

## Attachment A to Informational Supts. Memo Number 139

### Proposed Board of Education Guidelines Alternative Standards of Learning Assessment and Evaluation Program for Certain Students with Disabilities Who Cannot Be Accommodated on the Standards of Learning Tests

**Authority:** Individuals with Disabilities Education Act § 300. 138  
8 VAC 20-131-30.F.

**Purpose:** To enable certain students whose unique physical or mental disabilities are not amenable to the various testing accommodations offered on Standard of Learning tests to earn verified credits toward the Standard and Advanced Diplomas or to meet the literacy and numeracy requirements of the Modified Standard Diploma.

**Summary:** Under these provisions the individualized education program (IEP) team/504 committee may prepare an alternative assessment and evaluation plan for the student whom the IEP team/504 committee believes has unique physical or mental disabilities such that the various testing accommodations offered on Standards of Learning test(s) are not adequate to enable the student to demonstrate mastery of the content. The assessment and evaluation plan will be submitted to a state-appointed panel for review and approval. The panel must determine whether the available testing accommodations are inadequate and whether the student has mastered the SOL content using alternative assessments and evaluation.

#### **General Eligibility**

The IEP team/504 committee must determine that the student is eligible for the Alternative Standards of Learning Assessment and Evaluation Program based upon the following criteria.

- The student is enrolled in a course that has a Standards of Learning end-of-course test and is covering the same content as for non-disabled peers OR the student is pursuing a Modified Standard Diploma.
- There is evidence that the student is mastering/will master the content required in the respective standards.
- The uniqueness of the student's disability, including the time of onset, leads the IEP team to believe that the student, even with testing accommodations, will not be able to demonstrate mastery of the SOL content without alternative assessments and evaluation.

#### **Review Panel**

There will be a state review panel for each course that has an end-of-course Standards of Learning test, eighth grade English, and eighth grade math. Each panel will include a staff member from the Virginia Department of Education, a special education teacher, and a teacher of the applicable content area.

## **Procedures**

- ◆ The student's IEP team/504 committee submits a rationale for the alternative assessment and evaluation plan to the review panel. The rationale must describe the accommodations that have been utilized previously. The plan must address the content included in all of the reporting categories pertaining to that test.
- ◆ The review panel will review the rationale and the assessment plan that provides evidence of the student's achievement of adequate knowledge of the Standards of Learning content. The panel may reject the rationale or determine that there is insufficient evidence to justify the alternative evaluation and require the IEP team/504 committee to provide additional evidence. Once the panel approves the rationale it may require modification to the evaluation plan.
- ◆ The review panel may approve the rationale and the evaluation plan, but may require that the student take the applicable Standards of Learning test. Should the student pass the Standards of Learning test, the alternative evaluation plan would be void. Should the student not pass the test, the review will be conducted.
- ◆ Once the evaluation plan has been approved, the documentation agreed to in the plan will be collected throughout the school year. The student will complete the documentation using whatever accommodations are provided to the student through IEP/504 plan. The work submitted for documentation must be solely the student's and a signed affidavit must accompany each content area submission stating that the work is that of the student alone using his/her accommodations or modifications.
- ◆ The documentation will be submitted to the review panel.
- ◆ Based on the documentation reviewed, the review panel may (a) recommend awarding the verified credit or determine that the student has mastered the content measured by the eighth grade reading and mathematics tests, (b) deny the verified credit or determine that the student has not mastered the content measured by the eighth grade reading and mathematics tests, (c) recommend participation in a remedial program and re-assessment, or (d) make additional academic assignments as deemed appropriate prior to determining whether to award the verified credit or that the student has mastered the content measured by the eighth grade reading and mathematics tests

## **General Provisions for Implementing these Guidelines**

Results of the alternative evaluation will be included in calculating the pass rates for schools.

With the addition of the Alternative Standards of Learning Assessment and Evaluation Program, the assessment options will be as follows:

<b>Virginia Standards of Learning End of Course Tests</b>	<b>Standard or Advanced Diploma</b>	Regular Standards of Learning assessment without accommodations
		Regular Standards of Learning assessment with standard accommodations
		Regular Standards of Learning assessment with non-standard accommodations
		PROPOSED Alternative Standards of Learning Assessment and Evaluation Program
<b>Virginia Standards of Learning Eighth grade English and Math tests</b>	<b>Modified Standard Diploma</b>	Regular Standards of Learning assessment without accommodations
		Regular Standards of Learning assessment with standard accommodations
		Regular Standards of Learning assessment with non-standard accommodations
		PROPOSED Alternative Standards of Learning Assessment and Evaluation Program
<b>Performance on IEP Goals linked to STANDARDS OF LEARNING</b>		Virginia Alternate Assessment Program (VAAP)