

# VIRGINIA GRADE LEVEL ALTERNATIVE

2006-2007



**Procedural Manual**



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## 1. INTRODUCTION

The authority for the Virginia Grade Level Alternative (VGLA) is *The Individuals with Disabilities Education Improvement Act* of 2004; corresponding state regulations at 8 VAC 20-131-30.F and *The Rehabilitation Act of 1973*, as amended. (See also, the Virginians with Disabilities Act, Section 51-5-40 et seq. of the *Code of Virginia*), and the *No Child Left Behind (NCLB) Act of 2001*.

The NCLB Act requires that all students, including those with disabilities, be assessed on statewide accountability measures for the purpose of measuring Adequate Yearly Progress (AYP). The Individuals with Disabilities Education Improvement Act (IDEIA) and NCLB require states to create alternate assessments for students unable to take the general statewide assessments.

In Virginia, students with disabilities have several options for participating in the state accountability assessments. They may participate in the Standards of Learning (SOL) assessments in the same manner that non-disabled students participate, or they may participate in the SOL assessments with accommodations. Students with disabilities that prevent them from accessing the SOL test(s) in a content area, even with accommodations, may participate in the VGLA.

The VGLA is available for students in grades 3-8 as an alternative assessment for SOL testing. Students who qualify to participate in the VGLA will be required to demonstrate individual achievement of grade level content standards as presented in the SOL test blueprints for the academic content area in which they are being assessed (Appendix A). Students will compile a collection of work samples to demonstrate performance on all *on-grade level* SOL on which they have received instruction.

This manual provides guidance for determining student participation, an overview of collection components, and scoring team make-up and responsibilities. VGLA program guidelines and procedures are also included.

## 2. VIRGINIA ASSESSMENT OPTIONS FOR STUDENTS WITH DISABILITIES

The assessment options for students with disabilities are as follows:

Virginia Standards of Learning Assessments	Standards of Learning assessments/standard administration	
	Standards of Learning assessments/using accommodations	
	Virginia Substitute Evaluation Program (End-of-Course (EOC) and Grade 8 Reading and Mathematics for Modified Standard Diploma)	
	Substitute tests for verified credits or for certification of literacy and numeracy for Modified Standard Diploma	
	Virginia Grade Level Alternative (VGLA) assessment—Grades 3-8	
Virginia Alternate Assessment Program	Aligned Standards of Learning	1% of proficient scores that can be counted in AYP.

### 3. VGLA ELIGIBILITY DECISIONS

Only students with disabilities who have a current IEP/504-plan are eligible for the VGLA. To qualify for the VGLA, a student's IEP team/504 committee must answer the three questions below for each content area considered. A response of "No" for any question indicates that the student is **NOT** eligible for the VGLA for that content area. **Decisions about participation are made on a test by test basis.**

#### Virginia Grade Level Alternative Assessment Participation Criteria

1) Does the student have a current IEP/504 plan?

Yes     No

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

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 grade level using available accommodations and/or formats?

Yes     No

#### Example A:

John is enrolled in the fifth grade and has an identified disability under IDEIA. John is included in all classes at the fifth grade level; however, in Grade 5 Mathematics, John is unable to demonstrate his level of understanding of content through paper and pencil testing. When John is allowed to explain and solve mathematic problems verbally to the teacher, he is able to obtain the correct answer. John is able to do this without cues from the teacher, but needs the teacher's assistance in writing out the steps and calculations as John verbalizes the process and answers for each step. John is unable to demonstrate some SOL content even with this accommodation, due to the nature of the content and his disabling condition. The IEP team and fifth grade content mathematics teacher examine the VGLA assessment as an option for John's participation in Grade 5 Mathematics.

John meets the participation criteria outlined for the VGLA. He has a current IEP. He demonstrates his knowledge and skills in fifth grade mathematics in ways other than paper and pencil testing. Finally, John is unable to demonstrate his individual achievement on the Grade 5 Mathematics SOL test, even with accommodations.

#### Example B:

Sue is in a self-contained eighth grade classroom but is included in many general education courses. She currently uses predict ahead writing software for all of her writing passages. Sue needs the support provided through predict ahead writing software in order to complete compositions for her writing assignments. When Sue is required to turn off predict ahead software, she becomes frustrated and cannot complete writing assignments. Sue has not learned an effective and efficient system for dictation to a scribe. She is able to dictate her writing passages, but often forgets to punctuate, format, and capitalize words. When using the predict ahead writing software, Sue is able to compose complete and accurate writing passages.

Sue meets the participation criteria for the VGLA. She has a current IEP. She demonstrates her individual achievement in Grade 8 Writing through a means other than paper and pencil testing. Further, to demonstrate her skills, Sue uses predict ahead writing software, an accommodation that is not allowed on the SOL tests. Therefore, Sue cannot take the SOL test for Grade 8 Writing even with accommodations.

The decision to participate in the VGLA should **not** be based solely on information regarding:

- poor attendance;
- English as a Second Language;
- social, cultural, and economic differences;
- disruptive behavior;
- student's reading level;
- expectations of poor performance;
- amount of time receiving special education services;
- low achievement in general education;
- categorical disabilities labels;
- level of intelligence; or
- place where the student receives services.

#### 4. COLLECTION COMPONENTS

A collection of work samples that is submitted for scoring to the local school division must contain the following components:

- A *VGLA Affidavit of Student Performance* that is signed and demonstrates the student's sole ownership/authorship;
- Evidence that demonstrates individual achievement on **all** Standards of Learning addressed in the test blueprint for a specific grade level and content area (Appendix A); and
- A *VGLA Score Worksheet* for the content area being assessed.

The school division must maintain these collection components until after the close of the official audit window **and** in accordance with the Management of the Student's Scholastic Record in the Public Schools of Virginia 8 VAC 20-150-20. (Section 9, Audits and Appeals)

As long as the student has completed all work contained within the collection under the direct supervision of a teacher or other authorized school personnel, a VGLA collection may consist of any one of the following types of evidence:

- Work Sample
- Audiotape
- Videotape
- Anecdotal Record
- Interview
- Charts/Graphs

Types of evidence and examples:

- Work Samples  
A work sample contained in a VGLA collection must demonstrate that the student was able to complete the work independently under direct supervision of a teacher or other school personnel. The work sample should demonstrate knowledge and/or skills addressed in a specific, or multiple SOL for the content area/grade level submission. Work samples may include worksheets, tests, quizzes, writing samples, and any other student-generated work that may be used to demonstrate skills and/or knowledge of the SOL addressed.
- Audiotape  
A student may submit an audiotape for the VGLA. For example, a student may submit an audiotape of himself or herself answering questions about a specific topic, the student may read a selection on audiotape, or he or she may describe a procedure to demonstrate knowledge of the procedure. Once again, the audiotape must contain only student-generated information and/or work. It is appropriate for a teacher or other school personnel to read questions on the audiotape, but responses should be the student's alone without the use of note cards or cue sheets.
- Videotape  
A student may submit videotapes with various content for the VGLA. For example, a student may submit a videotape of himself or herself working at a blackboard to demonstrate a skill or knowledge. The videotape may contain an interview of the student on a specific topic or show the student performing a specific skill. The videotape must contain only student generated information and/or work. It is appropriate for a teacher or other school personnel to be on the videotape to ask questions or support the student, but responses should be the student's alone without the use of note cards, cues, or other prompting.

- Anecdotal Record

The student or teacher may submit an anecdotal record of student performance as a type of evidence for the VGLA. In this instance, the teacher may record a skill or knowledge demonstrated by the student alone in an anecdotal record of student performance, or the student may write his or her own anecdotal record indicating how and what he or she was able to demonstrate for specific knowledge or skill. Again, a signed affidavit must accompany each VGLA ensuring that work contained within the collection is that of the student alone. Anecdotal records should merely describe the observed skill or procedure in “matter of fact” terminology and should refrain from language that suggests motive, quality, or proficiency (e.g., She poured the solution into the beaker very well. He has done this better than he did before, etc.).

- Interview

The student or teacher may submit an interview as a type of evidence for the VGLA. Interviews might be given by the teacher to the student to demonstrate understanding of a concept or skill. The teacher would simply ask the student questions related to the topic being discussed and the student would answer. Interview sheets may also be submitted as evidence. An interview should be concise and precise in design to afford the student the best opportunity to demonstrate what he or she knows about the given topic being discussed.

- Charts/Graphs

Charts and/or graphs may be submitted as evidence of student achievement. These should reflect student skills and/or knowledge and may be generated by the teacher and/or student. However, charts and graphs must contain specific information that relates to the student’s skills and knowledge. A chart or graph that simply indicates a student’s level of progress on a specific skill may not provide enough information to rate the student’s knowledge of that skill.

### Evidence Submitted

The evidence submitted must demonstrate knowledge and/or skill in the SOL addressed. The VGLA gives the student the ability to demonstrate what he or she knows through a non-traditional means. This, however, does not mean that the student is not required to know the material. It simply means that the student is able to prove that he or she knows the content through products and work samples demonstrating his or her understanding or skills, rather than a multiple choice format. Students will be allowed to submit evidence for all or some of the SOL assessed on the VGLA. Should a student not have evidence for one or more standards contained in the blueprint, the student may simply indicate that no evidence is being submitted for that particular SOL. It should be noted, however, that the exclusion of too many SOL within the evidence submitted would result in a score of Fail based on the scoring rubric. (See Scoring Rating System.)

Evidence submitted may prove more than one standard. For instance, a student may submit a mathematics worksheet dealing with multiplication. Correct answers to multiplication problems may be considered as inferred evidence of attainment of SOL dealing with addition. Therefore, the single worksheet can be used to defend both the multiplication and addition standards. (Note: You must label the evidence to indicate both standards are being proved.) Evidence is rated based on the quality of work, not the quantity submitted. In all cases, evidence should demonstrate the full and complete knowledge and/or skills attained by the student in the SOL addressed. All evidence must be solely the student’s work completed in the presence of a teacher or other authorized school personnel. The Division Director of Testing must maintain evidence until the audit period is completed **and** in accordance with the Management of the Student’s Scholastic Record in the Public Schools of Virginia 8 VAC 20-150-20. (Section 9, Audits and Appeals)

## 5. VGLA IMPLEMENTATION PROCEDURES

1. **The student and teacher follow established local procedures to identify collection components to demonstrate individual achievement of SOL for the grade level and content area(s) considered for the VGLA.**
  - The student and teacher examine the addressed SOL for the grade level assessments being considered for the VGLA.
  - The student/teacher selects appropriate work samples that demonstrate content stated in the blueprint established for the specific grade level SOL assessment.
  - Work samples and data should reflect demonstration of student knowledge and skills related to the specific SOL.
  - A complete collection that represents the student’s level of individual achievement in SOL content for the grade level is submitted.
  - Work samples submitted must be solely that of the student. (Refer to Section 4, Collection Components.)
  
2. **The student’s collection and the signed affidavit confirming that the work is that of the student alone are submitted to the local scoring committee (Appendix B).**
  - Documentation must include a signed affidavit confirming student sole ownership of evidence submitted.
  - A complete collection that provides evidence for all SOL from a given content/grade level that the student has addressed during the course of study must be submitted.
  
3. **Based on the documentation and collection review, the school division scoring team will assign the appropriate scores based on the scoring rubric identified by the VDOE.**
  - The DDOT is responsible for maintaining a local scoring team. (Section 8, Scoring Team Responsibilities Section.)
  - The DDOT will be provided an Online Scoring System Login.
  - After receipt of all required materials, documentation and collection evidence, the local scoring team will establish a date for review of submitted VGLA entries.
  - The local scoring team will convene and review submitted evidence.
  - The local scoring team(s) will document the student’s scores on a VGLA score worksheet.
  - Once a team has completed reviewing a COE, the scores will be entered and verified using the online system.
  
4. **All school divisions will be subject to VDOE audits to monitor application of participation criteria, program implementation and scoring.**
  - Approximately 10 to 15 percent of student submissions will be randomly selected for auditing.
  - Schools will be required to provide audit staff with evidence used to establish ratings earned on VGLA submission score sheets.
  - Based on provided evidence, audit teams will evaluate student skills, proficiency levels, and evidence to ensure “fair and accurate” ratings of student performance.
  - School divisions may appeal scores and/or audits through an established appeals process. (See Section 9, Audits and Appeals.)

## 6. VGLA SCORING SYSTEM

Local School Division personnel will score student submissions and report results to the VDOE. Local scoring teams will receive training on VGLA requirements, implementation, and scoring by the VDOE and the testing contractor. The VGLA Scoring System is a secure, online scoring system that scoring teams use to rate submissions of student work collections. Each online score sheet displays a list of all standards prescribed for each grade level, content area, and reporting category. Scorers assign a numerical value between 1 and 4 to evidence submitted to demonstrate student performance on each SOL. Table 1 displays the rubric to be used by committee members to assign scores.

**Table 1: Scoring Rubric**

<b>Score*</b>	<b>Descriptors</b>
<b>1</b>	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
<b>2</b>	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
<b>3</b>	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
<b>4</b>	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.

\*A student may receive a score point of “0” if the review panel can find NO evidence of the specific Standard of Learning addressed in the Collection of Evidence (COE). The “No Evidence” box will be checked on the Individual Student Score Form.

## 7. VGLA SCORING RATING SYSTEM

The VGLA is scored holistically at the standard level. A student must submit evidence of all the skills and knowledge contained in the blueprint, including sub-skills. Scoring teams will review student evidence and assign a holistic score point to the entire standard. When applying the scoring rubric, scoring teams must be certain the submitted evidence addresses the required components of each standard included within the student's collection. It is not sufficient to simply demonstrate instruction received or the opportunity to learn the addressed standard. The student must demonstrate through collected evidence the knowledge and/or skill(s) expressed in the standard addressed.

### Example A:

Zoe submits evidence to prove Grade 3 Reading SOL 2.6, which states:

*The student will use language structure to expand vocabulary when reading.*

- a) Use knowledge of prefixes and suffixes;*
- b) Use knowledge of contractions and singular possessives;*
- c) Use knowledge of simple abbreviations; and*
- d) Use knowledge of antonyms and synonyms.*

Zoe submits worksheets completed under teacher supervision as evidence for SOL 2.6. Using fill in the blank and matching activities, Zoe correctly identifies 24 out of 25 prefixes and suffixes and uses those words to create sentences. She edits sentences using correct contractions and singular possessives. Using a matching worksheet, Zoe identifies abbreviated months and days. In addition, she writes antonyms and synonyms for given words and then uses those words correctly in a sentence.

**As the scoring team examines Zoe's evidence, they notice that she demonstrates all of the skills addressed in the standard. It is clear from Zoe's evidence that she is able to correctly use each of the skills. The scoring team assigns a score point of 4 for this standard.**

### Example B:

Christopher submits evidence to prove Grade 8 Mathematics SOL 8.1, which states:

*The student will*

- a) Simplify numerical expressions involving positive exponents, using rational numbers, order of operations, and property of operations with real numbers;*
- b) Recognize, represent, compare, and order numbers expressed in scientific notation; and*
- c) Compare and order decimals, fractions, percents, and numbers written in scientific notation.*

Christopher submits worksheets and a videotape completed under teacher supervision as evidence of SOL 8.1. On the worksheets, Christopher completes five out of ten problems dealing with decimals and fractions. On the videotape, he completes five out of five questions dealing with recognizing and ordering numbers expressed in scientific notation. Christopher also simplifies three out of five numerical expressions involving positive exponents and rational numbers.

**Although Christopher's evidence covers many of the skills addressed in the standard, he has no evidence of simplifying numerical expressions using order of operations and property of operations with real numbers. Christopher recognizes and orders numbers expressed in scientific notation, but does not represent or compare them. In addition, although he was able to complete five out of ten problems correctly dealing with decimals and fractions, Christopher did not show evidence of comparing and ordering percents and numbers written in scientific notation. The scoring team assigns Christopher a score point of 2 for this evidence.**

## **8. SCORING TEAM RESPONSIBILITIES**

The local school division has direct responsibility for establishing and maintaining scoring teams. Each school division should identify a person(s) responsible for supervising, training, monitoring, and maintaining scoring teams. The VDOE will offer in-depth training yearly across the Commonwealth to meet the needs of scoring teams and to update information regarding the VGLA.

Scoring teams will consist of at least three and not more than five school division representatives. Scoring teams may include the school division Director of Special Education or a designee, and/or the Division Director of Testing (DDOT) or a designee, but must include school division personnel knowledgeable in the content area of submission (e.g., a third-grade teacher would best judge a collection of evidence submitted for the grade 3 mathematics SOL, an eighth-grade science teacher would best be able to judge a collection of evidence submitted for grade 8 science). Additional scoring team members may be utilized, and more than one scoring team may be assembled and maintained within a school division.

The DDOT is responsible for ensuring that proper protocol is followed for assembling, rating, scoring, and reporting VGLA entries using the VGLA Online Scoring System. Scoring team members are responsible for assigning ratings for submitted evidence following established rubric descriptors (Section 6, VGLA Scoring System). The scoring team is responsible for ensuring “fair and accurate” ratings of student performance, maintaining submitted collections of student work during the audit window, and reporting results for scored VGLA entries to the VDOE. Scoring teams may not discuss submitted evidence, ratings, proficiency levels, or scoring issues outside of the scoring team committee meeting.

Scoring team members must not use membership on the VGLA Scoring Team to influence the acquisition of student collection materials. Scoring team members may not assist teachers submitting a collection for scoring by reviewing, critiquing, or otherwise providing guidance to the student and/or teacher in submitting specific evidence.

## 9. AUDITS AND APPEALS

### Audits

Audits will be conducted in June and July of each assessment administration year. Pearson Educational Measurement will randomly select 10% to 15% of submitted VGLA entries. These selected student entries will be subject to audits of student evidence and ratings. The purpose of auditing student rating systems is to ensure that local school division teams are appropriately applying the scoring rubric to selected student evidence. An official audit report will be generated at the completion of the audit.

Audited entries will be selected during scoring. The Division Director of Testing (DDOT) for a selected audit entry will be notified in writing of (a) selection for an audit and (b) the audit date. During the audit period, the DDOT must provide access to all materials used in rating the VGLA to the audit teams on the selected audit date. Should extenuating circumstances prevent the DDOT from providing needed evidence or information, he or she may file an appeal of the audit team decision/findings. (See below.)

Audited entries will be examined to confirm ratings, evidence submitted, signed affidavits of student performance, and agreement between transmitted and official score reports. Audit teams may take any one of the following actions:

1. Affirm ratings earned and validate the audit for a specific collection and content/grade level entry.
2. Find non-agreement between ratings assigned and evidence provided.
3. Modify and/or reject scoring and/or information for a specific collection and/or content/grade level entry.

A complete official audit report will be provided to the DDOT after completion of the actual audit. Appeals to audit findings may be conducted following established appeal procedures.

### Appeals

A school division, teacher, student, parent or other school personnel may initiate an appeal of a VGLA score or audit result. The appeal document must be completed by the individual and forwarded to the DDOT within 30 days of the appealed action (e.g., an appeal of a student's VGLA score must be filed with the appropriate DDOT within 30 days of the actual score being reported. An appeal of a state audit result must be received by the DDOT within 30 days of the audit report finding.) (Appendix B)

Appeals will result in one of two actions:

- 1) The appeal will be denied and the original action/results will remain the same.
- 2) The appeal will be granted and an Appeal Approval Form in Appendix B will be sent to the DDOT explaining the next steps or actions that will be taken as a result of approval.

After the 30-day window has expired, no further appeals may be initiated for a specific action or result. Specific questions about audits, appeals, and procedures may be addressed to the Virginia Department of Education, Division of Assessment and Reporting at (804) 225-2102.



**APPENDIX A**

**Commonwealth of Virginia  
Standards of Learning Assessment Program**

# **Blueprint for the Grade 5 Mathematics Test**

**The following blueprint will provide information on the Standards of Learning used to demonstrate performance levels in Grade 5 Mathematics.**

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### **Mathematics Blueprint**

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**Note: Please use current test blueprints. Complete test blueprints for each content area can be found at:  
[www.doe.virginia.gov/VDOE/Assessment/soltests/](http://www.doe.virginia.gov/VDOE/Assessment/soltests/)**

**This revised blueprint will be effective with the 2005-2006 administration of the Standards of Learning Tests.**

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## APPENDIX A, continued

### Standards of Learning (SOL) Test Blueprint Introduction

#### 1. Introduction: What is a test blueprint?

A test blueprint is a guide for test construction and use. The Standards of Learning (SOL) test blueprints serve a number of purposes. They serve as a guide to test developers as they write test questions and construct the SOL tests. These blueprints also serve as a guide to educators, parents, and students in that they show:

- (a) the SOL covered by the test and which, if any, have been excluded;
- (b) which SOL are assigned to each reporting category;
- (c) the number of test items in each reporting category and on the total test;
- (d) general information about how the test questions were constructed; and
- (e) the materials that students are allowed to use while taking the test.

#### 2. How is the test blueprint organized?

The blueprint contains the following information:

1. **Test Development Guidelines:** guidelines used by the testing contractor and the members of the Content Review Committees in developing the SOL tests. This section contains three parts:
  - A. General Considerations — lists general considerations that are used in developing the test as well as considerations specific to a particular content area.
  - B. Ancillary Materials — lists any materials that students are allowed to use while taking the test.
2. **Blueprint Summary Table:** a summary of the blueprint which displays the following information:
  - reporting categories for the test;
  - number of test items in each reporting category;
  - Standards of Learning (SOL) included in each reporting category. SOL are identified by numbers and letters that correspond to the original SOL document;
  - SOL which are excluded from the SOL test;
  - number of operational items on the test;
  - number of field-test items on the test; and
  - total number of items (operational and field-test items) on the test.
3. **Expanded Blueprint:** provides the same information as the Blueprint Summary Table except that the full text of each SOL is included.

## **APPENDIX A, continued**

### **3. What is a reporting category?**

Each test assesses a number of SOL. In the test blueprint, SOL are grouped into categories that represent related content or skills. These categories are labeled *Reporting Categories*. For example, a reporting category for the Grade 5 Mathematics test is “Computation and Estimation.” Each of the SOL in this reporting category addresses computation using addition, subtraction, multiplication, or division or requires the student to estimate the answer to a problem. When the results of the SOL tests are reported, the scores will be presented in terms of scores for each reporting category and a total test score.

### **4. Are some SOL assigned to more than one reporting category?**

In Grade 5 Mathematics, each standard, as well as each letter under a standard, is assigned to only one reporting category.

### **5. Will all SOL listed in the blueprint be assessed each time the SOL tests are given?**

Each SOL will not be assessed on every SOL test form. To keep the length of a test reasonable, the test will measure a selection of the SOL within a reporting category. However, every SOL that is not excluded in the blueprint is eligible for inclusion on each form of an SOL test. Over time all SOL in a reporting category will be assessed.

## **APPENDIX A, continued**

### **Grade 5 Mathematics Test Development Guidelines**

#### **A. General Considerations**

1. All items included in this test will address the knowledge and skills specified in the 2001 Virginia Standards of Learning in Mathematics for grade 5.
2. Items will be examined for any content or context that stereotypes, offends, or unfairly penalizes students based on age, gender, economic status, race, ethnicity, religion, or geographic region.
3. The test will be untimed. The test will be administered in two sections, one in which calculator use is permitted and one in which it is prohibited. Students will be provided with a brief break between sections.
4. There is no penalty for guessing. Students' scores will be based on the number of correct answers out of the total number of operational items on the test.
5. Students will be permitted to use a protractor or angle ruler during the test.
6. Students will be permitted to use a four-function calculator during the second section of the test.
7. Students will be permitted to use scratch paper at any time during the test.
8. Students will be permitted to use standard (e.g., inches) and metric rulers during the test.
9. Items will be grade-appropriate in terms of difficulty, interest, and reading level.
10. Where appropriate, "real-life" examples and situations that the student would likely encounter will be used to present data or ask questions.

#### **B. Ancillary Materials**

Refer to the current examiner's manual or the Department of Education's Web site for ancillary materials that may be used.

APPENDIX A, continued

**Grade 5 Mathematics Test  
Blueprint Summary Table**

<b>Reporting Categories</b>	<b>No. of Items</b>	<b>Grade 5 SOL</b>
<b>Number and Number Sense</b>	<b>8</b>	5.1a, b, c 5.2a, b
<b>Computation and Estimation</b>	<b>12</b>	5.3 5.4 5.5 5.6 5.7
<b>Measurement and Geometry</b>	<b>12</b>	5.8 5.9 5.10 5.11a, b, c, d, e 5.12 5.13 5.14 5.15a, b, c, d, e 5.16
<b>Probability and Statistics</b>	<b>8</b>	5.17a, b, c 5.18 5.19
<b>Patterns, Functions, and Algebra</b>	<b>10</b>	5.20 5.21a, b, c 5.22
<b>SOL Excluded From This Test</b>		<b>None</b>
<b>Total Number of Operational Items</b>	<b>50</b>	
<b>Field-Test Items*</b>	<b>10</b>	
<b>Total Number of Items</b>	<b>60</b>	

\* These field test items will not be used to compute students' scores on test.

## APPENDIX A, continued

### Expanded Blueprint

**Reporting Category:** Number and Number Sense

**Number of Items:** 8

#### Grade 5 SOL in This Reporting Category:

- 5.1 The student will
- read, write, and identify the place values of decimals through thousandths;
  - round decimal numbers to the nearest tenth or hundredth; and
  - compare the values of two decimals through thousandths, using the symbols  $>$ ,  $<$ , or  $=$ .
- 5.2 The student will
- recognize and name commonly used fractions (halves, fourths, fifths, eighths, and tenths) in their equivalent decimal form and vice versa; and
  - order a given set of fractions and decimals from least to greatest. Fractions will include like and unlike denominators limited to 12 or less, and mixed numbers.

**Reporting Category:** Computation and Estimation

**Number of Items:** 12

#### Grade 5 SOL in This Reporting Category:

- 5.3 The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using paper and pencil, estimation, mental computation, and calculators.
- 5.4 The student will find the sum, difference, and product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.
- 5.5 The student, given a dividend of four digits or fewer and a divisor of two digits or fewer, will find the quotient and remainder.
- 5.6 The student, given a dividend expressed as a decimal through thousandths and a single-digit divisor, will find the quotient.
- 5.7 The student will add and subtract with fractions and mixed numbers, with and without regrouping, and express answers in simplest form. Problems will include like and unlike denominators limited to 12 or less.

## APPENDIX A, continued

**Reporting Category:** Measurement and Geometry

**Number of Items:** 12

### **Grade 5 SOL in This Reporting Category:**

- 5.8 The student will describe and determine the perimeter of a polygon and the area of a square, rectangle, and right triangle, given the appropriate measures.
- 5.9 The student will identify and describe the diameter, radius, chord, and circumference of a circle.
- 5.10 The student will differentiate between perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.
- 5.11 The student will choose an appropriate measuring device and unit of measure to solve problems involving measurement of
- length—part of an inch ( $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{1}{8}$ ), inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers;
  - weight/mass—ounces, pounds, tons, grams, and kilograms;
  - liquid volume—cups, pints, quarts, gallons, milliliters, and liters;
  - area—square units; and
  - temperature—Celsius and Fahrenheit units. Problems also will include estimating the conversion of Celsius and Fahrenheit units relative to familiar situations (water freezes at  $0^{\circ}\text{C}$  and  $32^{\circ}\text{F}$ , water boils at  $100^{\circ}\text{C}$  and  $212^{\circ}\text{F}$ , normal body temperature is about  $37^{\circ}\text{C}$  and  $98.6^{\circ}\text{F}$ ).
- 5.12 The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.
- 5.13 The student will measure and draw right, acute, and obtuse angles and triangles, using appropriate tools.
- 5.14 The student will classify angles and triangles as right, acute, or obtuse.
- 5.15 The student, using two-dimensional (plane) figures (square, rectangle, triangle, parallelogram, rhombus, kite, and trapezoid) will
- recognize, identify, describe, and analyze their properties in order to develop definitions of these figures;
  - identify and explore congruent, noncongruent, and similar figures;
  - investigate and describe the results of combining and subdividing shapes;
  - identify and describe a line of symmetry; and
  - recognize the images of figures resulting from geometric transformations such as translation (slide) reflection (flip), or rotation (turn).
- 5.16 The student will identify, compare, and analyze properties of three-dimensional (solid) geometric shapes (cylinder, cone, cube, square pyramid, and rectangular prism).

## APPENDIX A, continued

**Reporting Category:** Probability and Statistics

**Number of Items:** 8

### **Grade 5 SOL in This Reporting Category:**

- 5.17 The student will
- solve problems involving the probability of a single event by using tree diagrams or by constructing a sample space representing all possible results;
  - predict the probability of outcomes of simple experiments, representing it with fractions or decimals from 0 to 1, and test the prediction; and
  - create a problem statement involving probability and based on information from a given problem situation. Students will not be required to solve the created problem statement.
- 5.18 The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using bar graphs, stem-and-leaf plots, and line graphs, to draw conclusions and make predictions.
- 5.19 The student will find the mean, median, mode, and range of a set of data.

**Reporting Category:** Patterns, Functions, and Algebra

**Number of Items:** 10

### **Grade 5 SOL in This Reporting Category:**

- 5.20 The student will analyze the structure of numerical and geometric patterns (how they change or grow) and express the relationship, using words, tables, graphs, or a mathematical sentence. Concrete materials and calculators will be used.
- 5.21 The student will
- investigate and describe the concept of variable;
  - use a variable expression to represent a given verbal quantitative expression, involving one operation; and
  - write an open sentence to represent a given mathematical relationship, using a variable.
- 5.22 The student will create a problem situation based on a given open sentence using a single variable.

## APPENDIX B

### Virginia Grade Level Alternative Assessment Participation Criteria Form

To qualify for the Virginia Grade Level Alternative (VGLA) assessment, a student's IEP team/504 committee must determine that a student is eligible based on answering the three questions below for each content area considered. A response of "No" for any question indicates that the student is **NOT** eligible for the VGLA for that content area.

#### Virginia Grade Level Alternative Assessment Participation Criteria

1) Does the student have a current IEP/504 plan?

Yes       No

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

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 or grade level using available accommodations and/or formats?

Yes       No

The decision to participate in the Virginia Grade Level Alternative Assessment should **not** be based solely on information regarding:

- poor attendance;
- English as a Second Language;
- social, cultural, and economic differences;
- disruptive behavior;
- student's reading level;
- expectations of poor performance;
- amount of time receiving special education services;
- low achievement in general education;
- categorical disabilities labels;
- level of intelligence; or
- place where the student receives services.

**APPENDIX B, continued**

**Virginia Grade Level Alternative Assessment  
Affidavit of Student Performance**

**Student Information**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School Name: \_\_\_\_\_

School Division: \_\_\_\_\_

Content Area Submission: \_\_\_\_\_

**Affidavit of Student Performance**

I, the undersigned, do attest that all work contained in this Virginia Grade Level Alternative assessment was performed, to the best of my knowledge, by the student using allowed accommodations as noted in his/her current IEP/504-plan and in the presence of a teacher and/or other authorized school personnel.

Further, in compiling this evidence with the student and/or on his/her behalf, I did not:

- fabricate, alter, or modify student work samples, products, or data,
- describe student behaviors that provide a negative image of the student, or
- provide any accommodation/assistive device that is not a regular part of the student's daily instruction.

Teacher: \_\_\_\_\_

Signature

Date: \_\_\_\_\_

**APPENDIX B, continued**

**Virginia Grade Level Alternative  
Appeal Request Form**

Division: \_\_\_\_\_ School: \_\_\_\_\_

Student Name: \_\_\_\_\_ State Testing Identifier: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Content Area of Submission: \_\_\_\_\_

(Check those that apply)

**Request for Appeal:**

- Appeal the process used to rate student submissions for the VGLA content area indicated above to include scores rated and calculated for the entire submission and/or specific SOL standards addressed within this VGLA submission;

**and/or**

- Appeal the audit findings generated from the Official Audit Report Form provided in review of the VGLA content area submission indicated above;

**and/or**

- Appeal the proficiency rating assigned for the VGLA content area submission indicated above based on an error in scoring and/or reporting.

**Justification Statement:**

(To include evidence of criteria met and means for decision)

Signature	Position/Representing	Date

**APPENDIX B, continued**

**Virginia Grade Level Alternative Assessment  
Official Audit Form**

After complete and thorough review of the Virginia Grade Level Alternative (VGLA) Assessment Official Score Report and corresponding evidence used in rating the VGLA submission for:

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Grade: \_\_\_\_\_ Content Area of Submission: \_\_\_\_\_

Division: \_\_\_\_\_

Submitted and Scored on: \_\_\_\_\_  
Date

Results of review by the audit panel:

- Affirms ratings earned and validates the audit for the above referenced collection and/or content/grade level entry.
  
- Finds non-agreement between ratings assigned and evidence provided and therefore recommends actions detailed below.
  
- An official audit has not been completed for this collection of evidence for the following reason(s):

Recommended Audit Actions:

\_\_\_\_\_  
Audit Chairperson Signature

\_\_\_\_\_  
Date



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