

2014

Students with Disabilities: Guidelines for Assessment Participation

A Guide for Educators and Parents



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Procedures for Participation of Students with Disabilities in Virginia's Accountability System

Introduction

It is the intent of the Commonwealth of Virginia to include *all* students with disabilities in the assessment component of Virginia's accountability system. The federal regulations under Section 504 of the *Rehabilitation Act of 1973*, as amended, and Regulations Governing Special Education Programs for Children with Disabilities in Virginia at 8 VAC20-81-20.4 (corresponding with *Individuals with Disabilities Education Improvement Act of 2004*, at 20 USC § 1412(a) (16) (A), Virginians with Disabilities Act, Section 51.5-40 *et seq.* of the Code of Virginia, require that individuals with disabilities be given equal opportunity to participate in and benefit from the policies and procedures customarily granted to all individuals.

The purpose of this document is to provide a resource for educators and parents regarding the state assessment system and how students with disabilities are provided access. It provides participation information by describing each assessment program and guidelines for determining eligibility.

Guidelines for Assessment Participation

Students with disabilities in the Commonwealth of Virginia include identified students under the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA) and under Section 504 of the *Rehabilitation Act of 1973*, as amended. IDEA and its implementing state and federal regulations require that all students with disabilities participate in the state's accountability system. More specifically, students with disabilities are expected to participate in all content area assessments that are available to students without disabilities.

I. Description of Assessment Programs

A. Standards of Learning (SOL) Assessment Program

The SOL in the content areas of English, mathematics, science, and history/social science are intended to set reasonable targets and expectations for what teachers are expected to teach and students are expected to learn. The results of SOL assessments for these content areas inform parents and teachers about what students are learning in relation to the SOL and hold schools accountable for teaching the SOL content. Students with disabilities may participate in SOL assessments with or without accommodations.

B. Virginia Grade Level Alternative (VGLA)

The VGLA is available as an alternative to the SOL tests and is designed for students whose disabilities prevent them from accessing SOL content area assessments due to the format of the test. It is available for students with disabilities for grade 5 science, grade 8 science, grade 8 writing, Virginia Studies and Civics & Economics. Students with an identified disability eligible under IDEA or Section 504 who meet the VGLA guidelines for participation may be assessed through the VGLA. Eligible students compile a collection of work samples, called a Collection of Evidence (COE), to demonstrate performance on grade level content as presented in the SOL test blueprints. Decisions about participation in VGLA are made on a test-by-test and individual basis. VGLA will no longer be available to students with disabilities after the 2014-2015 school year.

C. Virginia Substitute Evaluation Program (VSEP)

The VSEP is an alternative assessment based on grade level achievement standards. It provides students whose disabilities prevent them from accessing the SOL test(s) in a content area even with testing accommodations due to the multiple choice and technology enhanced formats, with the opportunity to participate in state assessments. It is available for SOL end-of-course tests and provides eligible students with the opportunity to earn the requisite verified credits for a Standard Diploma with or without credit accommodations or the Advanced Studies Diploma. The VSEP is also available to students with disabilities, who need the grade 8 numeracy and literacy certification required to earn a Modified Standard Diploma.¹

In addition, under specific circumstances, the VSEP is available for eligible students in grades 3 – 8 in mathematics and reading. Only students with an identified disability eligible under IDEA or Section 504, who meet the VSEP guidelines for participation, may be

¹ The Modified Standard Diploma is only available to students who entered the 9th grade for the first time prior to the 2013 -2014 school year.

assessed through the VSEP. Students will compile a collection of work samples, called a Course Work Compilation (CWC), to demonstrate performance on all SOL in the test blueprint for the assessed course. Decisions about participation in VSEP are made on a test-by-test and individual basis.

D. Virginia Modified Achievement Standards Test (VMAST)

The VMAST is an alternate assessment based on modified achievement standards in which research-based supports and simplifications are applied to existing online test items to make them more accessible to eligible students with disabilities. VMAST availability is limited to *Algebra I* and End-of-Course (EOC) *Reading* for students with disabilities who are eligible to use credit accommodations for the Standard Diploma and to Grade 8 *Mathematics* and Grade 8 *Reading* for students with disabilities who are pursuing a Modified Standard Diploma. As a reminder, the Modified Standard Diploma is only available to students who entered the ninth grade prior to 2013-2014.

Students participating in VMAST must meet the VMAST participation criteria. Eligible students are instructed in grade level content but are not likely to achieve proficiency in the same time frame as their non-disabled peers. Students participating in VMAST do not receive a modified curriculum; the achievement expectations are modified. Only students with an identified disability under IDEA 2004 who meet the eligibility criteria may be assessed through VMAST.

E. Virginia Alternate Assessment Program (VAAP)

The VAAP is an alternate assessment based on alternate achievement standards and is specifically designed to evaluate the achievement of students with significant cognitive disabilities. The VAAP is available to students in grades 3 through 8 and high school who are working on academic standards that have been reduced in complexity and depth. These academic standards are called Aligned Standards of Learning (ASOL) and are available in reading, writing, mathematics, science and history/social science. Only students with significant cognitive disabilities who are eligible under IDEA and who meet the VAAP guidelines for participation may be assessed through the VAAP. Students with disabilities served by 504 Plans are not eligible for VAAP. Students will compile a collection of work samples, or COE to demonstrate achievement on the ASOL. Students who participate in the VAAP participate in all content areas; participation decisions are made on an individual basis.

II. Determination of How Students with Disabilities Participate in Virginia's Accountability System

For all students with disabilities identified under IDEA, the IEP Team determines how the student will participate in the accountability system. For students identified under Section 504, the 504 Committee determines how the student will participate.

A student's IEP must specify the student's participation in the state accountability system as follows:

- participation in the SOL test with no accommodations;²

² The Board of Education has approved a number of substitute tests that students may take to earn verified credits towards graduation. The Board has also approved a schedule of career and technical examinations for

- participation in the SOL test with accommodations;
- participation in the VGLA or VSEP;
- participation in the VMAST
- participation in VAAP;

If the IEP Team determines that the student must participate in the VGLA, VSEP, VMAST, or VAAP instead of the SOL test, a statement that addresses the following must be included in the IEP:

- Why the student cannot participate in the regular assessment;
- Why the particular assessment selected is appropriate for the student, including how the child meets the criteria for the alternate assessment; and
- How the child’s participation in VGLA, VSEP, VMAST, or VAAP will impact the child’s promotion and/or graduation with a modified standard, standard, or advanced studies diploma; or other matters.

A student’s 504 Plan must specify the student’s participation in the state accountability system as follows:

- participation in the SOL test with no accommodations;
- participation in the SOL test with accommodations;
- participation in the VGLA or VSEP.

III. Role of the Individualized Education Program (IEP) Team

(For students identified under the Individuals with Disabilities Education Improvement Act of 2004)

For all students with disabilities identified under IDEA, the IEP ensures that they receive a free appropriate public education. The IEP process also ensures that each student's parent(s)³ is an active participant of the IEP Team. The IEP Team makes decisions about participation in each of the assessments and the need for and selection of accommodations. These decisions must be made during the annual IEP Team meeting that precedes the assessment administration. If the team believes that these decisions should change, an IEP meeting must be held to address and document these issues on the IEP prior to the test administration. The ramifications of these decisions made by the IEP Team must be clearly explained to and understood by all IEP Team members including the student’s parent(s) and the student, if appropriate. Additionally, the parent(s) and student must be provided with prior notice regarding the proposed IEP.

licensure or certification that may be substituted for SOL tests to earn student-selected verified credits.

³ See the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, at 8 VAC 20-81-10 for the definition of a parent for a child with a disability. The parental rights transfer to the student when he/she reaches the age of majority (18 in Virginia) unless certain procedures specified in regulations have been followed.

IV. Role of the 504 Committee

(For students identified under Section 504 of the Rehabilitation Act of 1973, as amended)

Each school division is required to determine appropriate educational programs for all students with disabilities who qualify under Section 504 by convening a knowledgeable group to evaluate and determine program needs. Therefore, decisions about the participation in each of the assessments, the need for, and selection of accommodations are the responsibility of a 504 Committee. Each student's parent, legal guardian or surrogate parent must be a participant in these decisions. These decisions should be made during the 504 Committee meeting which precedes the assessment administration. If the decisions were not made at this time, an additional 504 Committee meeting must be held to address these issues prior to the test administration. The ramifications of the decision must be clearly explained to and understood by all 504 Committee members including the student's parent, legal guardian, or surrogate parent and the student, if appropriate.

V. Procedures for Determining Participation

When determining participation in Virginia's Accountability System, all students with disabilities first must be considered for participation in the SOL assessments. Generally decisions about how a student with a disability will be tested should be made independently for each content area. The IEP Team or 504 Committee should consider the following assessment options.

A. Standards of Learning (SOL) Assessment Program

The vast majority of students with disabilities participate in Virginia's assessment program by taking SOL tests with or without accommodations. These students are working on grade level SOL content and are able to demonstrate their individual achievement through the regular assessment. These students may require instructional and assessment accommodations to access instruction and content and to demonstrate their skills and knowledge of grade level SOL. Information about accommodations is provided in the *Test Implementation Manual* available at http://doe.virginia.gov/testing/test_administration/index.shtml.

B. Virginia Grade Level Alternative (VGLA)

In considering possible participation in the VGLA, IEP Team/504 Committee members, as appropriate, need to be sure that all possible SOL test accommodations have been examined within the student's program to provide access to content and assessment within the specific SOL course.

Typical characteristics of a student with a disability recommended for the VGLA include the following:

- enrolled in grade 5 or 8 or in Virginia Studies or Civics & Economics;
- has an IEP/504 Plan or one is being developed;
- has a disability that results in an inability to demonstrate knowledge and skill on multiple-choice or technology-enhanced items, even when accommodations are provided; and
- demonstrates work on SOL that is at grade level.

VGLA participation eligibility criteria requires the IEP Team/504 Committee to examine how the student accesses instruction and content and demonstrates the knowledge and skills learned in the general education course being considered for the VGLA. To assist IEP Teams and 504 Committees in determining if a student is eligible for the VGLA for a specific content area, the Participation Criteria form (Appendix A) provides an examination of the student's performance on work samples primarily in multiple-choice formats compared with alternate formats. At least three work samples using a multiple-choice format and three work samples using alternate formats must be reviewed. Both the work samples in the multiple choice format and work samples in alternate formats should address the same SOL skill or concept so that student performance can be directly compared and thoroughly reviewed. If the VGLA is selected, the IEP Team or 504 Committee is required to provide a justification statement based upon the review of work samples and other educational data to describe why the student requires the alternative assessment.

Consideration for participation in the VGLA is by grade-level and course. The VGLA is available for eligible students with disabilities by grade level and subject area content as follows:

Grade 5 - Science

Grade 8 - Writing and Science

Virginia Studies or Civics & Economics - The grade level in which students receive instruction in this content varies.

For details regarding the implementation of the VGLA refer to the *VGLA Implementation Manual* available on the Virginia Department of Education Website at: http://www.doe.virginia.gov/testing/alternative_assessments/vgla_va_grade_level_alt/index.shtml.

C. Virginia Substitute Evaluation Program (VSEP)

Participation in the VSEP should only be considered after SOL participation has been discussed and all possible accommodations have been fully examined. Using current and historical data such as evaluations, school records, parent/teacher input, and medical data, the IEP Team/504 Committee must determine whether the student with a disability is unable to access the SOL test(s) even with accommodations.

Determining participation in VSEP is a two phase process beginning with the completion and submission of the *Intent to Participate* form by the IEP Team or 504 Committee. A Sample *Intent to Participate* form is provided in Appendix B. After division level approval of the *Intent to Participate* form has been obtained from the Division Director of Testing (DDOT), and the Director of Special Education, the form must be submitted to the Virginia Department of Education (VDOE) for review. The purpose of the VDOE review is to determine if the IEP Team/504 Committee has selected an appropriate VSEP participant by adhering to the VSEP participation criteria and by providing a reasonable justification based on the student's disability, performance, and use of accommodations.

The second phase of the process includes the completion and submission of the *Evaluation Plan/Worksheet* by the student's teacher(s) for local review and approval. The *Evaluation Plan/Worksheet* explains how the student will demonstrate individual achievement of each SOL addressed in the test blueprint. It must address the assessment products and the methods

that are planned for the CWC over the duration of the course and must reflect a complete demonstration of the skills and knowledge related to the standards addressed in the test blueprint. Consideration must also be given to the depth of knowledge that is expected of the student for the SOL to be defended. An Evaluation Plan should be unique and individualized for the student considering:

- the student's disability;
- how the student accesses SOL content;
- how the student demonstrates skills and knowledge; and
- specific assessment methods or products for each SOL stem and bullet.

The Evaluation Plan/Worksheet forms for each content area are available online at: http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml.

VSEP is available in the following course/content areas:

End-of-Course content areas

- English: Writing
- English: Reading
- Algebra I
- Algebra II
- Geometry
- Earth Science
- Biology
- Chemistry
- Virginia and United States History
- World History I
- World History II
- World Geography

Grade 8 content areas required for the Modified Standard Diploma

NOTE: The Modified Standard Diploma is available only to students who entered the 9th grade for the first time prior to the 2013-2014 school year.

- Reading (literacy assessment)
- Mathematics (numeracy assessment)

Virginia Substitute Evaluation Program (VSEP) for Grades 3-8 *Mathematics and Reading* (Special Permission)

Eligible students with disabilities in grades 3-8 who are unable to access SOL *Mathematics and/or Reading* assessments may be permitted to submit a CWC to demonstrate knowledge of mathematics and/or reading content. Typically students eligible to submit CWCs have experienced a new disability, rapid deterioration of sensory functions, or a unique disability that prevents the student from accessing the SOL assessment even with allowed testing accommodations. Procedures for requesting this special participation include completing and submitting to the VDOE the *Special Permission Request* form located online at:

http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml.

The Evaluation Plan/Worksheets for each grade level are available online at: http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml.

For details regarding the implementation of the VSEP refer to the *VSEP Implementation Manual* available on the Virginia Department of Education Website at: http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml.

D. Virginia Modified Achievement Standards Test (VMAST) for *Algebra I*, End-of-Course (EOC) *Reading*, Grade 8 *Mathematics*, and Grade 8 *Reading*

VMAST availability is limited to *Algebra I* and End-of-Course (EOC) *Reading* for students with disabilities who are eligible to use credit accommodations for the Standard Diploma and to Grade 8 *Mathematics* and Grade 8 *Reading* for students with disabilities who are pursuing a Modified Standard Diploma. Typical students for whom the VMAST may be appropriate may exhibit some or all of the learner characteristics below.

- Works at a slower pace than same-age, nondisabled peers
- Has deficits in factual knowledge
- Has difficulties engaging with materials
- Benefits from differentiated instruction and additional instructional time
- Requires a high level of support
- May have below grade level reading ability
- May have retention or memory deficits

In addition to considering learning characteristics, IEP teams must also gather other important information such as:

- Student Grade Level or Course Enrollment
- Instructional Content
- Disability
- Accommodations
- Instructional Supports and/or Strategies Provided
- Timeframe Expected for Learning Instructional Content
- Assessment Performance

To assist IEP Teams in selecting the appropriate students for VMAST, the *Participation Criteria* form (Appendix C) guides the team through the consideration of each criteria and the required supporting documentation. Additional information and resources regarding the VMAST are available on the Virginia Department of Education Website at: http://www.doe.virginia.gov/testing/alternative_assessments/vmast_va_mod_achievement_stds_test/index.shtml.

Students who participate in VMAST *Algebra I* and EOC *Reading*⁴ must be working towards the Standard Diploma and eligible to use credit accommodations. Additional information and resources regarding the Standard Diploma with credit accommodations is available on the Virginia Department of Education Website at: http://doe.virginia.gov/instruction/graduation/credit_accommodations.shtml.

⁴ The VMAST for *Algebra I* and EOC *Reading* will remain available for students with disabilities who were administered the VMAST *Algebra I* and/or VMAST EOC *Reading* tests for the first time prior to Summer 2014 and are seeking to retake the test(s) for verified credit.

The VMAST for Grade 8 *Mathematics* and Grade 8 *Reading* is only be available to high school students with disabilities who are pursuing a Modified Standard Diploma and who meet the VMAST participation criteria. **Note:** the Modified Standard Diploma is available only to students who entered the 9th grade prior to the 2013-2014 school year.

E. Virginia Alternate Assessment Program (VAAP)

In considering possible participation in the VAAP, IEP Team members need to be sure that all possible SOL test accommodations and other alternative assessments such as the VGLA, VSEP, and VMAST have been examined as options to provide access to state assessments.

A student recommended for the VAAP may exhibit some or all of the following learning characteristics:

- Communication difficulties
- Uneven learning patterns in all domains
- Multiple disabling conditions along with an intellectual disability
- Motor impairments
- Difficulty learning new tasks and maintaining skills
- Individualized methods of accessing information

The VAAP participation criteria form located in Appendix D is designed to guide IEP Teams in identifying the population of students with significant cognitive disabilities who are unable to be assessed using the SOL tests even with accommodations or the VGLA, VSEP, or VMAST assessments. A guidance document summarizing available research on significant cognitive disabilities is available at

http://www.doe.virginia.gov/special_ed/disabilities/intellectual_disability/guidance_significant_cognitive_disabilities.pdf as a resource to IEP Teams. When considering students for the VAAP, IEP Teams are advised to consider information such as, but not limited to, educational evaluations, psychological reports, teacher observations, etc.

Unlike VGLA, VSEP, and VMAST, eligibility for VAAP is not considered on a test-by-test basis. If a student is eligible for VAAP, he or she will participate in VAAP for all content areas. Students participating in the VAAP *must* be enrolled in grades 3 through 8 or high school. Students in grades 3 through 8 are required to submit a Collection of Evidence (COE) for all content areas assessed at their grade level. Students in high school are required to submit a COE including the content areas of reading, writing, mathematics, science, and history/social science by the end of their grade 11 school year or on a schedule determined by the local school division.

For details regarding the implementation of the VAAP refer to the *VAAP Implementation Manual* available on the Virginia Department of Education Website at:

http://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml

If the student fails to meet one of the criteria for participation for the alternate/alternative assessments, the student must participate in the SOL assessment program with or without accommodations.

F. Determining State Assessment Participation Chart

When determining how the student will be tested on a state assessment, the IEP Team or 504 Committee should consider the following options:

Characteristics of Student Performance	Recommended Participation for Standards of Learning Test
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OPTION 1

<p><i>If the student</i></p> <ul style="list-style-type: none"> a) is able to demonstrate knowledge and skills on a test that primarily uses a multiple choice format, either with or without accommodations; <p><i>and</i></p> <ul style="list-style-type: none"> b) is working on Standards of Learning at grade level, 	<p><i>Then</i></p> <p>the student should take the Standards of Learning test, either with or without accommodations.</p>
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Characteristics of Student Performance	Recommended Participation for Virginia Grade Level Alternative
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OPTION 2

<p><i>If the student</i></p> <ul style="list-style-type: none"> a) is enrolled in grade 5 science, grade 8 science or writing and/or Virginia Studies or Civics & Economics, <p><i>and</i></p> <ul style="list-style-type: none"> b) has an IEP/504 Plan (or one is being developed), <p><i>and</i></p> <ul style="list-style-type: none"> c) as the result of a disability, is unable to demonstrate knowledge and skills on multiple-choice or technology-enhanced items, even with accommodations, <p><i>and</i></p> <ul style="list-style-type: none"> d) is working on Standards of Learning that are at grade level, <p><i>and</i></p> <ul style="list-style-type: none"> e) can demonstrate individual achievement of Standards of Learning content through means other than multiple-choice formats, 	<p><i>Then</i></p> <p>the student should participate in the Virginia Grade Level Alternative.</p> <p><i>Note:</i> <i>The Virginia Grade Level Alternative is not available in mathematics or reading for students with disabilities. Beginning in 2015-2016, the VGLA will be discontinued for students with disabilities and will not be available in any content area.</i></p>
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Characteristics of Student
Performance

Recommended Participation
for Virginia Substitute Evaluation Program

OPTION 3

If the student

- a) has an IEP/504 Plan (or one is being developed) and is enrolled in a course with a Standards of Learning end-of-course test,
or
- b) is pursuing a Modified Standard Diploma and seeking certification for having met literacy and/or numeracy requirements
and
- c) as the result of a disability, is unable to demonstrate knowledge and skills on multiple-choice or technology-enhanced items in reading and mathematics, even with accommodations,

Then

the student should participate in the Virginia Substitute Evaluation Program.

Characteristics of Student Performance

Recommended Participation for Virginia Modified Achievement Standards Test

OPTION 4(a)

If the student

- a) is enrolled in Algebra I or an English class that completes instruction of the English SOL for grades 9-11
and
- b) is eligible to use credit accommodations for the Standard Diploma
or
- c) has a standards-based IEP (or one is being developed)
and
- d) is working on Standards of Learning that are at grade level, but is not likely to achieve proficiency in the same time frame as non-disabled peers
and
- e) is able to demonstrate knowledge and skills on a test that primarily uses multiple choice formats, either with or without accommodations.

Then

the student should participate in the Virginia Modified Achievement Standards Test for *Algebra I* and/or *EOC Reading*.

Note: *The VMAST for Algebra I and EOC Reading will remain available for students with disabilities who were administered the VMAST Algebra I and/or VMAST EOC Reading tests for the first time prior to Summer 2014 and are seeking to retake the test(s) for verified credit.*

OPTION 4(b)

If the student

- a) is working towards a Modified Standard Diploma and entered 9th grade prior to 2013-2014
or
- b) has a standards-based IEP (or one is being developed)
and
- c) is working on Standards of Learning that are at grade level, but is not likely to achieve proficiency in the same time frame as non-disabled peers
and
- d) is able to demonstrate knowledge and skills on a test that primarily uses multiple choice formats, either with or without accommodations.

Then

the student should participate in Virginia Modified Achievement Standards Tests from Grade 8 Mathematics and Grade 8 Reading

Characteristics of Student
Performance

Recommended Participation
for Virginia Alternate Assessment Program

OPTION 5

If the student

- a) has an IEP (or one is being developed),
and
- b) demonstrates significant cognitive disabilities,
and
- c) requires intensive, frequent, and individualized instruction in a variety of settings to show interaction and achievement,
and
- d) is working toward educational goals other than those prescribed for a Modified Standard, Standard, or Advanced Studies Diploma,

Then

the student should participate in the Virginia Alternate Assessment Program.

VI. Non-Participation of Students with Disabilities in the Virginia Assessment Program

Neither the IEP Team nor the 504 Committee can make decisions for non-participation in state assessments. If the parent requests non-participation in a particular SOL assessment, an IEP Team or 504 Committee must convene to explain the consequences associated with non-participation. For grades 3 through 8, consequences may include:

- teachers, parents and the student will not receive information on student progress contained in the assessment score reports; and
- the student may not have an opportunity to experience an assessment in the content area prior to taking assessments required for graduation.

If the parent decides on non-participation in the Virginia assessment program, the decision will be considered a refusal to participate and the student, the school, and the school division will receive a score of 0 for that test. Documentation indicating that the consequences of the decision have been fully explained to and understood by the parent, guardian, surrogate or student must be attached to or become part of the student's IEP or 504 Plan.

Students with disabilities who are enrolled in courses with End-of-Course SOL assessments must take the relevant End-of-Course assessments. Students who are auditing a course or being instructed in only part of the content and therefore not enrolled do not take the SOL end-of-course assessment. In such cases, the course title and code should reflect the instruction being provided to the student.

APPENDIX A

Virginia Grade Level Alternative

Participation Criteria for Students with Disabilities
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Directions: The VGLA is an evidence-based grade level alternative to the Standards of Learning (SOL) assessments. To identify appropriate students for the VGLA, a student's IEP team/504 committee must address each section of this form and attach supporting documentation as indicated.

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: ____ Content Area Considered: _____

Section II: School Division Information

School Division Name: _____ School Name: _____

Course Content Teacher: _____ Date: _____

Section III: Performance Overview *Review and document that the student cannot access SOL assessments in a multiple-choice format. To make this determination, IEP Teams/504 Committees must document the review of the following information for each content area separately.*

- Three or more student work samples (class work or classroom assessment) from the content area being considered in the multiple-choice format
- Three or more student work samples (class work or classroom assessment) from the content area being considered in alternative formats

a) List the work samples in the multiple-choice format and describe the student's performance on each work sample. *Work samples must be attached to this document.*

Multiple-Choice Work Sample #1

Multiple-Choice Work Sample #2

Multiple-Choice Work Sample #3

b) List the work samples in the alternative formats and describe the student's performance on each work sample. *Work samples must be attached to this document.*

Alternative Format Work Sample #1

Alternative Format Work Sample #2

Alternative Format Work Sample #3

Section IV. *Justification Statement* *The IEP Team /504 Committee must also provide a justification statement as to why the IEP Team or 504 Committee has determined that the impact of the student's disability prevents access to the SOL assessment even with accommodations. Data from the student's educational record including the most recent evaluation information, teacher observations, and classroom and state assessment performance history should be referenced.*

a) Brief overview of the student's disability

b) Impact of the disability on the student's classroom performance

c) Accommodations that have been used in classroom, division, or state assessments and the impact on the student's performance

Section V. *To participate in the Virginia Grade Level Alternative, the student's IEP Team/504 Committee must determine that a student is eligible based on answering the three questions below. A response of "No" for any question indicates that the student is NOT eligible for the VGLA in the content area listed in Section I of this form.*

1) Does the student have a current IEP/504 Plan or is one being developed?

Yes No

2) Does the student demonstrate his/her individual achievement of the Standards of Learning content by means other than multiple-choice test format?

Yes No

3) As a result of a disability, is the student unable to demonstrate his/her individual achievement on the Standards of Learning test for the assigned course and grade level using available accommodations and/or formats?

Yes No

Signed:

_____	Date _____
Course Content Teacher	
_____	Date _____
Special Education Teacher	
_____	Date _____
Parent	
_____	Date _____
Building Administrator or Designee	
_____	Date _____
Other	
_____	Date _____
Other	

APPENDIX B

Virginia Substitute Evaluation Program

2014-2015 VSEP Intent to Participate

This form is available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml

Directions: The IEP Team/504 Committee should complete sections I-V and submit this form to the Division Director of Testing. A separate *2014-2015 VSEP Intent to Participate* form is required for each subject/course considered.

NOTE: Do not use this form to register a VSEP CWC for resubmission. Use the *2014-2015 VSEP Resubmission* form.

Section I: Student Information

Student Name:	Date of Birth:
State Testing Identifier (STI):	Grade: Select from dropdown If other, specify If Grade 12, enter graduation date:
Diploma Program(s)*: Select from dropdown	Administration: Select from dropdown
Type of Submission: Check <u>one</u> only. <input type="checkbox"/> the Course Work Compilation (CWC) will be a <u>first time submission</u> (student is currently enrolled in the course); <input type="checkbox"/> the CWC will serve as a <u>re-take</u> for a SOL test previously administered online or using a paper test booklet (student passed the course but failed the SOL test).	Subject/Course** The student will complete a CWC for the following subject/course. Select only <u>one</u> course from the appropriate standards list below: <u>Current Standards:</u> Select from dropdown OR <u>Previous Standards:</u> Select from dropdown
<p>*The Modified Standard Diploma is available only to students who entered the 9th grade for the first time <u>prior</u> to the 2013-2014 school year.</p> <p>** For assistance selecting the correct standards, blueprints, and curriculum frameworks for developing the <i>VSEP Evaluation Plan/Worksheet</i>, refer to Tables 1, 2, and 3 in the <i>2014-2015 VSEP Implementation Manual</i>.</p>	

Section II: School Division Information

School Division Name:	School Name:
Course Content Teacher:	

Section III: Qualifying Statements

If “NO” is checked for ANY statement, the student is NOT ELIGIBLE for the Virginia Substitute Evaluation Program. (*Check yes or no for each statement.*)

- | YES | NO | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The student has a current IEP or 504 Plan or one is being developed.
(<i>Please do not submit the student’s IEP/504 Plan.</i>) |
| <input type="checkbox"/> | <input type="checkbox"/> | The student is enrolled in a course or has passed a course that has a Standards of Learning (SOL) end-of-course test and/or the student is pursuing a Modified Standard Diploma and seeking certification to meet the literacy and/or numeracy requirements. |
| <input type="checkbox"/> | <input type="checkbox"/> | As a result of a disability, the student is <u>unable</u> to demonstrate his/her individual achievement on the SOL test for the course on grade level using the available accommodations as listed in the <i>Procedures for Participation of Students with Disabilities in Virginia’s Accountability System</i> , available on the Virginia Department of Education’s Web site at:
www.doe.virginia.gov/testing/participation/index.shtml . |
| <input type="checkbox"/> | <input type="checkbox"/> | The student’s performance, even with accommodations, demonstrates to the IEP Team or 504 Committee that the student requires a VSEP. |

Section IV: Justification Statement

Provide a justification statement and reference documentation as to why the IEP Team/504 Committee has determined that the impact of the student’s disability prevents access to the SOL assessments even with accommodations. Teachers should reference data in the student’s cumulative record including the most recent psychological evaluation, medical reports, learner characteristics, and/or teacher observations. This justification statement should be unique and individualized for the student and include:

- a) **Brief overview of the student’s disability**—This section should include the student’s disability category and a description of the weaknesses or deficits that occur as a result of the disability. This overview should address the reasons why the student’s disability prevents access to the SOL assessments even with accommodations. Specific data should be referenced including, but not limited to, information from recent psychological and educational evaluations, medical reports, learner characteristics and/or teacher observations.
- b) **Impact of the disability on the student’s academic performance**—This section should explain how the student’s disability has impacted his or her academic performance. References to specific assignments or classroom tests may be included.
- c) **Accommodations that have been used previously with SOL assessments and impact on the student’s performance**—This section lists accommodations used on any previously administered SOL assessments and their impact on access and performance.

Section V: Participants

Those listed below participated in the IEP/504 Plan meeting to determine the student’s participation in the VSEP. IEP Team/504 Committee meeting minutes and participants’ signatures are available at the division.

Title	Enter First and Last Names	Date (mm/dd/yyyy)
Course Content Teacher		
Special Education Teacher		
Parent		
Student		
Building Administrator or Designee		

Submit this form to the Division Director of Testing. The Division Director of Testing and the Director of Special Education will review the form.

SAMPLE

This section is to be completed by the Division Director of Testing and the Director of Special Education.

Section VI: Division Director of Testing and Director of Special Education Review Verification and Registration

YES NO

- The Division Director of Testing and the Director of Special Education have reviewed the *VSEP Intent to Participate* form for completeness and accuracy.
- The Division Director of Testing has registered the student in PearsonAccess and assigned the VSEP test.

Title	Enter First and Last Names	Date (mm/dd/yyyy)
Division Director of Testing		
Director of Special Education		

Virginia Substitute Evaluation Program

2014-2015 Special Permission Request for Submission of a VSEP Course Work Compilation (CWC) for Students in Grades 3-8

Directions: The IEP Team/504 Committee should complete sections I-IV and submit to the Division Director of Testing. A separate *2014-2015 Special Permission Request* form is required for each subject/course considered (*Mathematics* and *Reading* only). This form is available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml

Section I: Student and School Information

Student Name:	Date of Birth:
State Testing Identifier (STI):	Current Grade of Enrollment: Select from dropdown
School Division: School Name: General Education Teacher: Special Education Teacher:	Administration-Subject/Course: The student will complete a CWC for the course listed in the following administration. Select only <u>one</u> course from the appropriate administration list below: <u>Fall 2014*</u> : Select from dropdown OR <u>Spring 2015*</u> : Select from dropdown

*For assistance selecting the correct standards, blueprints, and curriculum frameworks when developing the VSEP Evaluation Plan/Worksheet, refer to Tables 4 and 5 in the *2014-2015 VSEP Implementation Manual*.

Section II: Qualifying Questions

If “**NO**” is checked for ANY question, the student is NOT ELIGIBLE for the Virginia Substitute Evaluation Program (VSEP). (*Check yes or no for each statement.*)

- | | YES | NO | |
|---|-----|----|--|
| <input type="checkbox"/> <input type="checkbox"/> | | | 1. Does the student have a current IEP/504 Plan or is one being developed?
<i>(Please do not submit the student’s IEP/504 Plan.)</i> |
| <input type="checkbox"/> <input type="checkbox"/> | | | 2. Is the student expected to achieve and maintain grade level proficiency on the subject/course (indicated in Section I) Standards of Learning (SOL) within the current school year? |
| <input type="checkbox"/> <input type="checkbox"/> | | | 3. Does the student possess a disability that presents a unique or significant challenge to the degree that the student is unable to access the SOL test using available accommodations or test formats? |

Section III: Documentation to Support Special Permission Request

Provide comprehensive documentation to support each of the following statements:

- 1. Student is performing on grade level for the Standards of Learning in the subject/course indicated in Section I.**
 - Provide a summary of documentation that is on file in the division that supports the student's grade level performance. Documentation may include, but is not limited to, reports of performance from educational evaluations, performance on local benchmark assessments, graded classroom assessments.

 - Provide a detailed explanation of how this student accesses grade level content during classroom instruction. Include any instructional accommodations provided.

- 2. The unique and/or challenging aspects of the student's disability preclude his/her access to the SOL assessment even with accommodations for the subject/course indicated in Section I.**
 - Provide an overview of the student's disability and a description of any unique and challenging aspects. If appropriate, this description should also address if the disability is a new disability or represents a deterioration of sensory function.

- 3. The unique and/or challenging aspects of the student's disability preclude his/her access to the SOL assessment even with test formats such as braille, large-print, audio, Plain English, etc., for the subject/course indicated in Section I.**
 - List each test format attempted along with an explanation of why the access to the SOL assessment was not successful.

 - List each testing accommodation used along with an explanation of why the access to the SOL assessment was not obtained.

Testing Accommodation -
Explanation of why the student was not able to access the SOL assessment with this accommodation.

Testing Accommodation -
Explanation of why the student was not able to access the SOL assessment with this accommodation.

Testing Accommodation -
Explanation of why the student was not able to access the SOL assessment with this accommodation.

Section IV: Justification Statement

Provide a justification statement explaining why it has been determined that the VSEP CWC is the only assessment option appropriate for the student to demonstrate knowledge of grade level content for the subject/course indicated in Section I.

IEP Team/504 Committee Participants

Those listed below participated in the IEP/504 Plan meeting to determine the student’s participation in the VSEP. IEP Team/504 Committee meeting minutes and participants’ signatures are available at the division.

Position/Title	Enter First and Last Names	Date mm/dd/yyyy
General Education Teacher		
Special Education Teacher		
Parent		
Student		
Building Administrator or Designee		

Submit this form to the Division Director of Testing.

This section is to be completed by the Building Principal, Division Director of Testing, and Director of Special Education.

Section V: Review Verification

This *Special Permission Request* form has been reviewed and approved for submission to the Virginia Department of Education by:

Position/Title	Enter First and Last Names	Date mm/dd/yyyy
Building Principal		
Division Director of Testing		
Director of Special Education		

APPENDIX C

Virginia Modified Achievement Standards Test

VMAST Participation Criteria

DIRECTIONS: VMAST assessments are available for Algebra I and End-of-course Reading for eligible students with disabilities pursuing a Standard Diploma with credit accommodations and for Grade 8 Mathematics and Grade 8 Reading for eligible students with disabilities pursuing a Modified Standard Diploma.

The VMAST is an online grade level alternate assessment designed for a small group of students with disabilities. Students participating in the VMAST are expected to learn grade level content; however, they may require additional time and a variety of instructional and assessment supports. Students participating in the VMAST do not receive a modified curriculum; the achievement expectations are modified and rigor is reduced by including supports and simplifications that allow participating students to access and demonstrate knowledge of grade level content. Eligibility must be determined separately for mathematics and reading.

To identify appropriate students for the VMAST, a student's IEP team must address each section of this form and attach supporting documentation as indicated. Additionally the IEP must ensure that each participant meets the following criteria:

- Has a current Individualized Education Program (IEP) with standards-based content goals.
- Has a disability which precludes him or her from achieving and progressing commensurate with grade-level expectations.
- Achievement and progress have been evaluated using multiple, objective measures of evidence.
- Supports used for daily instruction and classroom assessment that are clearly documented.

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School: _____ Current Grade of Enrollment: _____

Content Area/ Course Considered: _____

Content Area/ Course Teacher (s): _____

Disability Category

- *Brief overview of the student's disability*

- *Impact of the disability on the student's classroom performance*

Section II: Qualifying Questions and Supporting Documentation

To participate in the VMAST, the student's IEP Team must determine that the student is eligible based on answering the three questions and reviewing the information provided below. A response of "No" for any question or failure to provide supporting documentation indicates that the student is NOT eligible for the VMAST in the content area/course listed in Section I of this form.

INTENSIVE INDIVIDUALIZED INSTRUCTION

1. Does the student need significant instructional supports to access grade-level Standards of Learning (SOL) and show progress?

Yes No

- *Describe the individualized supports provided to the student to access grade-level SOL content.*

- *Describe the amount of time the student has used the individualized supports and the impact on progress.*

- *Describe the instructional accommodation (s) provided to the student to access grade-level SOL content.*

- *Describe the amount of time the student has used the instructional accommodation(s) and the impact on progress.*

- *Describe the specialized program/intervention provided to the student to access grade-level SOL content.*

- *Describe the amount of time the student has been instructed using a specialized program/intervention and the impact on progress.*

APPENDIX D

Virginia Alternate Assessment Program

VAAP Participation Criteria

DIRECTIONS: To qualify for the Virginia Alternate Assessment Program (VAAP), a student's IEP Team must determine that a student is eligible based on answering the questions below for each content area considered. A response of "No" for any question indicates that the student is **NOT** eligible for the VAAP.

Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____ Current Grade of Enrollment: _____

Diploma Program(s): _____

School Division Information

School Division Name: _____ School Name: _____

School Content Teacher: _____ Date: _____

Virginia Alternate Assessment Program Participation Criteria

1) Does the student have a current IEP or one that is being developed?

Yes No

2) Does the student demonstrate significant cognitive disabilities? (For further information, please see the guidance document, *VAAP Participation and the Determination of Significant Cognitive Disabilities* at:

http://www.doe.virginia.gov/special_ed/disabilities/intellectual_disability/guidance_significant_cognitive_disabilities.pdf

Yes No

3) Does the student's present level of performance indicate the need for extensive, direct instruction and/or intervention in a curriculum based on Aligned Standards of Learning? The present level of performance, or student evaluation, may also include personal management, recreation and leisure, school and community, vocational, communication, social competence and/or motor skills.

Yes No

4) Does the student require intensive, frequent, and individualized instruction in a variety of settings to show interaction and achievement?

Yes No

5) Is the student working toward educational goals other than those prescribed for a Modified Standard Diploma, Standard Diploma, or Advanced Studies Diploma?

Yes No

NOTE: Students considered for the VAAP must be enrolled in a grade from 3 through 8 or high school.

Signed:

_____ Date _____
Special Education Teacher

_____ Date _____
Parent

_____ Date _____
Building Administrator or Designee

_____ Date _____ Other