

**2015-2016 IMPLEMENTATION FORMS**  
**Virginia Alternate Assessment Program**





**Virginia Alternate Assessment Program**

<b>2015-2016 VAAP Affidavit of Student Performance</b>
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**Student Information**

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

State Testing Identifier (STI): \_\_\_\_\_

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

Content Areas Submitted:  *Reading*  *Writing*  *Mathematics*  *Science*  *History/Social Science*

**Affidavit of Student Performance**

I, the undersigned, do attest that all work contained in this Collection of Evidence was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her current IEP and in the presence of a teacher or other school personnel. In compiling this evidence with the student and/or on his/her behalf,

**I have:**

- included only work samples that the student completed independently in the presence of a teacher or other school personnel and under testing conditions in which the student did not have access to hints, clueing, or prompts that would provide answers; and
- provided the accommodations required by the student as documented in his/her IEP.

**I have not:**

- fabricated, altered, or modified student work samples, products, or data;
- described behaviors that provide a negative image of the student; nor
- provided any accommodations/assistive devices that are not documented in the student's IEP and a regular part of the student's daily instruction.

**Signatures:**

Print Name	Signature	Title/Position	Date

I have reviewed the contents of this Collection of Evidence, and I understand that the Virginia Alternate Assessment Program is a part of the Virginia Accountability System and inappropriate administration of this assessment is subject to the same consequences and repercussions as violations of test security for the Standards of Learning assessments. **(Refer to Appendix F for legislation passed by the Virginia General Assembly § 22.1-19.1 and § 22.1-292.1)**

Print name:	Signature:	Title/Position:	Date:
		Building Administrator or Designee	

**Virginia Alternate Assessment Program**

<b>Virginia Assessment Program Interpreter's Affidavit</b>
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**Directions:** The interpreter should complete a separate form and read and sign an affidavit for each student who received interpretation services. All signed affidavits for the SOL and/or VMAST assessments must be securely maintained in the Office of the Division Director of Testing. **Signed affidavits for the VAAP, VGLA, and VSEP must be included in the student's collection of work.**

**Student Receiving Interpretation Services**

<b>Student Name</b>	<b>State Testing Identifier</b>	<b>Grade Level</b>
<b>School Name</b>	<b>Division Name</b>	

**Test(s) Interpreted:**

**Test Administration (check one only):**     Fall 2015     Spring 2016     Summer 2016

**Test Type (check all that apply):**     SOL     VMAST     VAAP     VGLA     VSEP

**Content Area(s) (check all that apply):**

- |                                                 |                                      |                                  |
|-------------------------------------------------|--------------------------------------|----------------------------------|
| <input type="checkbox"/> History/Social Science | <input type="checkbox"/> Mathematics |                                  |
| <input type="checkbox"/> Reading                | <input type="checkbox"/> Science     | <input type="checkbox"/> Writing |

**Interpreter's Affidavit**

My signature below affirms:

I have:

- provided interpretation services for the student on the assessment (noted above) in an appropriate and professional manner according to the *School Division Personnel Test Security Agreement*.
- maintained confidentiality of the student's responses.

I have not:

- provided hints, clueing, prompting or any other type of inappropriate assistance that would give the student answers to assessment items or provide an unfair advantage.
- fabricated, altered, or modified student responses or evidence in any way.

<b>Signed:</b>	<b>Print Name:</b>
<b>Position:</b>	<b>Date:</b>
<b>School:</b>	<b>Division:</b>

## Virginia Alternate Assessment Program

## 2015-2016 Teacher Checklist for Collections of Evidence

Teacher Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

Division Deadline for VAAP COE: \_\_\_\_\_

**1. Required Evidence: One ASOL per reporting category and one bullet when bullets are present**

<i>Reading</i>	<b>Reporting Category</b>	<b>ASOL Defended</b>	<b>Level of Performance</b>
<input type="checkbox"/>	<b>1</b> Use word analysis strategies and word reference materials		
<input type="checkbox"/>	<b>2</b> Demonstrate comprehension of fictional texts		
<input type="checkbox"/>	<b>3</b> Demonstrate comprehension of nonfiction texts		

<i>Writing</i>		<b>ASOL Defended</b>	<b>Level of Performance</b>
<input type="checkbox"/>	<b>1</b> Research, plan, compose, and revise for a variety of purposes		
<input type="checkbox"/>	<b>2</b> Edit for correct use of language, capitalization, punctuation, and spelling		

<i>Grades 3-8 Mathematics</i>		<b>ASOL Defended</b>	<b>Level of Performance</b>
<input type="checkbox"/>	<b>1</b> Number, Number Sense, Computation and Estimation		
<input type="checkbox"/>	<b>2</b> Measurement and Geometry		
<input type="checkbox"/>	<b>3</b> Probability, Statistics, Patterns, Functions, and Algebra		

<i>High School Mathematics</i>		<b>ASOL Defended</b>	<b>Level of Performance</b>
<input type="checkbox"/>	<b>1</b> Expressions and Operations		
<input type="checkbox"/>	<b>2</b> Equations and Inequalities		
<input type="checkbox"/>	<b>3</b> Functions and Statistics		

<i>Grade 5 Science</i>		<b>ASOL Defended</b>	<b>Level of Performance</b>
<input type="checkbox"/>	<b>1</b> Scientific Investigation		
<input type="checkbox"/>	<b>2</b> Force, Motion, Energy, and Matter		
<input type="checkbox"/>	<b>3</b> Life Processes and Living Systems		
<input type="checkbox"/>	<b>4</b> Earth/Space Systems and Cycles		

<i>Grade 8 Science</i>		<b>ASOL Defended</b>	<b>Level of Performance</b>
<input type="checkbox"/>	<b>1</b> Scientific Investigation		
<input type="checkbox"/>	<b>2</b> Force, Motion, Energy, and Matter		
<input type="checkbox"/>	<b>3</b> Life Systems		
<input type="checkbox"/>	<b>4</b> Ecosystems		
<input type="checkbox"/>	<b>5</b> Earth and Space Systems		

<i>High School Science</i>		<b>ASOL Defended</b>	<b>Level of Performance</b>
<input type="checkbox"/>	<b>1</b> Scientific Investigation and the Nature of Science		
<input type="checkbox"/>	<b>2</b> Earth and Space		
<input type="checkbox"/>	<b>3</b> Earth Materials and Processes		
<input type="checkbox"/>	<b>4</b> Cosmology, Origins, and Time		
<input type="checkbox"/>	<b>5</b> Earth Resources and Human Interactions		

<i>History and Social Science</i>		<b>ASOL Defended</b>
<input type="checkbox"/>	<b>1</b> History	
<input type="checkbox"/>	<b>2</b> Geography	
<input type="checkbox"/>	<b>3</b> Economics	
<input type="checkbox"/>	<b>4</b> Civics	

## 2. VAAP Content Area Cover Sheet

<input type="checkbox"/>	A VAAP cover sheet has been included for each content area included within the student's COE.
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**3. 2015-2016 VAAP Affidavit of Student Performance**

<input type="checkbox"/>	Signed affidavit is included.
<input type="checkbox"/>	Each staff person providing supervision of the student during the creation of the evidence has signed the affidavit (teachers, paraprofessionals, speech-language pathologists, staff responsible for OT and PT, etc.).
<input type="checkbox"/>	The Building Principal or designee has reviewed the collection and signed the affidavit.

**4. Student Evidence Identification (SEI) Tag**

<input type="checkbox"/>	SEI Tags have been placed on every piece of evidence to be scored.
<input type="checkbox"/>	Each SEI Tag has been checked to make sure it is identified with the correct ASOL (and bullet, as appropriate) and student Level of Performance for the content areas of <i>Reading, Writing, Mathematics, and Science</i> .

**5. Other Required Forms**

<input type="checkbox"/>	All division-required forms have been included in the collection.
<input type="checkbox"/>	If an Interpreter was used, the signed <i>Interpreter's Affidavit</i> is included in the COE.

**6. Evidence**

<input type="checkbox"/>	Student's skill and proficiency are clear in the evidence as appropriate to the Level of Performance indicated on the SEI Tag.
<input type="checkbox"/>	Evidence does not document developmental progress.
<input type="checkbox"/>	Evidence to be submitted represents the student's work completed under testing conditions without access to hints, clueing, or prompts that would provide answers.
<input type="checkbox"/>	Evidence to be submitted addresses all the skills listed within the ASOL <u>stem</u> and <u>bullet</u> , as appropriate.
<input type="checkbox"/>	ASOL curriculum framework documents have been checked to determine the understanding of the selected ASOL. See <a href="http://www.ttaconline.org">www.ttaconline.org</a> .
<input type="checkbox"/>	Evidence submitted presents a positive image of the student.
<input type="checkbox"/>	All student work has been graded (% , letter grade, number correct, etc.) or includes a statement of accuracy.

**7. Media (Photographs, Video, Audio)**

<input type="checkbox"/>	A completed SEI Tag has been placed on all the media evidence.
<input type="checkbox"/>	A signed media release form is on file for this student.
<b>Captioned Photographs</b>	
<input type="checkbox"/>	All photographs have been captioned (required) to explain the activity occurring and the student's level of achievement.
<b>Video</b>	
<input type="checkbox"/>	All video clips are short and focus on the skill the student needs to demonstrate for the ASOL.
<input type="checkbox"/>	All video clips are recorded in the division's required format— (QuickTime, WMV, MJPG, AVI, MPEG4, ASF, DivX, etc.).
<input type="checkbox"/>	All video clips are saved on the division's required outputs (CD-R, CD-RW, DVD-R, DVD-RW, VHS tapes, DV tapes, etc.).
<input type="checkbox"/>	Videos have been checked to make sure they have been recorded correctly and work on multiple sources.
<input type="checkbox"/>	Transcriptions of video evidence have been written and are included in the COE. I have placed a completed SEI Tag on each transcription.
<b>Audio</b>	
<input type="checkbox"/>	All audio clips are short and only focus on the skill the student needs to demonstrate for the ASOL.
<input type="checkbox"/>	All audio clips are recorded in the division's required format— (cassette tapes, mp3, wav, etc.).
<input type="checkbox"/>	Transcriptions of audio evidence have been written and are included in the COE. A completed SEI Tag has been placed on each transcription.

**8. Anecdotal Records**

Evidence includes the following:

<input type="checkbox"/>	The date of performance.
<input type="checkbox"/>	Detailed description of the learning environment (including instructions, materials, and prompts provided).
<input type="checkbox"/>	Description of the observed skill or procedure.
<input type="checkbox"/>	Statement of accuracy describing the student's level of achievement on the ASOL being defended.

**9. Other Recommended Steps**

<input type="checkbox"/>	The student's COE has been shared with fellow teachers for input.
<input type="checkbox"/>	Division or school administrator has reviewed the student's COE for accuracy and completion.
<input type="checkbox"/>	Pre-scoring team has reviewed the student's COE for accuracy and completion.

Notes:



## Virginia Alternate Assessment Program

## 2015-2016 Administrator Checklist for Collections of Evidence

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_

**Directions:** Review each Collection of Evidence (COE) for the information in the chart below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.

Date:	Student 1:	Student 2:	Student 3:	Student 4:	Student 5:
Items to Review:					
The <i>Affidavit of Student Performance</i> has been signed and dated by the teachers and administrator, and has been inserted at the front of the COE.					
VAAP Content Area Cover Sheet has been included for each content area included in the COE.					
If an Interpreter was used, the signed <i>Interpreter's Affidavit</i> has been included in the COE.					
All reporting categories for <b>Reading</b> have been addressed:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
<ol style="list-style-type: none"> <li>1 Use word analysis strategies and word reference materials</li> <li>2 Demonstrate comprehension of fictional texts</li> <li>3 Demonstrate comprehension of nonfiction texts</li> </ol>					
All reporting categories for <b>Writing</b> have been addressed:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
<ol style="list-style-type: none"> <li>1 Research, plan, compose, and revise for a variety of purposes</li> <li>2 Edit for correct use of language, capitalization, punctuation, and spelling</li> </ol>					
All reporting categories for <b>Grades 3-8 Mathematics</b> have been addressed:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
<ol style="list-style-type: none"> <li>1 Number, Number Sense, Computation and Estimation</li> <li>2 Measurement and Geometry</li> <li>3 Probability, Statistics, Patterns, Functions, and Algebra</li> </ol>					
All reporting categories for <b>High School Mathematics</b> have been addressed:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
<ol style="list-style-type: none"> <li>1 Expressions and Operations</li> <li>2 Equations and Inequalities</li> <li>3 Functions and Statistics</li> </ol>					

## Virginia Alternate Assessment Program

## 2015-2016 Administrator Checklist for Collections of Evidence

Date:	Student 1:	Student 2:	Student 3:	Student 4:	Student 5:
Items to Review:					
All reporting categories for <b>Grade 5 Science</b> have been addressed: <b>1</b> Scientific Investigation <b>2</b> Force, Motion, Energy, and Matter <b>3</b> Life Processes and Living Systems <b>4</b> Earth/Space Systems and Cycles	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
All reporting categories for <b>Grade 8 Science</b> have been addressed: <b>1</b> Scientific Investigation <b>2</b> Force, Motion, Energy, and Matter <b>3</b> Life Systems <b>4</b> Ecosystems <b>5</b> Earth and Space Systems	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
All reporting categories for <b>High School Science</b> have been addressed: <b>1</b> Scientific Investigation and the Nature of Science <b>2</b> Earth and Space <b>3</b> Earth Materials and Processes <b>4</b> Cosmology, Origins, and Time <b>5</b> Earth Resources and Human Interactions	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
All reporting categories for <b>History/Social Science</b> have been addressed: <b>1</b> History <b>2</b> Geography <b>3</b> Economics <b>4</b> Civics	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:

**Virginia Alternate Assessment Program**

<b>2015-2016 VAAP Completed Collection of Evidence Submission Checklist</b>
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School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_

	Student 1:	Student 2:	Student 3:	Student 4:	Student 5:
Each piece of evidence has a completed SEI Tag.					
SEI Tags match content areas and reporting categories for all pieces of evidence.					
Each SEI Tag contains an ASOL number and bullet, and student Level of Performance is indicated for the content areas of <i>Reading, Writing, Mathematics, and Science</i> .					
All photographs are captioned describing the activity occurring and the student's level of achievement.					
All anecdotal records include the date of performance, detailed description of the learning environment, description of the observed skill or procedure, and a statement of accuracy describing the student's level of achievement on the ASOL being defended.					
All student work submitted has been graded and clearly indicates the student's level of performance.					
All electronic media have written transcriptions (each with a completed SEI Tag) that detail student performance.					
Submitted evidence addresses the ASOL stem and bullet as appropriate.					
Evidence submitted represents the student's work completed under testing conditions without access to hints, clueing, or prompts that would provide answers.					
All division required forms have been included: 1. 2. 3.					
List critical issues to be resolved before COE are submitted to the DDOT:					