		Analyze and interpret information presented in a bar graph or line graph. (4.14B)	
	✗		Demonstrate equality in equations. (4.16)	
✓			Predict the likelihood of outcomes of a simple event. (4.13A)	
✓			Analyze and interpret information presented in a bar graph or line graph. (4.14B)	
✓			Demonstrate equality in equations. (4.16)	

Reporting Category				Scaled Score
Computation and Estimation				30
Item Difficulty				
H	M	L	Item Descriptor and SOL Measured	
	✗		‡ Estimate or determine sums, differences, or products of whole numbers. (4.4B)	
	✗		‡ Estimate and solve problems involving division of whole numbers. (4.4C)	

Defining the Challenge

Defining the Challenge

Draft language:

- 1. The requirements for proficiency on Virginia's statewide summative assessment have been set too low. At the same time, Virginia students are falling behind students in other states.*
- 2. Students have limited opportunities to demonstrate critical thinking through rigorous item types (e.g., writing, constructed response). Current assessments are disconnected from the rigorous thinking teachers ask them to do in the classroom.*
- 3. Assessment result reports, though detailed for educators, are not user-friendly for families. It is paramount that both educators and families have access to actionable information and are supported in understanding and acting on student test results.*
- 4. Virginia students take multiple assessments, both those required by the state and those required by divisions or schools. Students and educators deserve coherence and usability across all assessments.*

Next Steps

Work Group Timeline

Meeting 1 March

Understand the purpose of state assessments generally

Understand how Virginia's state assessment system works currently

Consider the challenges with Virginia's current assessment system

Meeting 2 April

Understand the national landscape and best practices, as context for Virginia's assessment system

Consider how national best practices and innovations do or do not address the challenges with the VA assessment system

Meeting 3 May

Understand Virginia's assessment system currently, contrasted with the national landscape

Define goals and objectives for the future of VA assessments

Meeting 4 July

Weigh in on initial recommendations

Review a preliminary timeline for piloting and implementation

Understand the legislative and regulatory changes needed, if relevant

Meeting 5 August

Review updated recommendations, including the timeline for implementation

*Based on the recommendations developed by this Work Group, SOE and VDOE will submit their initial plan for the implementation of Virginia's revised summative assessment to the General Assembly by **November 1, 2023**.*

Next Steps

Following this meeting, you will receive a brief exit survey (via e-mail).

- Responses requested by April 4, 2023

Before our next meeting, you should expect the following (via e-mail):

- Outreach to schedule 1:1 calls
- Agenda for meeting
- Suggested pre-reading

The Work Group will reconvene on April 27, 2023. During that meeting, we will:

- Contextualize understanding of Virginia's assessment system within the national landscape
- Consider how national best practices and innovations do or do not address the challenges with the VA assessment system

If you have any questions about the upcoming meeting, please contact Jill Pinsky at jill.pinsky@watershed-advisors.com.

Additional Reporting Examples

Growth Test Report

Student Detail by Question

State Testing Identifier: [REDACTED]

Grade: 3 Group: [REDACTED]

School: [REDACTED]

Division: [REDACTED]



GR 3 MATHEMATICS GROWTH CAT

Page 1 of 1

Vertical Scaled Score: 1415

The item descriptor, SOL measured, and level of difficulty for each test question presented to the student during this Gr 3 Mathematics Growth CAT test are grouped by reporting category and shown below.

H Item difficulty level is high.

M Item difficulty level is medium.

L Item difficulty level is low.

✓ Student answered item correctly.

✗ Student answered item incorrectly or did not provide a response.

Reporting Category			
Number and Number Sense			
Item Difficulty			
H	M	L	Item Descriptor and SOL Measured
		✗	Model fractions and mixed numbers. (3.2B)
		✓	Interpret the place and value of each digit of a whole number. (3.1A)
		✓	Round numbers to a specified place value. (3.1B)
		✓	Model fractions and mixed numbers. (3.2B)

Reporting Category			
Computation and Estimation			
Item Difficulty			
H	M	L	Item Descriptor and SOL Measured
		✗	Solve problems involving estimation, addition, or subtraction of whole numbers. (3.3A)
		✓	Solve problems involving estimation, addition, or subtraction of whole numbers. (3.3A)
		✓	Use a variety of models to represent multiplication or division facts. (3.4A)
		✓	Recall multiplication facts. (3.4C)
		✓	Solve problems involving addition or subtraction of proper fractions with like denominators using models. (3.5)

VAAP Test Report

MARTHA D. WASHINGTON

State Testing Identifier: 1234567890

Grade:

School: 0000 – SCHOOL NAME

Division: 000 – DIVISION NAME

Virginia Alternate Assessment Program (VAAP)

Student Detail by Question

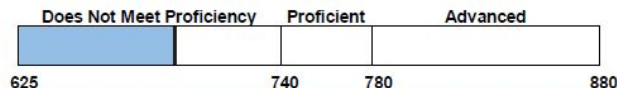


GR 4 READING

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Performance Level: **DOES NOT MEET PROFICIENCY**

Test Scaled Score: **680**



Based on sentences of fiction or nonfiction text read to or by the student, performing at the **Does Not Meet Proficiency** level typically suggests an **inconsistent ability** to (1) identify a letter name, letter sound, word, or the meaning of a word and (2) answer different kinds of comprehension questions that may include main ideas, characters, narrators, settings, events, ideas, and information.

The item descriptor for each test question on this Gr 4 Reading test are grouped by reporting category and shown below.

- ✓ Student answered item correctly.
- ✗ Student answered item incorrectly or did not provide a response.

Reporting Category	
Demonstrate comprehension of fictional texts and use word analysis strategies	
Correct/ Incorrect	Item Descriptor
✓	Recognize a word in fiction text. (VESOL R-4.1)
✓	Determine the meaning of a word in fiction text. (VESOL R-4.1)
✓	Recognize a word in nonfiction text. (VESOL R-4.1)
✗	Determine the meaning of a word in nonfiction text. (VESOL R-4.1)
✗	Answer a question about fiction text. (VESOL R-4.1)
✗	Identify a character in fiction text. (VESOL R-4.1)
✗	Identify a setting in fiction text. (VESOL R-4.1)
✗	Identify an event in fiction text. (VESOL R-4.1)
✗	Identify the narrator or character in fiction text. (VESOL R-4.1)