



VAAP

Virginia Alternate Assessment Program

Implementation Manual
2015-2016

2015-2016 VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP) ADMINISTRATION SCHEDULE

<input type="checkbox"/>	August 21, 2015	Deadline for divisions to dropbox the VAAP 2015-2016 <i>Division High School Collection of Evidence Submission Schedule</i> to the Virginia Department of Education
<input type="checkbox"/>	January 4 – May 20, 2016	Register students for 2015 VAAP Collection of Evidence (COE) submissions (using Student Data Upload or manually)
<input type="checkbox"/>	March 28 – May 20, 2016	VAAP COE score entry
<input type="checkbox"/>	April 4, 2016	Preliminary reports become available in PearsonAccess (Non-Audited COE only)
<input type="checkbox"/>	June 3, 2016	Shipping materials for COE selected for audit arrive in divisions
<input type="checkbox"/>	June 10, 2016	Deadline to ship COE selected for audit to Pearson
<input type="checkbox"/>	July 11, 2016	All VAAP scores are reported in the student data extract in PearsonAccess
<input type="checkbox"/>	July 15, 2016	Deadline for COE score correction requests
<input type="checkbox"/>	July 29, 2016	Audited COE returned to divisions

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IMPORTANT REMINDERS FOR 2015-2016

Virginia Alternate Assessment Program (VAAP) Implementation Manual

- The *VAAP Implementation Manual* is a guide primarily for teachers preparing Collections of Evidence for students who are participating in the VAAP. Ensure that only the 2015-2016 *VAAP Implementation Manual*, forms, and checklists in the Appendices are used in conjunction with 2015-2016 submissions. All previous years' VAAP manuals, forms, and checklists should be destroyed.

School Administrator's Role

- The school principal must ensure that all Individualized Education Program (IEP) Teams understand the VAAP participation criteria and apply them appropriately when considering students with disabilities for the VAAP.

VAAP Aligned Standards of Learning (ASOL)

- To comply with the *Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)* and the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia, 2009*, students in grades 3 through 8 who are participating in the VAAP are required to submit evidence in the same subject areas as required of their non-disabled peers in the same grade level. High school students participating in the VAAP are required to submit a Collection of Evidence (COE) for the content areas of *Reading, Writing, Mathematics, Science, and History/Social Science*.
- Appropriate Aligned Standards of Learning (ASOL) have been identified for each content area. The ASOL provide students with significant cognitive disabilities access to SOL content that has been reduced in complexity and depth.
- For the list of ASOL by each content area, refer to Appendix B or the Virginia Department of Education's Web site:

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

Selection of ASOL for *Reading, Writing, Mathematics, and Science*

- Teachers are required to select ASOL in the content areas of *Reading, Writing, Mathematics, and Science* from the grade level in which the student is enrolled. Teachers are not permitted to select ASOL above or below the student's grade level in these content areas. In order to provide appropriate flexibility to address the individual needs of VAAP participants, a performance level system is available. The performance level system is used to indicate whether the student: 1) demonstrates the ASOL with significant support and modification; 2) partially demonstrates the ASOL; or 3) fully demonstrates the ASOL.
- Additional information about the selection of ASOL and the VAAP performance level system is available in Section 4.3.

Local Scoring of VAAP Collections

- In 2015-2016, local school divisions will score their VAAP Collections of Evidence (COE). Audits of selected VAAP COE will be conducted in June. The purpose of the audit is to ensure that the school division scorers are appropriately applying the scoring rubric to student evidence.

IMPORTANT REMINDERS FOR 2015-2016, continued

Additional Scoring Rules for the content areas of *Reading, Writing, Mathematics, and Science*

- If the student’s performance is Level III; the ASOL is fully demonstrated, the highest score point the student can receive is “4.”
- If the student’s performance is Level II; the ASOL is partially demonstrated, the highest score point the student can receive is “3.”
- If the student’s performance is Level I; the ASOL is demonstrated with significant support and modification, the highest score point the student can receive is “2.”
- If the performance level is not identified on the Student Evidence Identification (SEI) Tag, the evidence will be scored as Level III.
- Performance Level Examples for each content area (*Reading, Writing, Mathematics, and Science*) are provided in Appendix E.

VAAP Evidence

- VAAP evidence must be completed under “testing conditions” in which the student does not have access to the subject content or curriculum, hints, clueing, prompts, or test taking strategies that would provide an unfair advantage (Section 5.2).
- If anecdotal records are submitted as evidence of student performance, they must include the date of performance, a detailed description of the learning environment (including instructions, materials and prompts provided), a detailed description of the observed student performance, and a statement of accuracy describing the student’s level of achievement on the ASOL being defended. (Section 5.3.4).
- Multiple attempts by students to complete the same work samples via worksheets, tests, or quizzes are not accepted as evidence. Work samples that are submitted as evidence must not have been attempted before by the student individually or as a member of an instructional group.

High School VAAP Submission Schedule

- Divisions have the option either to continue the submission of required VAAP content areas in grade 11 only or to develop a schedule in which one or more content areas are submitted in grades 9, 10, or 11. For example, the division may determine that VAAP *Science* will be collected in grade 9, *History/Social Science* in grade 10, and *Reading, Writing, and Mathematics* in grade 11. Please consult your Division Director of Testing (DDOT) for your division’s schedule.

Procedures for Reporting Irregularities and Violations

- Irregularities for the VAAP must be reported to the Virginia Department of Education as directed by the DDOT using the *Testing Irregularity Web Application System (TIWAS)*.
- The VAAP 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. Please read the legislation passed by the Virginia General Assembly § 22.1-19.1 and § 22.1-292.1 in Appendix F.

All known violations of the VAAP procedures and security guidelines shall be reported to the Virginia Department of Education Division of Student Assessment and School Improvement by any of these methods:

e-mail: Student_Assessment@doe.virginia.gov; phone: (804) 225-2102; fax: (804) 371-8978; or mailed to: Division of Student Assessment and School Improvement, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.

1. VIRGINIA ALTERNATE ASSESSMENT PROGRAM DESCRIPTION

The Virginia Alternate Assessment Program (VAAP) is available to students with significant cognitive disabilities in grades 3 through 8 and high school who are working on academic standards that have been reduced in complexity and depth. Students who are eligible to participate in the VAAP are required to demonstrate individual achievement of academic skills in the Aligned Standards of Learning (ASOL) (see Appendix B).

2. ELIGIBILITY FOR VAAP

Applying VAAP participation criteria, the Individualized Education Program (IEP) Team examines how the student with significant cognitive disabilities accesses content and demonstrates his or her knowledge and skills. For VAAP participation criteria, refer to the *Students with Disabilities: Guidelines for Assessment Participation* located on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/participation/index.shtml

Divisions should use the *VAAP Participation Criteria Form* to document the VAAP participation review process. VAAP forms are available on the Virginia Department of Education Web site at:

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

3. SCHOOL DIVISION RESPONSIBILITIES FOR THE VAAP

Many school division personnel are responsible for the implementation of the VAAP. These include:

- Division Director of Testing (DDOT)
- School Administrator
- Special Education Teacher
- Director of Special Education
- School Coordinator
- Interpreters

A brief explanation of the roles and responsibilities of each of these persons follows.

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division, the Virginia Department of Education, and Pearson. The DDOT has division-wide responsibility for implementation of VAAP requirements and procedures and the dissemination of VAAP reports.

Director of Special Education

In addition to being familiar with VAAP requirements and procedures, the Director of Special Education must identify and address the professional development and support needs of special education and related services personnel involved in the VAAP Collection of Evidence (COE) process. The Director of Special Education and the DDOT are encouraged to share responsibilities for planning and ensuring that appropriate training and materials are provided to teachers and all other division staff responsible for the implementation of the VAAP.

School Administrator

The School Administrator, particularly the building principal, plays an important role in ensuring that the IEP Teams understand the VAAP participation criteria and apply them appropriately when considering students with disabilities for the VAAP. In addition, the principal is responsible for the implementation of a process for reviewing and monitoring students' COE.

School Coordinator

The School Coordinator is the person designated within each school to serve as the point of contact between the DDOT and the school. The School Coordinator is responsible for ensuring that all procedures required for the VAAP are implemented within the school. The School Coordinator may be asked to monitor the development and progress of the COE to ensure that the Aligned Standards of Learning are addressed. Any questions the School Coordinator has regarding the VAAP are to be directed to the DDOT or Director of Special Education.

Special Education Teacher

The special education teacher is responsible for implementing the VAAP guidelines according to the procedures contained in this manual. Other staff members, including paraprofessionals, general education teachers, and related services personnel may assist the special education teacher in providing instruction and collecting evidence. The remaining sections of this manual contain more specific information about the teacher's duties and responsibilities for the VAAP. The special education teacher is responsible for overseeing and/or selecting appropriate ASOL, providing effective instruction, and collecting evidence of student achievement. Any questions the special education teacher has regarding the VAAP are to be directed to the School Coordinator.

Interpreters

Interpreters may be used for students who are deaf or hard of hearing and who have interpretation documented as an accommodation in their Individualized Education Program (IEP). Interpreters may be used to facilitate communication for gathering student evidence in an accurate and professional manner. Additional information regarding the role of the interpreter before, during, and after the evidence gathering process is available in Testing Memo No. 1104 (September 10, 2013).

4. ALIGNED STANDARDS OF LEARNING

4.1 Organization of the Aligned Standards of Learning

The VAAP is available to students with significant cognitive disabilities in the following content areas:

- *Reading*
- *Writing*
- *Mathematics*
- *Science*
- *History/Social Science*

Appropriate standards have been identified for each content area. These content standards are referred to as *Aligned Standards of Learning* (ASOL). The ASOL provide students, with significant cognitive disabilities, access to Standards of Learning (SOL) content that has been reduced in complexity and depth. ASOL for *Reading*, *Writing*, *Mathematics*, and *Science* are organized by grade level, whereas *History/Social Science* is organized by school group (elementary, middle, and high). All content areas include strands called Reporting Categories. Refer to Appendix B for each content area ASOL and Reporting Categories. The ASOL Reporting Categories address related content or skills and correspond to the SOL Reporting Categories. For example, a Reporting Category for *Mathematics* is *Computation and Estimation*. Each of the ASOL in this Reporting Category addresses computation or estimation using addition, subtraction, multiplication, or division.

4.2 Format of the Aligned Standards of Learning

The format of most ASOL begins with a stem statement followed by related sub-statements referred to as bullets. The stem may be a simple phrase, such as, *The student will...* or a more complex statement like the one listed below.

HSS-EMP 3 *The student will investigate and understand geologic processes including plate tectonics, Key concepts include*

- a) *geologic processes and their resulting features;*
- b) *tectonic processes*

If an ASOL has multiple bullets, the student must show evidence of the stem and one of the bullets. For example, if **Science ASOL HSS-EMP 3** is selected, the student must defend the **stem** statement and **one** of the bullets, a) or b).

4.3 Selecting the Aligned Standard of Learning to be Assessed for *Reading, Writing, Mathematics, and Science*

The following steps provide a general framework for selecting ASOL to be evidenced in a student's Collection of Evidence (COE) for *Reading, Writing, Mathematics, and Science*.

- Identify the grade level of the student's enrollment.
- Identify the content areas that are assessed by the school division for students without disabilities at this grade level. Students participating in the VAAP in grades 3-8 are required to submit COE in the content areas assessed for non-disabled students at the same grade level. High school students participating in the VAAP are required to submit a COE in the content areas of *Reading, Writing, Mathematics, Science, and History/Social Science*.
- Examine the content area and the ASOL for the grade level being considered. Choose a grade level ASOL from each reporting category listed for the specific content area assessed. A grade level number "5," "8," or "HS" (for High School), precedes the ASOL code, for example 5S-SI 1, indicates a grade 5 level ASOL for *Science*, in the Reporting Category of Scientific Investigation. Teachers are required to select ASOL at the grade level of the student's enrollment. Teachers may not select ASOL above or below the student's grade level. Refer to Appendix B for the list of ASOL by content area and grade level.
- Using the three levels described below, determine the performance level that is most appropriate for the individual student for each ASOL.
 - **Level I** - The ASOL is demonstrated with significant support and modification. The student requires significant support and modification to simplify the task in order to demonstrate the ASOL.
 - **Level II** - The ASOL is partially demonstrated. The student demonstrates some of the knowledge and skill of the ASOL.
 - **Level III** - The ASOL is fully demonstrated. The student fully demonstrates the knowledge and skill of the ASOL.

Samples of ASOL showing the three performance levels are provided in Appendix E.

- Provide instruction throughout the year on the selected ASOL and gather evidence under testing conditions that demonstrates the student's knowledge and skills. A variety of instructional resources including instructional strategies and lesson plans are available at:

www.ttaonline.org

4.4 Selecting the Aligned Standard of Learning to be Assessed for *History/Social Science*

- The *History/Social Sciences* ASOL are organized into three groups. The student's grade level of enrollment determines the student's group:

Grade Level	Group
Grades 4 or 5	Elementary
Grades 6, 7, or 8	Middle School
Grades 9, 10, 11, or 12	High School

- Each *History/Social Science* group consists of four reporting categories: *History, Geography, Economics, and Civics*. Select one ASOL from each Reporting Category. Provide instruction throughout the year on the selected ASOL and gather evidence under testing conditions that demonstrates the student's knowledge and skills.
- VAAP participants are required to submit COE in *History/Social Science* at the same grade level as non-disabled students. For example, if the school division administers the Content Specific History SOL assessment, *Virginia Studies*, at grade 4, then a COE defending Elementary School *History/Social Science* ASOL must be prepared for grade 4 students participating in the VAAP.

History/Social Science ASOL for high school students participating in the VAAP should be assessed at the grade level determined by the division. Please consult your division schedule or your DDOT.

- **NOTE:** *History/Social Science* ASOL bullets used in a previous administration may not be repeated.

5. COLLECTION OF EVIDENCE

The VAAP provides the student the opportunity to demonstrate what he or she knows through a non-traditional method of testing. By completing products and work samples that demonstrate his/her understanding or skill, under testing conditions, the student proves that he/she knows the content.

5.1 Components of a Collection of Evidence

A Collection of Evidence (COE) that is submitted for scoring to the local school division must contain the following components in this order:

- ❶ A signed *2015-2016 VAAP Affidavit of Student Performance* that ensures that all the work samples included in the COE were completed independently by the student, 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 (Appendix D);
- ❷ If an Interpreter was used, the signed *Interpreter's Affidavit* is included in the COE (Appendix D);
- ❸ Any locally required documentation (e.g., participation criteria forms, tracking forms);
- ❹ A *2015-2016 VAAP Content Area Cover Sheet* for each content area assessed within the COE (Appendix C); and
- ❺ Evidence that demonstrates individual achievement on ASOL selected from each reporting category for a specific grade level and content area.

5.2 Select Evidence of Student Achievement

The selection of evidence used to demonstrate student performance on the ASOL is the responsibility of the student and submitting teacher. Evidence should be viewed from a qualitative, not quantitative, perspective. Evidence submitted should clearly demonstrate the level of competency the student has in regard to each ASOL being defended. All evidence submitted must have been completed under testing conditions by the student in the presence of a teacher or other school personnel.

5.3 Include Varied Types of Evidence

The student and teacher may submit as many different types of evidence as necessary to demonstrate the student's individual achievement.

Anecdotal records, interviews, and other evidence that are "observations" of student skills and/or knowledge should be written in such a manner that the scorer can determine the level of individual achievement of the ASOL demonstrated. A statement of accuracy or grade must be included. Evidence such as work samples, tests, and quizzes must be graded so that correct and incorrect answers are clearly identified. The grades may be a letter grade, a numerical grade, or an evaluative comment as determined appropriate by the teacher.

The various types of student evidence are described in the following pages. In addition to each description, critical information is provided in the *Tips for Teachers*.

5.3.1 Work Sample

A work sample submitted in the COE 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 the ASOL. Work samples may include worksheets, tests, quizzes, writing samples, and any other student-generated work. All work samples must be completed under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers. Multiple attempts by students to complete the same work samples via worksheets, tests, or quizzes are not accepted as evidence. Work samples that are submitted as evidence must not have been attempted before by the student, individually, or as a member of an instructional group.

Tips for Teachers

- All work must be graded so that the student's proficiency on the content is clear. Correct and incorrect answers should be indicated. Grades may be a letter grade, a numerical grade, or an evaluative comment as determined appropriate by the teacher.
- Care must be given to ensure that the work sample(s) address all the concepts stated in the ASOL, including the stem and one bullet, as appropriate.

5.3.2 Audio

A student may submit an audio in the COE. For example, an audio may be submitted with the student answering questions about a specific topic, reading a selection, or describing a procedure. The audio must contain only student-generated information and/or work. It is appropriate for a teacher or other school personnel to read questions on the audio, but the evidence on the audio must be completed under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers. Responses should be the student's alone without the use of note cards or cue sheets. The audio must include a statement of accuracy describing the student's level of achievement on the ASOL being defended.

Tips for Teachers

- A signed release form that grants permission to record a student's voice is required before including the audio in the COE. The signed release form should be maintained on file in the school division.
- Check with your School Coordinator to determine the required format(s) for audio.
- Include a transcript of the audio with a completed Student Evidence Identification (SEI) Tag. This strategy is an excellent safeguard if the audio equipment breaks or malfunctions.
- State the ASOL number and description on the audio prior to the portion of the recording with the student evidence.
- If the audio demonstrates multiple standards, SEI Tags can be listed on a separate sheet of paper. If available, use the storage media's "counter" to reference the specific standards.
- Audio recordings containing more than one voice should indicate the portions belonging to the student.
- Place an SEI Tag on the audio case and write the information from the SEI Tag on the audio tape/video tape/encrypted flash drive/floppy disk/CD/DVD.

5.3.3 Video

A student may submit a video in the COE. For example, the video may contain an interview of the student on a specific topic or show the student performing a specific skill. If a video is used for multiple ASOL, include a list using the counter. A video must contain only student-generated information and/or work. It is appropriate for a teacher or other school personnel to be on the video to ask questions or provide appropriate supports. The evidence must be completed under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers. A transcript of the video should be included. The video must include a statement of accuracy describing the student's level of achievement on the ASOL.

Tips for Teachers

- A signed release form that grants permission to record a student's image and voice is required before including a video in the COE. The signed release form should be maintained on file in the school division.
- Check with your School Coordinator to determine the required format(s) for video.
- If the video demonstrates multiple standards, SEI Tags can be listed on a separate sheet of paper. If available, use the storage media's "counter" to reference the specific standards.
- State the ASOL number and description on the video prior to the portion of the recording with the student evidence.
- Include a transcript of the video with a completed SEI Tag. This is an excellent safeguard that ensures evidence is not lost if the video equipment breaks or malfunctions.
- Place an SEI Tag on the video case and write the information from the SEI Tag on the audio tape/video tape/encrypted flash drive/floppy disk/CD/DVD.

5.3.4 Anecdotal Record

The student or teacher may submit an anecdotal record of student performance in the COE. An anecdotal record is a detailed description of an observation of student performance on a specific day. The teacher may record a skill or knowledge demonstrated by the student in an anecdotal record of student performance. Alternatively, the student may write his or her own anecdotal record in the presence of the teacher indicating what and how he or she was able to demonstrate a specific knowledge or skill. When evidence is collected to be used in an anecdotal record, the observation must occur under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers. Anecdotal records should include the date of performance, a detailed description of the learning environment (including instructions, materials and prompts provided), a clear and step-by-step description of the observed student performance, and a statement of accuracy describing the student's level of achievement on the ASOL being defended.

Tips for Teachers

- Observation should be carefully planned to ensure that the student has the best opportunity to demonstrate his or her skill and knowledge.
- The observer should describe in detail the learning environment, the specific responses of the student, and the student's level of accuracy.

For example: On November 4, 2014, Karen was given a box of 20 bottles of varying sizes and colors. She was given a verbal instruction to sort all the bottles by size. Karen sorted the bottles into two groups. One group had 12 large bottles and the other had 8 small bottles. Karen sorted the bottles by size with 100% accuracy, independently. Prompts were not provided.

Karen was asked to sort the bottles by color. She correctly placed all the red bottles together, all the blue bottles together, and all the yellow bottles together. This activity was completed with 100% accuracy without prompting.

5.3.5 Interview

The student or teacher may submit an interview in the COE. Interviews may be conducted by the teacher with the student to demonstrate understanding of a concept or skill. The teacher would ask the student questions related to the topic being discussed and the student would provide responses. Interview questions 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. The interview must be completed under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers. The interview should also include a statement of accuracy describing the student's level of achievement on the ASOL being defended.

Tips for Teachers

- Interview questions should be prepared in advance to ensure that the ASOL content is completely addressed.
- Interview questions should be short and clear to give the student the best opportunity to respond.
- Follow-up questions are permitted, but must also be documented.
- Documentation of interviews may be a written report or an audio or video recording (refer to sections 5.3.2 and 5.3.3). If the interview is a video or audio recording, include a transcript of the interview with a completed SEI Tag. This is an excellent safeguard that ensures evidence is not lost if equipment breaks or malfunctions.
- Include the student's level of accuracy for her/his interview responses when describing the level of achievement on the ASOL being defended.

5.3.6 Data Chart/Graph

Data charts and/or graphs may be submitted in the COE as evidence of student achievement. These should reflect student skills and/or knowledge and may be generated by the teacher and/or student. Data charts and graphs must contain specific information regarding the student's skill, the task that the student was directed to do, the date of performance, the student's level of accuracy for the achievement of the ASOL being defended, and the level (or type) of prompting by the teacher, if provided. Evidence collected for data chart/graph must be obtained under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers.

Tip for Teachers

- Data charts and graphs must also be accompanied by a completed SEI Tag.

5.3.7 Captioned Photograph

Photographs with a captioned statement may be submitted in the COE to show student performance of ASOL knowledge and skills.

Tips for Teachers

- A signed release form that grants permission to photograph a student is required before including a photograph in the COE. The signed release forms should be maintained on file in the school division.
- If the photograph includes more than one person, the student who is participating in the VAAP must be clearly identified.
- Most importantly, the photograph must also be accompanied by a completed SEI Tag, a detailed statement that describes the activity occurring, and the student’s level of accuracy for achievement of the ASOL being defended.

5.4 Complete the Student Evidence Identification (SEI) Tag

Each item of evidence must have a completed SEI Tag. This tag identifies the content area being assessed and the ASOL and a bullet, if appropriate, that are being defended. In addition, the student’s level of performance must be indicated on SEI Tags in the content areas of *Reading*, *Writing*, *Mathematics*, and *Science* (refer to section 4.3). If the student’s level of performance, in the content areas of *Reading*, *Writing*, *Mathematics*, or *Science*, is not identified on the SEI Tag, the evidence will be scored as though it were a Level III. The SEI Tag template is available on the Virginia Department of Education’s Web site at:

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

Sample SEI Tag

STUDENT EVIDENCE ID (SEI) TAG
VAAP
CONTENT AREA: <i>Mathematics</i>
ASOL: 6M-PSPFA 2 BULLET: a
LEVEL OF PERFORMANCE: II

5.5 Complete Documentation Forms for the COE

5.5.1 Prepare the 2015-2016 VAAP Content Area Cover Sheet

All evidence for an assessed content area should be organized using the *2015-2016 VAAP Content Area Cover Sheet* (Appendix C). Submit a separate *Content Area Cover Sheet* for each content area submitted. In addition to providing student information, the cover sheet should identify the content area, reporting categories, and the ASOL and bullet, if applicable, being defended. The student’s level of performance must be indicated on the *Content Area Cover Sheet* for the content areas of *Reading*, *Writing*, *Mathematics*, and *Science*.

The level of performance is not indicated in the content area of *History/Social Science*.

5.5.2 Sign the 2015-2016 VAAP Affidavit of Student Performance and Interpreter's Affidavit

All the evidence submitted for the VAAP must be solely that of the student and must be completed under testing conditions, and under the supervision of a teacher or other school personnel. Persons who have supervised the student while completing evidence are required to sign an affidavit. The principal or designee who reviewed the COE prior to submission for scoring must also sign the affidavit. The affidavit ensures that all evidence included adheres to ethical and professional standards. A signed affidavit must be included in each COE. If a COE is submitted without an affidavit, it cannot be scored. A copy of the *2015-2016 VAAP Affidavit of Student Performance* is included in Appendix D.

If an Interpreter was used during the collection of evidence, the signed *Interpreter's Affidavit* must be included in the COE (see Appendix D).

5.6 Organize the COE

The COE should be organized in the following order:

- ① *Affidavit of Student Performance*
- ② *Interpreter's Affidavit* (if applicable)
- ③ Required local forms
- ④ *VAAP Content Area Cover Sheet*
- ⑤ Evidence of student performance
- ⑥ As appropriate, include additional cover sheet(s) for each content area(s) defended, followed by evidence of student performance.

5.7 Inspect the COE before Submitting to the School Coordinator

Scorers may not correct technical errors such as **ungraded work** or **misabeled** or **incomplete SEI Tags**. To ensure that student scores are not penalized due to technical errors, it is imperative that corrections are made prior to the submission of Collections of Evidence to the School Coordinator for scoring.

5.7.1 Teacher Inspection of the COE

Before submitting the COE to the School Coordinator, the teacher should carefully inspect it to ensure that:

- all work is solely created by the student;
- all required forms have been accurately completed;
- all evidence defends the ASOL;
- each piece of evidence has a completed SEI Tag;
- the student's level of performance is indicated on the SEI Tag for evidence in the content areas of *Reading, Writing, Mathematics, and Science*;
- work does not include the use of hand-over-hand (full physical assistance); and
- all work is graded or includes a detailed statement of accuracy. The grade may be a letter grade, numerical grade, or an evaluative comment from the teacher.

The *2015-2016 VAAP Teacher Checklist for Collections of Evidence* is available in Appendix E to assist in the teacher review process.

5.7.2 Administrator Review of the COE

Before the COE is submitted for scoring, the school principal or designee should carefully inspect each COE to ensure it is complete. The *2015-2016 VAAP Administrator Checklist for Collections of Evidence*, located in Appendix E, may be used to review each COE.

6. VAAP SCORING SYSTEM

The submission date for division COEs should be determined by the DDOT and the School Coordinators. After the student has completed content area entries, the student and teacher must submit the student's COE to the School Coordinator in preparation for scoring. The School Coordinator will ensure that each COE is complete before submitting the collections to the DDOT. The DDOT ensures that scorers are trained and available to score submitted collections of student evidence.

Scorers will rate student evidence using established rubrics (Section 6.1) and then enter scores using the online scoring system. The VAAP online entries are submitted to Pearson via secure Internet connections.

6.1 Scoring Rubric

When a student submits evidence of skills and/or knowledge identified in the Aligned Standards of Learning (ASOL), the following rubric and rubric addendum is used to rate the level of student individual achievement.

Table 1. VAAP Scoring Rubric and Rubric Addendum

Rubric Score	Rubric Descriptor	Rubric Addendum
0 No Evidence	There is <i>no evidence</i> of the specific ASOL being addressed.	A score point of "0" may be assigned if the evidence submitted does not demonstrate any level of individual achievement for the ASOL being defended.
1 Little Evidence	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.	The evidence provides a minimally sufficient demonstration of the student's knowledge and understanding of the ASOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the ASOL.
2 Some Evidence	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.	The evidence provides only a partially sufficient demonstration of the student's knowledge and understanding of the ASOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the ASOL.
3 Adequate Evidence	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.	The evidence provides a reasonably sufficient demonstration of the student's knowledge and understanding of the ASOL. Most of the student's work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the ASOL.
4 Ample Evidence	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.	The evidence provides a fully sufficient demonstration of the student's knowledge and understanding of the ASOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the ASOL.

6.2 General VAAP Scoring Rules

Rule 1 Evidence must show individual student achievement.

- If the student work does not show any level of individual achievement with the ASOL being defended, the scorer may assign a score point of “0.”
- If the student work shows the use of hand-over-hand instruction, the evidence cannot be considered in scoring. Hand-over-hand is full physical assistance needed to complete an ASOL. For example, a full physical assist might entail putting your hand on the student’s hand and moving the student’s hand through the action of writing his or her name.

NOTE: Hand-over-hand instruction, although a valid introductory teaching method, does not provide evidence of the student’s performance and cannot be considered during scoring.

Rule 2 Evidence must be student-generated.

- If the student work is based on homework or an open-book test, the work cannot be considered in scoring.
- If the student work is copied from sources such as the chalkboard/dry-erase board, texts, or a computer, the work cannot be considered in scoring.
- If the student work includes examples or directions with hints, clueing, or prompts that would provide answers, the work cannot be considered in scoring.
- If the student work is a part of a group project and the work of the student participating in the VAAP is not clearly identified, the work cannot be considered in scoring.

Rule 3 The student’s performance level determines the highest possible score point a student can receive in the content areas of *Reading, Writing, Mathematics, and Science*.

- If the student’s performance demonstrates Level III (the ASOL is fully demonstrated) as documented on the SEI Tag, the highest score point the student can receive is “4.”
- If the student’s performance demonstrates Level II (the ASOL is partially demonstrated) as documented on the SEI Tag, the highest score point the student can receive is “3.”
- If the student’s performance demonstrates Level I (the ASOL is demonstrated with significant support and modification) as documented on the SEI Tag, the highest score point the student can receive is “2.”
- If the student’s level of performance, in the content areas of *Reading, Writing, Mathematics, or Science*, is not identified on the SEI Tag, the evidence will be scored as Level III.

Rule 4 Evidence must include a correctly labeled Student Evidence Identification (SEI) Tag.

- If there is no SEI Tag or if the SEI Tag is mislabeled or incomplete the evidence cannot be considered in scoring.

Rule 5 Evidence must include a completed 2015-2016 VAAP Content Area Cover Sheet for each content area.

- The 2015-2016 VAAP Content Area Cover Sheet is not considered evidence and will not be scored.

Rule 6 Evidence must include a signed affidavit.

- If a signed affidavit is not provided, the collection will not be scored.

Rule 7 Evidence must clearly address photograph captions and grading, as appropriate.**Captions**

- If the evidence includes photographs, captions (descriptive statements of the activity occurring and the student’s level of accuracy during the activity) must be included; otherwise the evidence cannot be considered in scoring.

Grading

- If the evidence includes work samples such as worksheets, tests, and quizzes, the work samples should be graded by the teacher and correct and/or incorrect answers should be clearly identified. The grade may be a letter grade, numerical grade, or an evaluative comment as determined appropriate by the teacher. Evidence such as anecdotal records, interviews, audios, videos, and data charts/graphs must include a statement of accuracy describing the student’s level of individual achievement on the ASOL being defended. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student’s work.

6.3 Using the Scoring Rubric for Student Performance

The following four scenarios illustrate how an ASOL is defended and the student’s performance is scored using the *VAAP Scoring Rubric*.

6.3.1 Example A - Evidence received a score point of “1”

A student is defending *Mathematics* ASOL 3M-NSCE 1a:

The student will

- a) *identify and write numerals 0 to 30.*

The ASOL is being defended at *Level II: Partially demonstrated*.

The student and teacher submit two worksheets that demonstrate the student writing numbers 1-10 accurately and a video showing the student accurately counting 1-10. The SEI Tags on the worksheets and the video indicate Level II - Partially demonstrated.

Scoring Rule 3 states, *If student performance demonstrates Level II (Partially demonstrated) as documented on the SEI Tag, the highest score point the student can receive is “3”*. Therefore, only score points “3”, “2”, and “1” can be considered. Based on all the evidence submitted in Example A above, the student is only able to write the numerals 1 – 10. There was no evidence of the student identifying the numerals 0-30. Although the evidence is accurate, it is incomplete since it does not show identifying numerals 0-30 or writing the numeral 0 and 11-30. Therefore, the scorer rates the evidence submitted as a score point of “1” – there is *little evidence* that the student has demonstrated the skills and knowledge stated in the ASOL being addressed. (See Table 1, *VAAP Scoring Rubric and Rubric Addendum*.)

6.3.2 Example B - Evidence received a score point of “2”

A student is defending *Reading* ASOL 3E-RW 4d:

The student will

- d) demonstrate comprehension of information in reference materials by using dictionaries, glossaries, and indices.*

The ASOL is being defended at *Level I: Demonstrated with significant support and modification.*

The student and teacher submit an anecdotal record describing the student looking up words in a picture dictionary and copying the definitions, and the student’s work showing five words and their copied definitions. Both pieces of evidence are graded as 100% accuracy. The SEI Tag on the anecdotal record indicates Level I - Demonstrated with significant support and modification.

Scoring Rule 3 states that if student performance demonstrates Level I (the ASOL is demonstrated with significant support and modification) as documented on the SEI Tag, the highest score point the student can receive is “2.” Although the student required significant support provided by the picture dictionary and modification of the ASOL to a basic level by using one reference to look up words, the work submitted is accurate. The student did not demonstrate “comprehension of information in the reference materials,” she only copied definitions. Copying does not indicate comprehension. The scorer rated the evidence submitted with a score point of “2” – *There is some evidence that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.*

6.3.3 Example C - Evidence received a score point of “3”

A student is defending *Writing* ASOL HSE-WP 5a:

The student will

- c) select information from multiple sources and use the information to write answers to questions.*

The ASOL is being defended at *Level III: Fully demonstrated.*

The student and teacher submit three work samples in which the student answered questions about famous people; Martin Luther King, Abraham Lincoln, and John Kennedy. The SEI Tag indicates Level III – *The ASOL is fully demonstrated.* Scoring Rule 3 states that if the student’s performance demonstrates Level III (the ASOL is fully demonstrated) as documented on the SEI Tag, the highest score point the student can receive is “4.” The King and Lincoln work samples received grades of 50% and 75% respectively because of incorrect answers to questions and only using one source. The Kennedy work sample received a grade of 100%. Since the performance was not consistent, the evidence is awarded a score of “3.” There is adequate evidence that the student has demonstrated the skill and knowledge stated in the ASOL being addressed.

6.3.4 Example D - Evidence received a score point of “4”

A student is defending *Science* ASOL 8S-LS 1a:
The student will investigate and understand that all living things are composed of cells.
Key concepts include
a) cell structure and organelles;

The ASOL is being defended at *Level III: Fully demonstrated.*

The student and teacher submitted four pieces of evidence which include two worksheets, a quiz and a captioned photograph. In the first worksheet, the student correctly labels the parts of an animal cell and a plant cell with 100% accuracy. The second worksheet and the quiz show the student providing the correct definitions for the part of a plant cell with 100% accurate. Finally, the captioned photograph shows the student conducting an investigation using five types of fruit. The student is able to identify and explain the function of each cell part using the pieces of fruit. The SEI Tag on all four pieces of evidence indicated Level 3 - Fully demonstrated.

The scorer rates the evidence as a “4” since the evidence is accurate and complete and provides a sufficient demonstration of the student’s knowledge and understanding of the ASOL.

6.4 Scorer Responsibilities

The school division has the responsibility for establishing and maintaining scorers. Each school division should identify a person(s) responsible for supervising, training, qualifying, monitoring, and maintaining scorers. The Virginia Department of Education will offer in-depth training annually to meet the needs of scorers and to update information regarding VAAP scoring.

Individual scorers or scoring teams may be used. Regardless of whether individual scorers or teams are used, school division personnel knowledgeable in special education must be involved.

The DDOT is responsible for ensuring that proper protocol is followed for assembling, storing, scoring, and entering VAAP scores using the *VAAP Online Scoring System*. Scoring team members are responsible for assigning scores for submitted evidence following established procedures and rubric descriptors (Section 6.1). The scorers are responsible for ensuring “fair and accurate” scores of student performance, and confidentially maintaining student evidence during the scoring window. Scorers may not discuss submitted evidence, scores, proficiency levels, or scoring issues outside of the local scoring event and are required to sign scorer agreements and non-disclosure forms.

Scoring team members must not use membership on the VAAP scoring team to influence the selection of student materials for the COE. If a scoring team member has provided training or technical guidance to the student and/or teacher in submitting evidence, he/she may not score that particular COE.

6.5 VAAP Scores

After VAAP scores are entered in PearsonAccess, the online system will calculate the student’s total score for each content area submitted and use predetermined cut points established by the Virginia Board of Education to assign proficiency levels.

7. AUDITS AND SCORE CORRECTION

7.1 VAAP Audit Process

Audits will be conducted by Pearson in June of each assessment administration year. The purpose of the audit is to ensure that school division scoring teams are appropriately applying the scoring rubric and resources to student evidence. Pearson will randomly select 10% to 15% of a school division’s scored COE for audit purposes. The DDOT will be notified of the selected COE through PearsonAccess.

If the audit performance level differs from the division performance level, the division score is overturned and the audit score is reported. A complete official audit report will be provided to the DDOT after completion of the audit process.

7.2 VAAP Score Correction Process

The VAAP COE are not eligible for rescore, but school divisions can request that scores entered incorrectly in PearsonAccess (scores that are different from those on the *VAAP Scoring Worksheet*) be corrected. This process provides an opportunity for school divisions to correct an error in a scoring entry **after** the VAAP submission deadline. However, **before** the VAAP scoring entry deadline, the scores may be corrected in the online scoring system by school division personnel.

NOTE: The School Coordinator and DDOT will provide specific procedures for requesting a score correction.

8. REPORTING VAAP ASSESSMENT IRREGULARITIES

A testing irregularity is any occurrence during a test administration that meets one or more of the following criteria:

- inappropriately influences student performance;
- inappropriately influences the reporting of student performance;
- constitutes a breach in test security; or
- results in the improper implementation of student testing guidelines.

Examples of testing irregularities include, but are not limited to:

- a teacher or other adult provides improper assistance to a student;
- a student is not provided an accommodation that is specified in his/her IEP;
- a student is provided an accommodation that is not specified in his/her IEP.

To determine whether an incident is a testing irregularity, the teacher should discuss it with the STC. Irregularities for the VAAP assessments must be reported to the Virginia Department of Education as directed by the DDOT using the *Testing Irregularity Web Application System (TIWAS)*.

The VAAP assessment is a part of the Virginia Accountability System. 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 the Legislation passed by the Virginia General Assembly § 22.1-19.1 and § 22.1-292.1).

APPENDIX A

Virginia Alternate Assessment Program

Frequently Asked Questions by Teachers

Q1. What type of student would take the VAAP?

The VAAP is an appropriate assessment for a student with significant cognitive disabilities who has a current IEP. The student's present level of performance will indicate the need for extensive, direct instruction and/or intervention in a curriculum based on the Aligned Standards of Learning (ASOL). This student requires intensive, frequent, and individualized instruction in a variety of settings to demonstrate interaction and achievement. The high school student appropriate for the VAAP is working toward educational goals other than those prescribed for a Modified Standard Diploma, Standard Diploma (with or without credit accommodations), or Advanced Studies Diploma.

Q2. In which grade levels can the VAAP be used?

The VAAP is available for students with significant cognitive disabilities who have an IEP in grades 3 through 8 and high school. Divisions have the option to either continue the submission of required VAAP content areas in grade 11 only or to develop a schedule in which one or more content areas are submitted in grades 9, 10, or 11. For example, the division may determine that VAAP *Science* will be collected in grade 9, *History/Social Science* in grade 10, and *Reading, Writing, and Mathematics* in grade 11. Please consult your DDOT for your division's schedule.

Q3. Can students use accommodations on VAAP evidence?

Yes. A student may submit evidence using accommodations as specified in the student's current IEP. Evidence obtained using hand-over-hand assistance (or full physical assistance) may not be used to demonstrate student achievement.

Q4. What supporting documentation must be submitted with the Collection of Evidence?

A completed *2015-2016 VAAP Content Area Cover Sheet* for each content area being submitted and a completed and signed *2015-2016 VAAP Affidavit of Student Performance* must be included in each Collection of Evidence (COE). If an Interpreter was used during the collection of evidence, the signed *Interpreter's Affidavit* must be included in the COE. Also, each piece of evidence must have a completed SEI Tag.

Q5. Can the VAAP Collection of Evidence be reviewed by parents and other school personnel?

Yes. While the COE is being developed, it is available for review and feedback by the student, parents, and other school personnel as needed; however, the collection must not be changed or altered in any way. The Virginia Department of Education recommends that the COE be reviewed in the presence of an administrator or designee. The COE should never be sent home for review.

After the COE has been scored, it is regarded as a scholastic record. Upon request, the results and the COE must be accessible to the student's teacher(s), parents, and the participating student. However, in accordance with requirements under IDEIA, if the student is 18, unless his/her parents have retained rights to the student's scholastic records, the student will need to give permission/agree for the parents to view the record.

NOTE: For retention and disposition of VAAP COE after administration, refer to the *Records Retention and Disposition Schedule General Schedule 21* series 000239 and 000240. General Schedule 21 is available on the Library of Virginia Web site at:

www.lva.virginia.gov/agencies/records/sched_local/GS-21.pdf

Frequently Asked Questions by Teachers

Q6. What should I do if a student taking the VAAP transfers between school divisions during the school year?

In accordance with Testing Memo Number 689, dated February 14, 2008, the transfer of a student's education record should be formally requested by the school division enrolling the student. Once the education record has been requested, the transferring division should forward the student's COE to the school division enrolling the student. Care should be taken to ensure that all student work samples include:

- grading with correct and incorrect answers indicated;
- completed SEI Tags on each piece of evidence; and
- a completed affidavit signed by school staff to verify that all student work was completed under the supervision of school staff and is the student's individual work.

The school division transferring the student must maintain a copy of all student work and supporting documentation sent to the school division enrolling the student. Copies should be maintained as determined by the Division Director of Testing and Records Manager until the end of the assessment period.

Q7. How is the VAAP scored?

The VAAP COE is submitted to the school division and scored locally. Scorers receive training on the process of applying the scoring rubric and scoring rules to submitted evidence, use of the online scoring system, and other information pertinent to scoring the VAAP. The VAAP rubric and scoring rules are available in Section 6 of this manual.

Q8. Why is my local school division scoring the VAAP and what is the online system?

Scoring VAAP entries is the joint responsibility of the local school division, the testing contractor, and the Virginia Department of Education. The scoring process will involve local scorers examining submitted evidence for specific content area ASOL, applying a scoring rubric and scoring rules, and assigning a value to the evidence presented in a holistic manner. Once all evidence submitted for a specific VAAP entry has been scored, scorers will enter their scores of student performance in the online scoring system. The testing contractor and the Virginia Department of Education, via an online scoring system, will calculate performance levels and provide online reports.

Q9. What is a VAAP audit?

After the submission of local VAAP scores, the testing contractor will randomly select a percentage of submitted COE from each school division for audit. The purpose of the VAAP audit is to ensure that local scorers are correctly applying the scoring rubric and related scoring tools to submitted evidence.

Q10. How will I know if my school or student has been selected for an audit of his or her VAAP?

The Division Director of Testing will be notified within the web-based PearsonAccess system that a student's COE within the division has been selected for VAAP audit.

Q11. If a student fails his/her VAAP assessment, can he/she be reassessed with the same ASOLs?

No. In the content areas of *Reading*, *Writing*, *Mathematics*, and *Science*, students are not allowed to repeat any previously assessed ASOLs. All students must be assessed on ASOLs in the grade level enrollment.

In the content area of *History/Social Science*, if an ASOL has multiple bullets, students may be assessed one time on each of the separate ASOL bullets. A student may be reassessed with the same ASOL, but must be assessed with a different bullet within that ASOL.

Virginia Alternate Assessment Program

Frequently Asked Questions by Teachers

Q12. If a student is retained, does that student have to be reassessed in VAAP again?

If a student is retained in the same grade level, he/she would only reassess in the VAAP content which received a failing score. For example, an 8th grade student failed the VAAP *Reading*, VAAP *Science*, and VAAP *History* assessments. The student passed the VAAP *Mathematics* and VAAP *Writing* assessments. The next school year the student is retained in Grade 8. During the retention school year, the student would be reassessed only in VAAP *Reading*, VAAP *Science*, and VAAP *History*.

If the student had passed all the VAAP assessments during the initial Grade 8 school year, he/she would not be reassessed in any VAAP content area if retained in Grade 8.

APPENDIX

B

Aligned Standards of Learning

APPENDIX B

Virginia Alternate Assessment Program

ALIGNED STANDARDS OF LEARNING

Teachers may use the *Reading ASOL Summary Matrix* during the initial development of the student’s instruction and assessment plan to track the learning progression of the student throughout the year and for planning units and lessons.

NOTE: An ASOL from the grade level of enrollment must be selected for each reporting category for inclusion in the Collection of Evidence. The level of performance that is appropriate for the student must be selected for each ASOL using the performance levels indicated below:

- **Level I** - The ASOL is demonstrated with significant support and modification.
- **Level II** - The ASOL is partially demonstrated.
- **Level III** - The ASOL is fully demonstrated.

Samples of *Reading* ASOL showing each performance level are provided in Appendix E.

<p align="center">Reading ASOL Summary Matrix Based on the 2010 <i>English Standards of Learning</i></p>							
Reporting Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Use word analysis strategies and word reference materials (E-RW)	3E-RW 1 3E-RW 2 3E-RW 3 3E-RW 4 3E-RW 5 3E-RW 6 3E-RW 7	4E-RW 1	5E-RW 1	6E-RW 1	7E-RW 1	8E-RW 1	HSE-RW 1 HSE-RW 2 HSE-RW 3
Demonstrate comprehension of fictional texts (E-CF)	3E-CF 1 3E-CF 2	4E-CF 1	5E-CF 1	6E-CF 1	7E-CF 1	8E-CF 1	HSE-CF 1 HSE-CF 2 HSE-CF 3
Demonstrate comprehension of nonfiction texts (E-CN)	3E-CN 1 3E-CN 2	4E-CN 1	5E-CN 1	6E-CN 1	7E-CN 1	8E-CN 1	HSE-CN 1 HSE-CN 2 HSE-CN 3

APPENDIX B, continued

READING ALIGNED STANDARDS OF LEARNING

GRADE 3

Reporting Category: Use word analysis strategies and word reference materials

- 3E-RW 1 The student will
(SOL 2.5)
- indicate the number of syllables in a spoken word;
 - apply letter name and letter-sound knowledge when decoding words;
 - apply letter-sound and word analysis skills in decoding words by identifying 18 or more letter-sound associations in context;
 - identify the beginning sound of familiar words beginning with a single consonant sound.
- 3E-RW 2 The student will
(SOL 2.6)
- use newly acquired vocabulary drawn from reading and other content areas;
 - demonstrate understanding of the meaning of newly acquired vocabulary.
- 3E-RW 3 The student will
(SOL 2.7)
- sort words into familiar categories;
 - expand vocabulary when reading by using knowledge of antonyms and synonyms;
 - determine meaning of vocabulary related to a familiar text;
 - demonstrate understanding of word relationships (e.g., prefix, suffix, singular, plural, homophones);
 - identify words that describe personal emotional states;
 - use familiar nouns (e.g., own name, Mom, dog) in isolation;
 - identify words from other content areas.
- 3E-RW 4 The student will
(SOL 2.10)
- recognize that books have titles;
 - demonstrate comprehension of information in reference materials by using table of contents;
 - demonstrate comprehension of information in reference materials by using pictures, captions, and charts;
 - demonstrate comprehension of information in reference materials by using dictionaries, glossaries, and indices;
 - demonstrate comprehension of information in reference materials by using online resources.
- 3E-RW 5 The student will
(SOL 3.3)
- recognize 10 or more written words;
 - apply letter-sound skills in decoding consonant sounds of familiar one-syllable words; In context, demonstrate basic knowledge of letter-sound correspondences;
 - recognize 40 or more written words;
 - read text comprised of familiar words to support comprehension. Read familiar text with purpose and understanding.
- 3E-RW 6 The student will
(SOL 3.4)
- decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes);
 - use context to determine missing words in familiar texts;
 - consult print in the environment to support reading;
 - demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).
- 3E-RW 7 The student will
(SOL 3.7)
- identify text features and search tools;
 - locate facts or information in a familiar text.

APPENDIX B, continued**Reporting Category: Demonstrate comprehension of fictional texts**

- 3E-CF 1 The student will
(SOL 2.8)
- identify the adventures or experiences of a character(s) in a familiar story;
 - identify characters and settings in a familiar story;
 - independently engage in exploring a book or navigating pages in a multimedia book;
 - retell familiar stories from diverse cultures, including two or more elements from different parts of the story;
 - identify the actions and feelings of the characters in a familiar story;
 - determine the beginning and ending of a story;
 - use illustrations in print or digital text to identify characters and setting;
 - identify similarities in two versions of the same story;
 - identify parts of illustrations that depict a particular mood, setting, or character;
 - ask and answer questions about details from a fictional text read aloud or information presented orally or through other media.
- 3E-CF 2 The student will
(SOL 3.5)
- identify details in familiar stories;
 - identify rhyming words or repeated phrases in a familiar story, poem, or song;
 - identify purpose of a fictional text;
 - answer questions to demonstrate understanding of fictional text;
 - retell stories, including fables, folktales, and myths from diverse cultures including details from the text;
 - identify the traits, motivations, or feelings of characters in a story;
 - identify similarities in the settings of two stories by the same author;
 - list a progression of a series of events in a fictional text.

Reporting Category: Demonstrate comprehension of nonfiction texts

- 3E-CN 1 The student will
(SOL 2.9)
- identify individuals, events, or ideas in a familiar informational text;
 - match similar parts of two nonfiction texts on the same topic;
 - identify events or ideas in a familiar nonfiction text;
 - sustain attention to a variety of reading materials reflecting a variety of nonfiction text genre;
 - answer *who* and *what* questions to demonstrate understanding of details in a familiar nonfiction text;
 - identify the topic of the nonfiction text;
 - sequence at least two steps in a procedure or ideas/incidents in an event;
 - demonstrate understanding of how images relate to a familiar informational text;
 - identify a common element between two nonfiction texts;
 - identify similarities of two resources on the same topic.
- 3E-CN 2 The student will
(SOL 3.6)
- answer *who* and *where* questions to demonstrate understanding of details in a familiar nonfiction text;
 - identify a detail of a nonfiction text;
 - demonstrate an understanding of nonfiction text by connecting a visual element.

APPENDIX B, continued**GRADE 4****Reporting Category: Use word analysis strategies and word reference materials**

- 4E-RW 1 The student will
(SOL 4.4)
- apply letter-sound knowledge by using first letter plus context to identify unfamiliar words;
 - decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes);
 - use newly acquired vocabulary drawn from reading and other content areas;
 - demonstrate understanding of opposites.

Reporting Category: Demonstrate comprehension of fictional texts

- 4E-CF 1 The student will
(SOL 4.5)
- use details from the text to retell what the text says;
 - determine the main idea of a fictional text;
 - use details from fictional text to describe a character in a story;
 - make connection between fictional text and visual or oral presentations;
 - determine meaning of words in context in fictional text.

Reporting Category: Demonstrate comprehension of nonfiction texts

- 4E-CN 1 The student will
(SOL 4.6)
- use details from the nonfiction text to retell what the text says;
 - determine main idea of a nonfiction text;
 - identify the chronological structure of a text (first, then, next);
 - interpret information presented visually and orally;
 - identify the author's purpose.

APPENDIX B, continued**GRADE 5****Reporting Category: Use word analysis strategies and word reference materials**

- 5E-RW 1 The student will
(SOL 5.4)
- after listening to or reading a familiar text, determine the meanings of words and phrases;
 - apply phonics and word analysis skills in decoding words by decoding two-syllable words;
 - read more than 20 common high-frequency words;
 - use context clues to determine the meaning of vocabulary words drawn from reading and other content areas;
 - demonstrate understanding of word relationships by using simple, common idioms (e.g., *You bet!*, *It's a deal.*, *We're cool.*);
 - demonstrate understanding of content-specific words.

Reporting Category: Demonstrate comprehension of fictional texts

- 5E-CF 1 The student will
(SOL 5.5)
- identify words in the text to answer a question about explicit information in fictional text;
 - identify the central idea or theme of a familiar story, drama, or poem;
 - read fictional text comprised of familiar words with accuracy and understanding.

Reporting Category: Demonstrate comprehension of nonfiction texts

- 5E-CN 1 The student will
(SOL 5.6)
- when given nonfiction text, identify the main ideas that are supported by the key details;
 - make connections between two individuals or events/actions in a nonfiction text;
 - identify the beginning, middle, and end of a nonfiction text with a clear sequential structure;
 - given two pieces of information on the same event or topic, note what is the same.

APPENDIX B, continued**GRADE 6****Reporting Category: Use word analysis strategies and word reference materials**

- 6E-RW 1 The student will
(SOL 6.4)
- a) determine the meaning of simple idioms and figures of speech as they are used in a text;
 - b) use context clues to determine the meaning of vocabulary words drawn from reading and other content areas;
 - c) seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials;
 - d) demonstrate word relationships by interpreting similes (e.g., *the man was as big as a tree.*).

Reporting Category: Demonstrate comprehension of fictional texts

- 6E-CF 1 The student will
(SOL 6.5)
- a) determine what a fictional text says explicitly as well as what simple inferences should be drawn;
 - b) determine the theme or central idea of a familiar story and identify details that relate to it;
 - c) identify the episodes or significant events in a story or drama;
 - d) identify the progression of a key individual, event, or idea throughout a fictional text.

Reporting Category: Demonstrate comprehension of nonfiction texts

- 6E-CN 1 The student will
(SOL 6.6)
- a) analyze a nonfiction text to determine what it says explicitly as well as what inferences should be drawn;
 - b) determine the central idea of a short nonfiction passage and details or facts related to it;
 - c) use content words and phrases from nonfiction text.

APPENDIX B, continued**GRADE 7****Reporting Category: Use word analysis strategies and word reference materials**

- 7E-RW 1 The student will
(SOL 7.4)
- use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama;
 - determine the meaning of words and phrases;
 - use context clues to determine the meaning of vocabulary words drawn from reading and other content areas;
 - seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials;
 - demonstrate an understanding of word relationships by using synonyms and antonyms.

Reporting Category: Demonstrate comprehension of fictional texts

- 7E-CF 1 The student will
(SOL 7.5)
- cite text to draw inferences from stories and poems;
 - determine the theme or central idea of a fictional text and identify the details that relate to it;
 - recognize the relationship of two story elements;
 - determine how poetry form and structure contributes to its meaning;
 - identify how a character's point of view is the same or different from another character.

Reporting Category: Demonstrate comprehension of nonfiction texts

- 7E-CN 1 The student will
(SOL 7.6)
- cite text to draw inferences from informational text;
 - determine two central ideas that progress throughout a nonfiction text;
 - determine how headings, key words, and key phrases relate to the topic of a nonfiction text;
 - determine author's point of view in nonfiction text and compare to own point of view;
 - use content words and phrases from a nonfiction text.

APPENDIX B, continued**GRADE 8****Reporting Category: Use word analysis strategies and word reference materials**

- 8E-RW 1 The student will
(SOL 8.4)
- a) determine meanings of words and phrases in literature including figurative language;
 - b) demonstrate knowledge of new vocabulary drawn from reading and other content areas;
 - c) seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials;
 - d) demonstrate an understanding of word relationships by using multiple meaning words;
 - e) acquire and use content words and phrases.

Reporting Category: Demonstrate comprehension of fictional texts

- 8E-CF 1 The student will
(SOL 8.5)
- a) cite text to support inferences from stories and poems;
 - b) provide a summary of a familiar fictional text;
 - c) identify cause and effect relationships in a story or drama;
 - d) compare and contrast the structure of two or more fictional texts;
 - e) identify and ask questions that clarify various viewpoints in a fictional text;
 - f) make connections between key individuals or events in a fictional text.

Reporting Category: Demonstrate comprehension of nonfiction texts

- 8E-CN 1 The student will
(SOL 8.6)
- a) cite text to support inferences from informational text;
 - b) provide a summary of familiar informational text;
 - c) determine meanings of words and phrases in informational text including figurative language;
 - d) determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples) in nonfiction text;
 - e) determine an author's purpose or point of view in nonfiction text;
 - f) determine whether claims in a text are fact or opinion;
 - g) compare and contrast the key information in two different nonfiction texts on the same topic.

APPENDIX B, continued**High School****Reporting Category: Use word analysis strategies and word reference materials**

- HSE-RW 1 The student will
(SOL 9.3)
- determine the meaning of words and phrases as they are used in a text, including common analogies and figures of speech;
 - determine the meaning of words and phrases as they are used in informational text including figurative language;
 - determine or clarify the meaning of unknown and multiple-meaning words by using context.
- HSE-RW 2 The student will
(SOL 10.3)
- consult reference materials (dictionaries, online vocabulary supports) to clarify meaning of unfamiliar words encountered when reading;
 - demonstrate understanding of multiple-meaning words and figurative language;
 - acquire and use content words and phrases.
- HSE-RW 3 The student will
(SOL 11.3)
- determine how words or phrases with multiple meanings have an impact on meaning or tone of a text;
 - determine meanings of words or phrases within an informational text;
 - demonstrate knowledge of the meaning of words and phrases from reading and other content areas by using context;
 - demonstrate understanding of figurative language and word relationships by interpreting simple figures of speech encountered while reading;
 - demonstrate understanding of words and phrases by using authentic texts (e.g., resumes, job descriptions, tasks instructions).

Reporting Category: Demonstrate comprehension of fictional texts

- HSE-CF 1 The student will
(SOL 9.4)
- determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text;
 - determine the central idea of the fictional text and select details that relate to it to retell the text;
 - describe interactions between characters in fictional text;
 - determine sequence of events in a story or drama;
 - identify when an author references one fictional text to another text;
 - provide a summary of the fictional text;
 - determine how the author's choice of where to end the story contributes to the meaning.
- HSE-CF 2 The student will
(SOL 10.4)
- connect the experiences of characters in a story or drama from outside of the U.S. with personal experience;
 - cite textual evidence to determine where the fictional text leaves matters uncertain;
 - compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).
- HSE-CF 3 The student will
(SOL 11.4)
- identify statements that support an argument in fictional text;
 - explain how characters develop over the course of a story;
 - identify the intended meaning to match what an author wrote in fictional text;
 - compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem;
 - compare and contrast elements of American literature to other literary works (e.g., compare themes, topics, locations, context, and point of view).

APPENDIX B, continued**Reporting Category: Demonstrate comprehension of nonfiction texts**

- HSE-CN 1 The student will
(SOL 9.5)
- determine which citations demonstrate what the nonfiction text says explicitly as well as inferentially;
 - determine central idea of the nonfiction text and select details to support it;
 - determine connections drawn between ideas or events in informational text;
 - determine which sentences in a nonfiction text support the claims of the author.
- HSE-CN 2 The student will
(SOL 10.5)
- determine an author's purpose or point of view in a nonfiction text;
 - determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported);
 - analyze information presented in different media on related topics to answer questions or solve problems.
- HSE-CN 3 The student will
(SOL 11.5)
- use U.S. documents of historical and literary significance to clarify understanding of concepts;
 - cite textual evidence to determine where informational text leaves matters uncertain;
 - provide a summary of an informational text;
 - explain how specific events develop over the course of the nonfiction text;
 - determine how the author's choice of where to make an argument contributes to the meaning;
 - determine how the author's style affects the purpose of the nonfiction text;
 - explain how U.S. texts inform citizen's rights;
 - determine the purposes of foundational U.S. documents of historical significance.

APPENDIX B, continued

Teachers may use the *Writing ASOL Summary Matrix* during the initial development of the student’s instruction and assessment plan to track the learning progression of the student throughout the year and for planning units and lessons.

NOTE: An ASOL from the grade level of enrollment must be selected for each reporting category for inclusion in the Collection of Evidence. The level of performance that is appropriate for the student must be selected for each ASOL using the performance levels indicated below:

- **Level I** - The ASOL is demonstrated with significant support and modification.
- **Level II** - The ASOL is partially demonstrated.
- **Level III** - The ASOL is fully demonstrated.

Samples of *Writing* ASOL showing each performance level are provided in Appendix E.

<i>Writing</i> ASOL Summary Matrix Based on the 2010 <i>English</i> Standards of Learning		
Reporting Category	Grade 8	High School
Research, plan, compose, and revise for a variety of purposes (E-WP)	8E-WP 1 8E-WP 2 8E-WP 3 8E-WP 4 8E-WP 5 8E-WP 6	HSE-WP 1 HSE-WP 2 HSE-WP 3 HSE-WP 4 HSE-WP 5 HSE-WP 6
Edit for correct use of language, capitalization, punctuation, and spelling (E-WE)	8E-WE 1 8E-WE 2 8E-WE 3	HSE-WE 1 HSE-WE 2 HSE-WE 3 HSE-WE 4

APPENDIX B, continued

WRITING ALIGNED STANDARDS OF LEARNING

GRADE 8

Reporting Category: Research, plan, compose, and revise for a variety of purposes

- 8E-WP 1 The student will
(SOL 6.7)
- write to convey ideas and information including facts, details, and other information;
 - write about an event or personal experience by introducing the event or experience, at least one character, and two or more events in sequence;
 - plan by brainstorming and revise own writing by adding more information;
 - use content specific vocabulary when writing about a topic.
- 8E-WP 2 The student will
(SOL 6.9)
- write a research report to answer a question based on two or more sources of information;
 - identify quotes from print or digital sources that provide information about a topic;
- 8E-WP 3 The student will
(SOL 7.7)
- write a persuasive report and support it with reasons or other relevant evidence;
 - write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed;
 - write routinely for a variety of tasks, purposes, and audiences.
- 8E-WP 4 The student will
(SOL 7.9)
- use technology, including the Internet, to produce written work or research report;
 - research to answer a question based on multiple sources of information
 - use information from literary and informational text to support writing (e.g., “Recognize the difference between fictional characters and nonfictional characters.” “Delineate the specific claims in a text.”);
 - use information from literary or informational text to support writing by using specific claims in a text.
- 8E-WP 5 The student will
(SOL 8.7)
- write an argument to support a claim with one clear reason or piece of evidence;
 - write to convey ideas and information clearly including facts, details, and other information;
 - produce writing that is appropriate for the task, purpose, or audience.
- 8E-WP 6 The student will
(SOL 8.9)
- write a short research report to pose and answer questions based on one source of information;
 - select quotes from multiple print or digital sources that provide important information about a topic;
 - use information from literary and informational text to support writing (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”, “Determine whether claims in a text are fact or opinion.”).

APPENDIX B, continued**Reporting Category: Edit for correct use of language, capitalization, punctuation, and spelling**

- 8E-WE 1 The student will
(SOL 6.8) a) use standard English rules when writing by using question marks at the end of written questions;
- 8E-WE 2 The student will
(SOL 7.8) a) use standard English rules when writing by using ending punctuation when writing a sentence or question;
b) spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
- 8E-WE 3 The student will
(SOL 8.8) a) use standard English rules when writing by using ending punctuation and capitalization when writing a sentence or question.

HIGH SCHOOL**Reporting Category: Research, plan, compose, and revise for a variety of purposes**

- HSE-WP 1 The student will
(SOL 9.6) a) write about a personal opinion and give more than one reason supporting or rejecting the claim;
b) write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed;
c) write about an event or personal experience by introducing the event or experience, at least one character, and describing multiple events in sequence;
d) produce writing that is appropriate to a particular task, purpose, and audience;
e) develop writing by planning and revising own writing by adding more information.
- HSE-WP 2 The student will
(SOL 9.8) a) write a short research report to answer questions using multiple sources of information;
b) use knowledge of language to achieve desired meaning when writing
c) write and revise work so that it communicates clearly to the intended audience.
- HSE-WP 3 The student will
(SOL 10.6) a) write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.
- HSE-WP 4 The student will
(SOL 10.8) a) select information from multiple sources and use the information to write answers to questions.
- HSE-WP 5 The student will
(SOL 11.6) a) write to express opinion with supporting information about a topic or text and a concluding statement;
b) develop and strengthen writing as needed by planning, revising, editing, and rewriting.

APPENDIX B, continued

- HSE-WP 6 The student will
(SOL 11.8)
- a) use technology, including the Internet, to produce, publish and update an individual writing project;
 - b) write a short research report to answer questions posed by self and others using multiple sources of information;
 - c) cite evidence from literary or informational texts.

Reporting Category: Edit for correct use of language, capitalization, punctuation, and spelling

- HSE-WE 1 The student will
(SOL 9.7)
- a) use standard English rules by using correct punctuation when writing;
 - b) spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

- HSE-WE 2 The student will
(SOL10.7)
- a) peer edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- HSE-WE 3 The student will
(SOL 11.7)
- a) apply conventions of English grammar rules to convey desired meaning in writing;
 - b) use knowledge of language to achieve desired meaning when writing by varying sentence structure using a variety of simple and compound sentence structure.

- HSE-WE 4 The student will
(SOL 11.8)
- a) edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

APPENDIX B, continued

Teachers may use the *Mathematics ASOL Summary Matrix* during the initial development of the student’s instruction and assessment plan to track the learning progression of the student throughout the year and for planning units and lessons.

NOTE: An ASOL from the grade level of enrollment must be selected for each reporting category for inclusion in the Collection of Evidence. The level of performance that is appropriate for the student must be selected for each ASOL using the performance levels indicated below:

- **Level I** - The ASOL is demonstrated with significant support and modification.
- **Level II** - The ASOL is partially demonstrated.
- **Level III** - The ASOL is fully demonstrated.

Samples of *Mathematics ASOL* showing each performance level are provided in Appendix E.

Grades 3-8 Mathematics ASOL Summary Matrix Based on the 2009 Mathematics Standards of Learning						
Reporting Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Number, Number Sense, Computation and Estimation (M-NSCE)	3M-NSCE 1	4M-NSCE 1	5M-NSCE 1	6M-NSCE 1	7M-NSCE 1	8M-NSCE 1
	3M-NSCE 2	4M-NSCE 2	5M-NSCE 2	6M-NSCE 2	7M-NSCE 2	8M-NSCE 2
	3M-NSCE 3	4M-NSCE 3	5M-NSCE 3	6M-NSCE 3	7M-NSCE 3	8M-NSCE 3
	3M-NSCE 4	4M-NSCE 4	5M-NSCE 4	6M-NSCE 4		
	3M-NSCE 5	4M-NSCE 5		6M-NSCE 5		
	3M-NSCE 6					
	3M-NSCE 7					
Measurement and Geometry (M-MG)	3M-MG 1	4M-MG 1	5M-MG 1	6M-MG 1	7M-MG 1	8M-MG 1
	3M-MG 2	4M-MG 2			7M-MG 2	8M-MG 2
	3M-MG 3	4M-MG 3				8M-MG 3
	3M-MG 4					
Probability, Statistics, Patterns, Functions, and Algebra (M-PSPFA)	3M-PSPFA 1	4M-PSPFA 1	5M-PSPFA 1	6M-PSPFA 1	7M-PSPFA 1	8M-PSPFA 1
	3M-PSPFA 2		5M-PSPFA 2	6M-PSPFA 2	7M-PSPFA 2	8M-PSPFA 2
	3M-PSPFA 3			6M-PSPFA 3	7M-PSPFA 3	8M-PSPFA 3 8M-PSPFA 4

High School Mathematics ASOL Summary Matrix Based on the 2009 Mathematics Standards of Learning	
Reporting Category	High School
Expressions and Operations (M-EO)	HSM-EO 1 HSM-EO 2
Equations and Inequalities (M-EI)	HSM-EI 1 HSM-EI 2 HSM-EI 3
Functions and Statistics (M-FS)	HSM-FS 1 HSM-FS 2 HSM-FS 3 HSM-FS 4

APPENDIX B, continued

MATHEMATICS ALIGNED STANDARDS OF LEARNING

GRADE 3

Reporting Category: Number, Number Sense, Computation and Estimation

- 3M-NSCE 1 The student will
(SOL 3.1) a) identify and write numerals 0 to 30;
 b) identify the place value of tens on a number line between the numbers 0 to 30.
- 3M-NSCE 2 The student will
(SOL 3.2) a) solve addition and subtraction problems when result is unknown with number 0-30.
- 3M-NSCE 3 The student will
(SOL 3.3) a) differentiate a fractional part from a whole;
 b) recognize that shapes can be partitioned into equal areas.
- 3M-NSCE 4 The student will
(SOL 3.4) a) add to solve single-step story problems from 0-30;
 b) identify place value to tens;
- 3M-NSCE 5 The student will
(SOL 3.5) a) use addition to find the total number of objects arranged within equal groups up to a total of 10;
 b) count by tens using money.
- 3M-NSCE 6 The student will
(SOL 3.6) a) use repeated addition and equal groups to find the total number of objects to find the sum;
- 3M-NSCE 7 The student will
(SOL 3.7) a) differentiate between whole, half, and fourth.

Reporting Category: Measurement and Geometry

- 3M-MG 1 The student will
(SOL 3.8) a) identify coins (penny, nickel, dime, quarter) and their values.
- 3M-MG 2 The student will
(SOL 3.9) a) order by length using non-standard units;
 b) identify standard units of measure for mass and volume;
 c) measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks.
- 3M-MG 3 The student will
(SOL 3.11) a) tell time to the hour on a digital clock.
- 3M-MG 4 The student will
(SOL 3.14) a) recognize that shapes in different categories can share attributes.

APPENDIX B, continued

Reporting Category: Probability, Statistics, Patterns, Functions, and Algebra

- 3M-PSPFA 1 The student will
(SOL 3.17)
- a) create picture graphs from collected measurement data;
 - b) use picture or bar graph data to answer questions;
 - c) insert data into a preconstructed bar graph template;
 - d) interpret data from a variety of graphs to answer questions.
- 3M-PSPFA 2 The student will
(SOL 3.19)
- a) identify arithmetic patterns.
- 3M-PSPFA 3 The student will
(SOL 3.20)
- a) demonstrate the connection between repeated addition and multiplication.

GRADE 4

Reporting Category: Number, Number Sense, Computation and Estimation

- 4M-NSCE 1 The student will
(SOL 4.1)
- a) compare numbers to each other based on place value groups by composing and decomposing to 50;
 - b) compare whole numbers ($<$, $>$, $=$);
 - c) round one- and two-digit whole numbers from 0-50 to the nearest 10.
- 4M-NSCE 2 The student will
(SOL 4.2)
- a) represent equivalent fractions (e.g., $2/4=1/2$).
- 4M-NSCE 3 The student will
(SOL 4.3)
- a) round money to a nearest dollar;
- 4M-NSCE 4 The student will
(SOL 4.4)
- a) solve single-step word problems using addition or subtraction;
 - b) add and subtract double-digit whole numbers.
- 4M-NSCE 5 The student will
(SOL 4.5)
- a) show one way to arrive at product;

Reporting Category: Measurement and Geometry

- 4M-MG 1 The student will
(SOL 4.6)
- a) identify smaller measurement units that divide a larger unit within a measurement system.
- 4M-MG 2 The student will
(SOL 4.9)
- a) tell time to the half hour using a digital or to the hour using an analog clock.
- 4M-MG 3 The student will
(SOL 4.10)
- a) distinguish between parallel and intersecting lines.

Reporting Category: Probability, Statistics, Patterns, Functions and Algebra

- 4M-PSPFA 1 The student will
(SOL 4.15)
- a) use repeating patterns to make predictions.

APPENDIX B, continued

GRADE 5

Reporting Category: Number, Number Sense, Computation and Estimation

- 5M-NSCE 1 The student will
(SOL 5.1) a) compare numbers to each other based on place value groups by composing and decomposing to 99;
 b) recognize patterns in the number of zeros when multiplying a number by powers of 10;
 c) round two-digit whole numbers to the nearest 10 from 0-90.
- 5M-NSCE 2 The student will
(SOL 5.4) a) multiply whole numbers up to 5;
 b) apply the concept of fair share and equal shares to divide.
- 5M-NSCE 3 The student will
(SOL 5.5) a) illustrate the concept of division using fair and equal shares.
- 5M-NSCE 4 The student will
(SOL 5.6) a) differentiate between halves, fourths, and eighths;
 b) solve two-step word problems using addition and subtraction of whole numbers.

Reporting Category: Measurement and Geometry

- 5M-MG 1 The student will
(SOL 5.8) a) use customary units to measure weight and length of objects;
 b) determine volume of a cube by counting units of measure.

Reporting Category: Probability, Statistics, Patterns, Functions, and Algebra

- 5M-PSPFA 1 The student will
(SOL 5.16) a) compare two sets of data within a single data display such as a picture graph, line plot, or bar graph;
 b) represent and interpret data on a picture, line plot, or bar graph given a model and a graph to complete.
- 5M-PSPFA 2 The student will
(SOL 5.17) a) identify and extend numerical patterns.

APPENDIX B, continued

GRADE 6

Reporting Category: Number, Number Sense, Computation and Estimation

- 6M-NSCE 1 The student will
(SOL 6.1) a) demonstrate a simple ratio relationship.
- 6M-NSCE 2 The student will
(SOL 6.3) a) understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).
- 6M-NSCE 3 The student will
(SOL 6.4) a) compare the relationships between two unit fractions.
- 6M-NSCE 4 The student will
(SOL 6.7) a) solve two factor multiplication problems with products up to 50 using concrete objects and/or calculators.
- 6M-NSCE 5 The student will
(SOL 6.8) a) identify equivalent number sentences.

Reporting Category: Measurement and Geometry

- 6M-MG 1 The student will
(SOL 6.10) a) demonstrate area;
 b) identify common three-dimensional shapes.

Reporting Category: Probability, Statistics, Patterns, Functions, and Algebra

- 6M-PSPFA 1 The student will
(SOL 6.14) a) display data on a graph or table that shows variability in the data;
 b) summarize data distributions on a graph or table;
 c) answer a question related to the collected data from an experiment, given a model of data, or from data collected by the student.
- 6M-PSPFA 2 The student will
(SOL 6.18) a) match an equation to a real-world problem in which variables are used to represent numbers.
- 6M-PSPFA 3 The student will
(SOL 6.19) a) demonstrate understanding of equivalent expressions.

APPENDIX B, continued

GRADE 7

Reporting Category: Number, Number Sense, Computation and Estimation

- 7M-NSCE 1 The student will
(SOL 7.1) a) add fractions with like denominators (halves, thirds, fourths, and tenths) with sums less than or equal to one.
- 7M-NSCE 2 The student will
(SOL 7.3) a) solve multiplication problems with products to 100;
 b) solve division problems with divisors up to five and also with a divisor of 10 without remainders;
 c) demonstrate the value of various money amounts using decimals.
- 7M-NSCE 3 The student will
(SOL 7.4) a) use a ratio to model or describe a relationship;
 b) use the concept of equality with models to solve one-step addition and subtraction equations.

Reporting Category: Measurement and Geometry

- 7M-MG 1 The student will
(SOL 7.5) a) find the area of a rectangle given the length and width using a model.
- 7M-MG 2 The student will
(SOL 7.8) a) draw or classify and recognize basic two-dimensional geometric shapes without a model (circle, triangle, rectangle/square).

Reporting Category: Probability, Statistics, Patterns, Functions, and Algebra

- 7M-PSPFA 1 The student will
(SOL 7.9) a) describe the probability of events occurring as possible or impossible.
- 7M-PSPFA 2 The student will
(SOL 7.13) a) use the relationship within addition and/or multiplication to illustrate that two expressions are equivalent.
- 7M-PSPFA 3 The student will
(SOL 7.16) a) compare fractions to fractions and decimals to decimals using rational numbers less than one.

APPENDIX B, continued

GRADE 8

Reporting Category: Number, Number Sense, Computation and Estimation

- 8M-NSCE 1 The student will
(SOL 8.1) a) compose and decompose numbers to three digits.
- 8M-NSCE 2 The student will
(SOL 8.2) a) subtract fractions with like denominators (halves, thirds, fourths, and tenths) with minuends less than or equal to one.
- 8M-NSCE 3 The student will
(SOL 8.5) a) represent different forms and values of decimal numbers using fractions with numerators that are multiples of five and a denominator of 100.

Reporting Category: Measurement and Geometry

- 8M-MG 1 The student will
(SOL 8.6) a) compare measures of angles to a right angle (greater than, less than, or equal to).
- 8M-MG 2 The student will
(SOL 8.7) a) identify volume of common measures (cups, pints, quarts, gallons, etc.).
- 8M-MG 3 The student will
(SOL 8.8) a) identify similarity and congruence (same) in objects and shapes containing angles without transformations;
 b) identify similar shapes with and without rotation.

Reporting Category: Probability, Statistics, Patterns, Functions, and Algebra

- 8M-PSPFA 1 The student will
(SOL 8.14) a) determine the values or rule of a function using a graph or a table;
 b) describe how a graph represents a relationship between two quantities.
- 8M-PSPFA 2 The student will
(SOL 8.15) a) solve algebraic equations using simple addition and subtraction.
- 8M-PSPFA 3 The student will
(SOL 8.16) a) graph a simple ratio by connecting the origin to a point representing the ratio in the form of y/x . For example, when given a ratio in standard form (2:1), convert to $2/1$, and plot the point (1,2).
- 8M-PSPFA 4 The student will
(SOL 8.17) a) identify the missing number, when given a function table.

APPENDIX B, continued

High School

Reporting Category: Expressions and Operations

- HSM-EO 1 The student will
(SOL A.1) a) match an algebraic expression involving one operation to represent a given word expression with an illustration.
- HSM-EO 2 The student will
(SOL A.2) a) solve division problems with remainders using concrete objects;
 b) solve simple one-step equations (multiplication and division) with a variable.

Reporting Category: Equations and Inequalities

- HSM-EI 1 The student will
(SOL A.4) a) solve an algebraic equation using subtraction.
- HSM-EI 2 The student will
(SOL A.5) a) solve one-step inequalities.
- HSM-EI 3 The student will
(SOL A.6) a) determine the two pieces of information that are plotted on a graph of an equation with two variables that form a line when plotted;
 b) interpret rate of change (e.g., higher/lower, faster/slower).

Reporting Category: Functions and statistics

- HSM-FS 1 The student will
(SOL A.7) a) use the concept of functions to solve problems;
 b) select the appropriate graphical representation (first quadrant) given a situation involving constant rate of change.
- HSM-FS 2 The student will
(SOL A.9) a) indicate general trends on a graph or chart.
- HSM-FS 3 The student will
(SOL A.10) a) given data, construct a simple graph (table, line, pie, bar, or picture) and answer questions about the data.
- HSM-FS 4 The student will
(SOL A.11) a) model a simple linear function such as $y=mx$ to show functions grow by equal factors over equal intervals.

APPENDIX B, continued

Teachers may use the *Science ASOL Summary Matrix* during the initial development of the student’s instruction and assessment plan to track the learning progression of the student throughout the year and for planning units and lessons.

NOTE: An ASOL from the grade level of enrollment must be selected for each reporting category for inclusion in the Collection of Evidence. The level of performance that is appropriate for the student must be selected for each ASOL using the performance levels indicated below:

- **Level I** - The ASOL is demonstrated with significant support and modification.
- **Level II** - The ASOL is partially demonstrated.
- **Level III** - The ASOL is fully demonstrated.

Samples of *Science* ASOL showing each performance level are provided in Appendix E.

Grade 5 Science ASOL Summary Matrix Based on the 2010 Science Standards of Learning	
Reporting Category	Grade 5
Scientific Investigation (S-SI)	5S-SI 1 5S-SI 2
Force, Motion, Energy, and Matter (S-FME)	5S-FME 1 5S-FME 2 5S-FME 3 5S-FME 4 5S-FME 5
Life Processes and Living Systems (S-LPS)	5S-LPS 1 5S-LPS 2 5S-LPS 3 5S-LPS 4
Earth/Space Systems and Cycles (S-ESS)	5S-ESS 1 5S-ESS 2 5S-ESS 3 5S-ESS 4 5S-ESS 5 5S-ESS 6

APPENDIX B, continued

Grade 8 <i>Science</i> ASOL Summary Matrix Based on the 2010 <i>Science</i> Standards of Learning	
Reporting Category	Grade 8
Scientific Investigation (S-SI)	8S-SI 1 8S-SI 2 8S-SI 3
Force, Motion, Energy, and Matter (S-FME)	8S-FME 1 8S-FME 2 8S-FME 3 8S-FME 4 8S-FME 5
Life Systems (S-LS)	8S-LS 1 8S-LS 2 8S-LS 3 8S-LS 4 8S-LS 5 8S-LS 6
Ecosystems (S-ECO)	8S-ECO 1 8S-ECO 2 8S-ECO 3 8S-ECO 4 8S-ECO 5 8S-ECO 6 8S-ECO 7
Earth and Space Systems (S-ESS)	8S-ESS 1 8S-ESS 2 8S-ESS 3 8S-ESS 4 8S-ESS 5 8S-ESS 6 8S-ESS 7

APPENDIX B, continued

High School <i>Science</i> ASOL Summary Matrix Based on the 2010 <i>Science</i> Standards of Learning	
Reporting Category	High School
Scientific Investigation and the Nature of Science (S-SI)	HSS-SI 1 HSS-SI 2
Earth and Space Systems (S-ESS)	HSS-ESS 1 HSS-ESS 2 HSS-ESS 3
Earth Materials and Processes (S-EMP)	HSS-EMP 1 HSS-EMP 2 HSS-EMP 3 HSS-EMP 4
Cosmology, Origins, and Time (S-COT)	HSS-COT 1
Earth Resources and Human Interactions (S-ERH)	HSS-ERH 1 HSS-ERH 2 HSS-ERH 3

SCIENCE ALIGNED STANDARDS OF LEARNING

GRADE 5

Reporting Category: Scientific Investigation

- 5S-SI 1
(SOL 4.1)
- The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
- distinctions are made among observations, conclusions, inferences, and predictions;
 - objects or events are classified and arranged according to characteristics or properties;
 - appropriate instruments are selected and used to measure length, mass, volume, and temperature in metric units;
 - appropriate instruments are selected and used to measure elapsed time;
 - predictions and inferences are made, and conclusions are drawn based on data from a variety of sources;
 - independent and dependent variables are identified;
 - constants in an experimental situation are identified;
 - hypotheses are developed as cause and effect relationships;
 - data are collected, recorded, analyzed, and displayed using bar and basic line graphs;
 - numerical data that are contradictory or unusual in experimental results are recognized;
 - data are communicated with simple graphs, pictures, written statements, and numbers;
 - models are constructed to clarify explanations, demonstrate relationships, and solve needs.
- 5S-SI 2
(SOL 5.1)
- The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
- items such as rocks, minerals, and organisms are identified using various classification keys;
 - estimates are made and accurate measurements of length, mass, volume, and temperature are made in metric units using proper tools;
 - estimates are made and accurate measurements of elapsed time are made using proper tools;
 - hypotheses are formed from testable questions;
 - independent and dependent variables are identified;
 - constants in an experimental situation are identified;
 - data are collected, recorded, analyzed, and communicated using proper graphical representations and metric measurements;
 - predictions are made using patterns from data collected, and simple graphical data are generated;
 - inferences are made and conclusions are drawn;
 - models are constructed to clarify explanations, demonstrate relationships, and solve needs.

APPENDIX B, continued

Reporting Category: Force, Motion, Energy, and Matter

- 5S-FME 1 The student will investigate and understand characteristics and interactions of moving objects. Key concepts include
(SOL 4.2) a) motion is described by an object's direction and speed;
 b) changes in motion are related to force and mass;
 c) friction is a force that opposes motion;
 d) moving objects have kinetic energy.
- 5S-FME 2 The student will investigate and understand the characteristics of electricity. Key concepts include
(SOL 4.3) a) conductors and insulators;
 b) basic circuits;
 c) static electricity;
 d) the ability of electrical energy to be transformed into light and motion, and to produce heat;
 e) simple electromagnets and magnetism;
 f) historical contributions in understanding electricity.
- 5S-FME 3 The student will investigate and understand how sound is created and transmitted, and how it is used. Key concepts include
(SOL 5.2) a) compression waves;
 b) vibration, compression, wavelength, frequency, amplitude;
 c) the ability of different media (solids, liquids, and gases) to transmit sound;
 d) uses and applications of sound waves.
- 5S-FME 4 The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include
(SOL 5.3) a) transverse waves;
 b) the visible spectrum;
 c) opaque, transparent, and translucent;
 d) reflection of light from reflective surfaces;
 e) refraction of light through water and prisms.
- 5S-FME 5 The student will investigate and understand that matter is anything that has mass, and takes up space; and occurs as a solid, liquid, or gas. Key concepts include
(SOL 5.4) a) distinguishing properties of each phase of matter;
 b) the effect of temperature on the phases of matter;
 c) atoms and elements;
 d) molecules, and compounds;
 e) mixtures including solutions.

Reporting Category: Life Processes and Living Systems

- 5S-LPS 1 The student will investigate and understand basic plant anatomy and life processes. Key concepts include
(SOL 4.4) a) the structures of typical plants and the function of each structure;
 b) processes and structures involved with plant reproduction;
 c) photosynthesis;
 d) adaptations allow plants to satisfy life needs and respond to the environment.

APPENDIX B, continued

- 5S-LPS 2 The student will investigate and understand how plants and animals, including humans, in an ecosystem interact with one another and with the nonliving components in the ecosystem. Key concepts include
- (SOL 4.5)
- plant and animal adaptations;
 - organization of populations, communities, and ecosystems and how they interrelate;
 - flow of energy through food webs;
 - habitats and niches;
 - changes in an organism's niche at various stages in its life cycle;
 - influences of human activity on ecosystems.
- 5S-LPS 3 The student will investigate and understand important Virginia natural resources. Key concepts include
- (SOL 4.9)
- animals and plants.
- 5S-LPS 4 The student will investigate and understand that organisms are made of one or more cells and have distinguishing characteristics that play a vital role in the organism's ability to survive and thrive in its environment. Key concepts include
- (SOL 5.5)
- basic cell structures and functions;
 - classification of organisms using physical characteristics, body structures, and behavior of the organism;
 - traits of organisms that allow them to survive in their environment.

Reporting Category: Earth/Space Systems and Cycles

- 5S-ESS 1 The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include
- (SOL 4.6)
- weather phenomena;
 - weather measurements and meteorological tools;
 - use of weather measurements and weather phenomena to make weather predictions.
- 5S-ESS 2 The student will investigate and understand the organization of the solar system. Key concepts include
- (SOL 4.7)
- the planets in the solar system;
 - the order of the planets in the solar system;
 - the relative sizes of the planets.
- 5S-ESS 3 The student will investigate and understand the relationships among Earth, the moon, and the sun. Key concepts include
- (SOL 4.8)
- the motions of Earth, the moon, and the sun;
 - the causes for Earth's seasons;
 - the causes for the phases of the moon;
 - the relative size, position, age, and makeup of Earth, the moon, and the sun;
 - historical contributions in understanding the Earth-moon-sun-system.
- 5S-ESS 4 The student will investigate and understand important Virginia natural resources. Key concepts include
- (SOL 4.9)
- watershed and water resources;
 - minerals, rocks, ores, and energy sources;
 - forests, soil, and land.

APPENDIX B, continued

- 5S-ESS 5 The student will investigate and understand characteristics of the ocean environment. Key concepts include
(SOL 5.6) a) geological characteristics;
 b) physical characteristics;
 c) ecological characteristics.
- 5S-ESS 6 The student will investigate and understand how Earth’s surface is constantly changing. Key concepts include
(SOL 5.7) a) identification of rock types;
 b) the rock cycle and how transformations including between rocks occur;
 c) Earth history and fossil evidence;
 d) the basic structure of Earth’s interior;
 e) changes in Earth’s crust due to plate tectonics;
 f) weathering, erosion, and deposition;
 g) human impact.

GRADE 8

Reporting Category: Scientific Investigation

- 8S-SI 1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations which
(SOL 6.1) a) observations are made involving fine discrimination between similar objects and organisms;
 b) precise and approximate measurements are recorded;
 c) scale models are used to estimate distance, volume, and quantity;
 d) hypotheses are stated in ways that identify the independent and dependent variables;
 e) a method is devised to test the validity of predictions and inferences;
 f) one variable is manipulated over time, using many repeated trials;
 g) data are collected, recorded, analyzed, and reported using metric measurements and tools;
 h) data are analyzed and communicated through graphical representation;
 i) models and simulations are designed and used to illustrate and explain phenomena and systems.
- 8S-SI 2 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
(SOL LS.1) a) data are organized into tables showing repeated trials and means;
 b) a classification system is developed based on multiple attributes;
 c) triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and probeware are used to gather data;
 d) models and simulations are constructed and used to illustrate and explain phenomena;
 e) sources of experimental error are identified;
 f) dependent variables, independent variables, and constants are identified;
 g) variables are controlled to test hypotheses, and trials are repeated;
 h) data are organized, communicated through graphical representation, interpreted, and used to make predictions;
 i) patterns are identified in data and are interpreted and evaluated.

APPENDIX B, continued

- 8S-SI 3
(SOL PS.1) The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
- chemicals and equipment are used safely;
 - length, mass, volume, density, temperature, weight, and force are accurately measured;
 - conversions are made among metric units, applying appropriate prefixes;
 - triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, probeware, and spring scales are used to gather data;
 - numbers are expressed in scientific notation where appropriate;
 - independent and dependent variables, constants, controls, and repeated trials are identified;
 - data tables showing the independent and dependent variables, derived quantities, and the number of trials are constructed and interpreted;
 - data tables for descriptive statistics showing specific measures of central tendency, the range of the data set, and the number of repeated trials are constructed and interpreted;
 - frequency distributions, scatter plots, line plots, and histograms are constructed and interpreted;
 - valid conclusions are made after analyzing data;
 - research methods are used to investigate practical problems and questions;
 - experimental results are presented in appropriate written form;
 - models and simulations are constructed and used to illustrate and explain phenomena.

Reporting Category: Force, Motion, Energy, and Matter

- 8S-FME 1
(SOL 6.2) The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include
- potential and kinetic energy;
 - energy transformations.
- 8S-FME 2
(SOL 6.4) The student will investigate and understand that all matter is made up of atoms. Key concepts include
- atoms consist of particles, including electrons, protons, and neutrons;
 - atoms of a particular element are alike but are different from atoms of other elements;
 - elements may be represented by chemical symbols;
 - two or more atoms interact to form new substances, which are held together by electrical forces (bonds);
 - compounds may be represented by chemical formulas;
 - chemical equations can be used to model chemical changes;
 - a limited number of elements comprise the largest portion of the solid Earth, living matter, the oceans, and the atmosphere.
- 8S-FME 3
(SOL 6.5) The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment. Key concepts include
- water as the universal solvent;
 - the properties of water in all three phases.
- 8S-FME 4
(SOL 6.6) The student will investigate and understand the properties of air and the structure and dynamics of Earth's atmosphere. Key concepts include
- air as a mixture of gaseous elements and compounds.

APPENDIX B, continued

- 8S-FME 5 The student will investigate and understand the nature of matter. Key concepts include
(SOL PS.2)
- a) the particle theory of matter;
 - b) elements, compounds, mixtures, acids, bases, and salts;
 - c) solids, liquids, and gases;
 - d) physical properties;
 - e) chemical properties;
 - f) characteristics of types of matter based on physical and chemical properties.

Reporting Category: Life Systems

- 8S-LS 1 The student will investigate and understand that all living things are composed of cells. Key concepts include
(SOL LS.2)
- a) cell structure and organelles;
 - b) similarities and differences between plant and animal cells;
 - c) development of cell theory;
 - d) cell division.
- 8S-LS 2 The student will investigate and understand that living things show patterns of cellular organization. Key concepts include
(SOL LS.3)
- a) cells, tissues, organs, and systems;
 - b) patterns of cell organization and their relationship to life processes in living things.
- 8S-LS 3 The student will investigate and understand how organisms can be classified. Key concepts include
(SOL LS.4)
- a) the distinguishing characteristics of domains of organisms;
 - b) the distinguishing characteristics of kingdoms of organisms;
 - c) the distinguishing characteristics of major animal phyla and plant divisions;
 - d) the characteristics that define a species.
- 8S-LS 4 The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life. Key concepts include
(SOL LS.5)
- a) energy transfer between sunlight and chlorophyll;
 - b) transformation of water and carbon dioxide into sugar and oxygen;
 - c) photosynthesis as the foundation of virtually all food webs.
- 8S-LS 5 The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include
(SOL LS.12)
- a) the structure and role of DNA;
 - b) the function of genes and chromosomes;
 - c) genotypes and phenotypes;
 - d) characteristics that can and cannot be inherited;
 - e) genetic engineering and its applications;
 - f) historical contributions and significance of discoveries related to genetics.
- 8S-LS 6 The student will investigate and understand that populations of organisms change over time. Key concepts include
(SOL LS.13)
- a) the relationships of mutation, adaptation, natural selection, and extinction.

APPENDIX B, continued

Reporting Category: Ecosystems

- 8S-ECO 1
(SOL 6.7) The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include
- the health of ecosystems and the abiotic factors of a watershed;
 - the location and structure of Virginia’s regional watershed systems;
 - divides, tributaries, river systems, and river and stream processes;
 - wetlands;
 - estuaries;
 - major conservation, health, and safety issues associated with watersheds;
 - water monitoring and analysis using field equipment including hand-held technology.
- 8S-ECO 2
(SOL LS.6) The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include
- the carbon, water, and nitrogen cycles;
 - interactions resulting in a flow of energy and matter throughout the system;
 - complex relationships within terrestrial, freshwater, and marine ecosystems;
 - energy flow in food webs and energy pyramids.
- 8S-ECO 3
(SOL LS.7) The student will investigate and understand that interactions exist among members of a population. Key concepts include
- competition, cooperation, social hierarchy, territorial imperative;
 - influence of behavior on a population.
- 8S-ECO 4
(SOL LS.8) The student will investigate and understand interactions among populations in a biological community. Key concepts include
- the relationships among producers, consumers, and decomposers in food webs;
 - the relationship between predators and prey;
 - competition and cooperation;
 - symbiotic relationships;
 - niches.
- 8S-ECO 5
(SOL LS.9) The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem. Key concepts include
- differences between ecosystems and biomes;
 - characteristics of land, marine, and freshwater ecosystems;
 - adaptations that enable organisms to survive within a specific ecosystem.
- 8S-ECO 6
(SOL LS.10) The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic, change over time, and respond to daily, seasonal, and long-term changes in their environment. Key concepts include
- phototropism, hibernation, and dormancy;
 - factors that increase or decrease population size;
 - eutrophication, climate changes, and catastrophic disturbances.
- 8S-ECO 7
(SOL LS.11) The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include
- food production and harvest;
 - change in habitat size, quality, or structure;
 - change in species competition;
 - population disturbances and factors that threaten or enhance species survival;
 - environmental issues.

APPENDIX B, continued

Reporting Category: Earth and Space Systems

- 8S-ESS 1
(SOL 6.2) The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include
- b) the role of the sun in the formation of most energy sources on Earth;
 - c) nonrenewable energy sources;
 - d) renewable energy sources.
- 8S-ESS 2
(SOL 6.3) The student will investigate and understand the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on Earth's surface. Key concepts include
- a) Earth's energy budget;
 - b) the role of radiation and convection in the distribution of energy;
 - c) the motion of the atmosphere and the oceans;
 - d) cloud formation;
 - e) the role of thermal energy in weather-related phenomena including thunderstorms and hurricanes.
- 8S-ESS 3
(SOL 6.5) The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment. Key concepts include
- c) the action of water in physical and chemical weathering;
 - d) the ability of large bodies of water to store thermal energy and moderate climate;
 - e) the importance of water for agriculture, power generation, and public health;
 - f) the importance of protecting and maintaining water resources.
- 8S-ESS 4
(SOL 6.6) The student will investigate and understand the properties of air and the structure and dynamics of Earth's atmosphere. Key concepts include
- b) pressure, temperature, and humidity;
 - c) atmospheric changes with altitude;
 - d) natural and human-caused changes to the atmosphere and the importance of protecting and maintaining air quality;
 - e) the relationship of atmospheric measures and weather conditions;
 - f) basic information from weather maps including fronts, systems, and basic measurements.
- 8S-ESS 5
(SOL 6.8) The student will investigate and understand the organization of the solar system and the interactions among the various bodies that comprise it. Key concepts include
- a) the sun, moon, Earth, other planets and their moons, dwarf planets, meteors, asteroids, and comets;
 - b) relative size of and distance between planets;
 - c) the role of gravity;
 - d) revolution and rotation;
 - e) the mechanics of day and night and the phases of the moon;
 - f) the unique properties of Earth as a planet;
 - g) the relationship of Earth's tilt and the seasons;
 - h) the cause of tides;
 - i) the history and technology of space exploration.

APPENDIX B, continued

- 8S-ESS 6
(SOL 6.9) The student will investigate and understand public policy decisions relating to the environment. Key concepts include
- management of renewable resources;
 - management of nonrenewable resources;
 - the mitigation of land-use and environmental hazards through preventive measures;
 - cost/benefit tradeoffs in conservation policies.
- 8S-ESS 7
(SOL LS 13) The student will investigate and understand that populations of organisms change over time. Key concepts include
- evidence of evolution of different species in the fossil record;
 - how environmental influences, as well as genetic variation, can lead to diversity of organisms.

HIGH SCHOOL

Reporting Category: Scientific Investigation and the Nature of Science

- HSS-SI 1
(SOL ES.1) The student will plan and conduct investigations in which
- volume, area, mass, elapsed time, direction, temperature, pressure, distance, density, and changes in elevation/depth are calculated utilizing the most appropriate tools;
 - technologies, including computers, probeware, and geospatial technologies, are used to collect, analyze, and report data and to demonstrate concepts and simulate experimental conditions;
 - scales, diagrams, charts, graphs, tables, imagery, models, and profiles are constructed and interpreted;
 - maps and globes are read and interpreted, including location by latitude and longitude;
 - variables are manipulated with repeated trials.
- HSS-SI 2
(SOL ES.2) The student will demonstrate an understanding of the nature of science and scientific reasoning and logic. Key concepts include
- science explains and predicts the interactions and dynamics of complex Earth systems;
 - evidence is required to evaluate hypotheses and explanations;
 - observation and logic are essential for reaching a conclusion;
 - evidence is evaluated for scientific theories.

Reporting Category: Earth and Space Systems

- HSS-ESS 1
(SOL ES.3) The student will investigate and understand the characteristics of Earth and the solar system. Key concepts include
- position of Earth in the solar system;
 - sun-Earth-moon relationships (seasons, tides, and eclipses);
 - characteristics of the sun, planets and their moons, comets, meteors, and asteroids;
- HSS-ESS 2
(SOL ES.8) The student will investigate and understand how freshwater resources are influenced by geologic processes and the activities of humans. Key concepts include
- relationships between groundwater zones, including saturated and unsaturated zones, and the water table;
 - identification of sources of fresh water including rivers, springs, and aquifers, with reference to the hydrologic cycle.

APPENDIX B, continued

- HSS-ESS 3 The student will investigate and understand that energy transfer between the sun and Earth and its atmosphere drives weather and climate on Earth. Key concepts include
(SOL ES.12) a) observation and collection of weather data;
b) prediction of weather patterns;
c) severe weather occurrences, such as tornadoes, hurricanes, and major storms;
d) weather phenomena and the factors that affect climate including radiation, conduction, and convection.

Earth Materials and Processes

- HSS-EMP 1 The student will investigate and understand how to identify major rock-forming and ore minerals based on physical and chemical properties. Key concepts include
(SOL ES.4) a) hardness, color and streak, luster, cleavage, fracture, and unique properties;
- HSS-EMP 2 The student will investigate and understand the rock cycle as it relates to the origin and transformation of rock types and how to identify common rock types based on mineral composition and textures. Key concepts include
(SOL ES.5) a) igneous rocks;
b) sedimentary rocks;
c) metamorphic rocks.
- HSS-EMP 3 The student will investigate and understand geologic processes including plate tectonics. Key concepts include
(SOL ES.7) a) geologic processes and their resulting features;
b) tectonic processes.
- HSS-EMP 4 The student will investigate and understand how freshwater resources are influenced by geologic processes and the activities of humans. Key concepts include
(SOL ES.8) a) processes of soil development;
b) development of karst topography;

Cosmology, Origins, and Time

- HSS-COT 1 The student will investigate and understand that many aspects of the history and evolution of Earth and life can be inferred by studying rocks and fossils. Key concepts include
(SOL ES.9) a) traces and remains of ancient, often extinct, life are preserved by various means in many sedimentary rocks;
b) superposition, cross-cutting relationships, index fossils, and radioactive decay are methods of dating bodies of rock;
c) absolute and relative dating have different applications but can be used together to determine the age of rocks and structures;
d) rocks and fossils from many different geologic periods and epochs are found in Virginia.

APPENDIX B, continued

Earth Resources and Human Interactions

- HSS-ERH 1
(SOL ES.4) The student will investigate and understand how to identify major rock-forming and ore minerals based on physical and chemical properties. Key concepts include
- b) uses of minerals.
- HSS-ERH 2
(SOL ES.6) The student will investigate and understand the differences between renewable and nonrenewable resources. Key concepts include
- a) fossil fuels, minerals, rocks, water, and vegetation;
 - b) advantages and disadvantages of various energy sources;
 - c) resources found in Virginia;
 - d) environmental costs and benefits.
- HSS-ERH 3
(SOL ES.8) The student will investigate and understand how freshwater resources are influenced by geologic processes and the activities of humans. Key concepts include
- e) dependence on freshwater resources and the effects of human usage on water quality;
 - f) identification of the major watershed systems in Virginia, including the Chesapeake Bay and its tributaries.

APPENDIX B, continued

Teachers may use the *History/Social Science ASOL Summary Matrix* during the initial development of the student’s instruction and assessment plan to track the learning progression of the student throughout the year and for planning units and lessons.

NOTE: Teachers select one ASOL from each reporting category from the school group (Elementary, Middle, High) that corresponds to the student’s grade of enrollment. VAAP participants must submit *History/Social Science* collections of evidence during the same administration as students participating in the SOL tests.

History/Social Science ASOL for high school students participating in the VAAP should be assessed at the grade level determined by the division. Please consult your division schedule or your DDOT.

NOTE: *History/Social Science* ASOL bullets used in a previous administration may not be repeated.

<i>History/Social Science ASOL Summary Matrix</i> Based on the 2008 <i>History/Social Science</i> Standards of Learning						
Reporting Category	Elementary School Grades 4 and 5		Middle School Grades 6, 7, and 8		High School Grades 9, 10, 11, and 12	
<i>History</i> (HS-H)	HS-H 1	HS-H 6	HS-H 12	HS-H 21	HS-H 30	
	HS-H 2	HS-H 7	HS-H 13	HS-H 22	HS-H 31	
	HS-H 3	HS-H 8	HS-H 14	HS-H 23	HS-H 32	
	HS-H 4	HS-H 9	HS-H 15	HS-H 24	HS-H 33	
	HS-H 5	HS-H 10	HS-H 16	HS-H 25	HS-H 34	
		HS-H 11	HS-H 17	HS-H 26	HS-H 35	
			HS-H 18	HS-H 27	HS-H 36	
			HS-H 19	HS-H 28	HS-H 37	
			HS-H 20	HS-H 29	HS-H 38	
	<i>Geography</i> (HS-G)	HS-G 1	HS-G 5	HS-G 10	HS-G 13	HS-G 16
		HS-G 2	HS-G 6	HS-G 11	HS-G 14	HS-G 17
HS-G 3		HS-G 7	HS-G 12	HS-G 15	HS-G 18	
HS-G 4		HS-G 8		HS-G 19		
		HS-G 9	HS-G 20			
<i>Economics</i> (HS-E)	HS-E 1	HS-E 6	HS-E 12	HS-E 16	HS-E 21	
	HS-E 2	HS-E 7	HS-E 13	HS-E 17	HS-E 22	
	HS-E 3	HS-E 8	HS-E 14	HS-E 18	HS-E 23	
	HS-E 4	HS-E 9	HS-E 15	HS-E 19	HS-E 24	
	HS-E 5	HS-E 10		HS-E 20	HS-E 25	
			HS-E 11	HS-E 26		
			HS-E 27			
		HS-E 28				
		HS-E 29				
<i>Civics</i> (HS-C)	HS-C 1	HS-C 6	HS-C 12	HS-C 15	HS-C 19	
	HS-C 2	HS-C 7	HS-C 13	HS-C 16	HS-C 20	
	HS-C 3	HS-C 8	HS-C 14	HS-C 17		
	HS-C 4	HS-C 9		HS-C 18		
	HS-C 5	HS-C 10				
		HS-C 11				

APPENDIX B, continued

HISTORY/SOCIAL SCIENCE ALIGNED STANDARDS OF LEARNING

Reporting Category: History

Elementary School

- HS-H 1 The student will recognize that history describes events and people of other times and places by
(SOL K.1) a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents' Day; and Independence Day (Fourth of July).
- HS-H 2 The student will interpret information presented in picture timelines to show sequence of
(SOL 1.1) events and will distinguish among past, present, and future.
- HS-H 3 The student will describe the stories of American leaders and their contributions to our
(SOL 1.2) country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.
- HS-H 4 The student will discuss the lives of people associated with Presidents' Day, Columbus Day,
(SOL 1.3) and the events of Independence Day (Fourth of July).
- HS-H 5 The student will explain how the contributions of ancient China and Egypt have influenced
(SOL 2.1) the present world in terms of architecture, inventions, the calendar, and written language.
- HS-H 6 The student will compare the lives and contributions of three American Indian cultures of the
(SOL 2.2) past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.
- HS-H 7 The student will identify and compare changes in community life over time in terms of
(SOL 2.3) buildings, jobs, transportation, and population.
- HS-H 8 The student will explain how the contributions of ancient Greece and Rome have influenced
(SOL 3.1) the present world in terms of architecture, government (direct and representative democracy), and sports.
- HS-H 9 The student will study the early West African empire of Mali by describing its oral tradition
(SOL 3.2) (storytelling), government (kings), and economic development (trade).
- HS-H 10 The student will study the exploration of the Americas by
(SOL 3.3) a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.
- HS-H 11 The student will demonstrate knowledge of the physical geography and native peoples, past and present, of
Virginia by
(SOL VS.2) f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown.

APPENDIX B, continued

Reporting Category: *History*

Middle School

- HS-H 12 The student will demonstrate knowledge of the first permanent English settlement in America by
(SOL VS.3) a) explaining the reasons for English colonization;
c) identifying the importance of the arrival of Africans and English women to the Jamestown settlement;
f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;
g) describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.
- HS-H 13 The student will demonstrate knowledge of life in the Virginia colony by
(SOL VS.4) b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians.
- HS-H 14 The student will demonstrate knowledge of the role of Virginia in the American Revolution by
(SOL VS.5) b) identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette;
c) identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.
- HS-H 15 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
(SOL VS.6) a) explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution.”
- HS-H 16 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by
(SOL VS.7) a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia;
c) describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.
- HS-H 17 The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by
(SOL VS.9) b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events;
c) identifying the political, social, and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.
- HS-H 18 The student will demonstrate knowledge of how early cultures developed in North America by
(SOL USI.3) a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.
- HS-H 19 The student will demonstrate knowledge of European exploration in North America and West Africa by
(SOL USI.4) a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land.
- HS-H 20 The student will demonstrate knowledge of the factors that shaped colonial America by
(SOL USI.5) a) describing the religious and economic events and conditions that led to the colonization of America;
c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
d) identifying the political and economic relationships between the colonies and Great Britain.

APPENDIX B, continued

- HS-H 21 The student will demonstrate knowledge of the causes and results of the American Revolution by
(SOL USI.6) a) identifying the issues of dissatisfaction that led to the American Revolution;
c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
d) explaining reasons why the colonies were able to defeat Great Britain.
- HS-H 22 The student will demonstrate knowledge of the challenges faced by the new nation by
(SOL USI.7) b) describing the historical development of the Constitution of the United States;
c) describing the major accomplishments of the first five presidents of the United States.
- HS-H 23 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
(SOL USI.8) a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
d) identifying the main ideas of the abolitionist and women’s suffrage movements.
- HS-H 24 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
(SOL USI.9) a) describing the cultural, economic, and constitutional issues that divided the nation;
b) explaining how the issues of states’ rights and slavery increased sectional tensions;
d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war;
f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.
- HS-H 25 The student will demonstrate knowledge of the effects of Reconstruction on American life by
(SOL USII.3) b) describing the impact of Reconstruction policies on the South and North;
c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.
- HS-H 26 The student will demonstrate knowledge of how life changed after the Civil War by
(SOL USII.4) b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;
c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;
e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.
- HS-H 27 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
(SOL USII.5) a) explaining the reasons for and results of the Spanish American War;
b) describing Theodore Roosevelt’s impact on the foreign policy of the United States;
c) explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.

APPENDIX B, continued

- HS-H 28 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- (SOL USII.6) b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance.
- HS-H 29 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
- (SOL USII.7) a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
b) locating and describing the major events and turning points of the war in Europe and the Pacific;
c) describing the impact of the war on the home front.

Reporting Category: *History*

High School

- HS-H 30 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- (SOL USII.8) a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;
c) identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;
d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.
- HS-H 31 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by
- (SOL USII.9) a) examining the Civil Rights Movement and the changing role of women;
b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;
c) identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically;
d) examining American foreign policy, immigration, the global environment, and other emerging issues.
- HS-H 32 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
- (SOL WHI.2) b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;
c) describing technological and social advancements that gave rise to stable communities.
- HS-H 33 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by
- (SOL WHI.3) c) explaining the development of religious traditions;
d) describing the origins, beliefs, traditions, customs, and spread of Judaism;
e) explaining the development of language and writing.
- HS-H 34 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 a.d. (c.e.) by
- (SOL WHII.2) b) describing artistic, literary, and intellectual ideas of the Renaissance;
e) citing major technological and scientific exchanges in the Eastern Hemisphere.

APPENDIX B, continued

- HS-H 35 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
- (SOL WHII.4) a) explaining the roles and economic motivations of explorers and conquistadors;
b) describing the influence of religion.
- HS-H 36 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
- (SOL WHII.6) a) describing the Scientific Revolution and its effects;
f) describing the expansion of the arts, philosophy, literature, and new technology.
- HS-H 37 The student will demonstrate knowledge of the worldwide impact of World War II by
- (SOL WHII.12) b) examining the Holocaust and other examples of genocide in the twentieth century.
- HS-H 38 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by
- (SOL WHII.15) a) describing their beliefs, sacred writings, traditions, and customs.

Reporting Category: *Geography*

Elementary School

- HS-G 1 The student will develop map skills by
- (SOL 1.4) a) recognizing basic map symbols, including references to land, water, cities, and roads;
b) using cardinal directions on maps;
c) identifying the shapes of the United States and Virginia on maps and globes;
d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.
- HS-G 2 The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.
- (SOL 1.6)
- HS-G 3 The student will develop map skills by
- (SOL 2.4) a) locating the United States, China, and Egypt on world maps;
b) understanding the relationship between the environment and the culture of ancient China and Egypt;
c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;
d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.
- HS-G 4 The student will develop map skills by
- (SOL 2.5) a) locating the equator, the seven continents, and the five oceans on maps and globes;
b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, and Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.
- HS-G 5 The student will develop map skills by
- (SOL 3.4) a) locating Greece, Rome, and West Africa;
b) describing the physical and human characteristics of Greece, Rome, and West Africa;
c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

APPENDIX B, continued

- HS-G 6 The student will develop map skills by
- (SOL 3.5) a) positioning and labeling the seven continents and five oceans to create a world map;
b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;
c) locating the countries of Spain, England, and France;
d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia);
e) locating specific places, using a simple letter-number grid system.
- HS-G 7 The student will read and construct maps, tables, graphs, and/or charts.
(SOL 3.6)
- HS-G 8 The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by
- (SOL VS.2) a) locating Virginia and its bordering states on maps of the United States;
b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);
d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;
g) identifying and locating the current state-recognized tribes.
- HS-G 9 The student will demonstrate knowledge of the first permanent English settlement in America by
- (SOL VS.3) b) describing how geography influenced the decision to settle at Jamestown.

Reporting Category: *Geography*

Middle School

- HS-G 10 The student will demonstrate knowledge of life in the Virginia colony by
- (SOL VS.4) c) explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond.
- HS-G 11 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
- (SOL VS.6) c) explaining the influence of geography on the migration of Virginians into western territories.
- HS-G 12 The student will use maps, globes, photographs, pictures, or tables to
- (SOL USI.2) a) locate the seven continents and five oceans;
b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
d) recognize key geographic features on maps, diagrams, and/or photographs.

APPENDIX B, continued

- HS-G 13 The student will demonstrate knowledge of how early cultures developed in North America by
(SOL USI.3) b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois).
- HS-G 14 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
(SOL USI.9) c) identifying on a map the states that seceded from the Union and those that remained in the Union.
- HS-G 15 The student will use maps, globes, photographs, pictures, or tables for
(SOL USII.2) c) locating the 50 states and the cities most significant to the historical development of the United States.

Reporting Category: *Geography*

High School

- HS-G 16 The student will demonstrate knowledge of how life changed after the Civil War by
(SOL USII.4) a) identifying the reasons for westward expansion, including its impact on American Indians.
- HS-G 17 The student will use maps, globes, satellite images, photographs, or diagrams to
(SOL WG.1) b) apply the concepts of location, scale, map projection, or orientation;
c) develop and refine mental maps of world regions.
- HS-G 18 The student will analyze how selected physical and ecological processes shape the Earth's surface by
(SOL WG.2) b) describing how humans influence the environment and are influenced by it;
c) explaining how technology affects one's ability to modify the environment and adapt to it.
- HS-G 19 The student will apply geography to interpret the past, understand the present, and plan for the future by
(SOL WG.12) b) relating current events to the physical and human characteristics of places and regions.
- HS-G 20 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by
(SOL WHII.15) b) locating the geographic distribution of religions in the contemporary world.

Reporting Category: *Economics*

Elementary School

- HS-E 1 The student will match simple descriptions of work that people do with the names of those
(SOL K.6) jobs.
- HS-E 2 The student will
(SOL K.7) b) explain that people work to earn money to buy the things they want.
- HS-E 3 The student will explain that people make choices because they cannot have everything they
(SOL 1.8) want.
- HS-E 4 The student will recognize that people save money for the future to purchase goods and
(SOL 1.9) services.
- HS-E 5 The student will distinguish between the use of barter and the use of money in the exchange
(SOL 2.8) for goods and services.

APPENDIX B, continued

- HS-E 6 (SOL 2.9) The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.
- HS-E 7 (SOL 3.7) The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.
- HS-E 8 (SOL 3.8) The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.
- HS-E 9 (SOL 3.9) The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).
- HS-E 10 (SOL VS.4) The student will demonstrate knowledge of life in the Virginia colony by
- a) explaining the importance of agriculture and its influence on the institution of slavery;
 - d) describing how money, barter, and credit were used;
 - e) describing everyday life in colonial Virginia.
- HS-E 11 (SOL VS.8) The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
- a) identifying the effects of Reconstruction on life in Virginia;
 - c) describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.

Reporting Category: *Economics*

Middle School

- HS-E 12 (SOL VS.9) The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by
- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries.
- HS-E 13 (SOL VS.10) The student will demonstrate knowledge of government, geography, and economics by
- b) describing the major products and industries of Virginia's five geographic regions;
 - c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.
- HS-E 14 (SOL USI.4) The student will demonstrate knowledge of European exploration in North America and West Africa by
- c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.
- HS-E 15 (SOL USI.8) The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- b) identifying the geographic and economic factors that influenced the westward movement of settlers
- HS-E 16 (SOL USII.3) The student will demonstrate knowledge of the effects of Reconstruction on American life by
- a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

APPENDIX B, continued

- HS-E 17 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- (SOL USII.6) a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.
- HS-E 18 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- (SOL USII.8) b) describing the conversion from a wartime to a peacetime economy;
e) describing how international trade and globalization have impacted American life.
- HS-E 19 The student will identify types of natural, human, and capital resources and explain their significance by
- (SOL WG.7) a) showing their influence on patterns of economic activity and land use.
- HS-E 20 The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.
- (SOL WG.8)

Reporting Category: *Economics*

High School

- HS-E 21 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- (SOL WHI.5) c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta.
- HS-E 22 The student will demonstrate knowledge of ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by
- (SOL WHI.6) c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic.
- HS-E 23 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
- (SOL WHI.10) b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions.
- HS-E 24 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
- (SOL WHI.4) f) describing the impact of precious metal exports from the Americas.
- HS-E 25 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 a.d. (c.e.) by
- (SOL WHI.5) d) describing Africa and its increasing involvement in global trade.
- HS-E 26 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
- (SOL WHI.9) b) explaining the emergence of capitalism as a dominant economic pattern, and the subsequent development of socialism and communism.

APPENDIX B, continued

- HS-E 27 The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
- (SOL WHIL.16) b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom.
- HS-E 28 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by
- (SOL VUS.10) d) describing how Franklin D. Roosevelt’s New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government’s role in the economy.
- HS-E 29 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by
- (SOL VUS.15) e) assessing the role of government actions that impact the economy.

Reporting Category: *Civics*

Elementary School

- HS-C 1 The student will apply the traits of a good citizen by
- (SOL 1.10) f) participating in classroom decision making through voting.
- HS-C 2 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by
- (SOL 1.11) a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.
- HS-C 3 The student will recognize that communities in Virginia
- (SOL 1.12) a) have local governments;
b) benefit from people who volunteer in their communities;
c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.
- HS-C 4 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.
- (SOL 2.11)
- HS-C 5 The student will understand that the people of Virginia
- (SOL 2.12) a) have state and local government officials who are elected by voters;
b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.
- HS-C 6 The student will recognize the importance of government in the community, Virginia, and the United States of America by
- (SOL 3.10) a) explaining the purpose of rules and laws;
b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
c) explaining that government protects the rights and property of individuals.

APPENDIX B, continued

- HS-C 7 The student will explain the importance of the basic principles that form the foundation of a republican form of government by
- (SOL 3.11) a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
b) identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez;
c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms;
d) describing how people can serve the community, state, and nation.
- HS-C 8 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.
- (SOL 3.12)
- HS-C 9 The student will demonstrate knowledge of the first permanent English settlement in America by
- (SOL VS.3) c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America.
- HS-C 10 The student will demonstrate knowledge of the role of Virginia in the American Revolution by
- (SOL VS.5) a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence.
- HS-C 11 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
- (SOL VS.6) b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.

Reporting Category: *Civics*

Middle School

- HS-C 12 The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
- (SOL VS.8) b) identifying the effects of segregation and "Jim Crow" on life in Virginia for whites, African Americans, and American Indians.
- HS-C 13 The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by
- (SOL VS.9) c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.
- HS-C 14 The student will demonstrate knowledge of government, geography, and economics by
- (SOL VS.10) a) identifying the three branches of Virginia government and the function of each.
- HS-C 15 The student will demonstrate knowledge of how early cultures developed in North America by
- (SOL US1.3) c) describing how the American Indians used the resources in their environment.

APPENDIX B, continued

- HS-C 16 The student will demonstrate knowledge of the factors that shaped colonial America by
(SOL USI.5) b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.
- HS-C 17 The student will demonstrate knowledge of the causes and results of the American Revolution by
(SOL USI.6) b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.
- HS-C 18 The student will demonstrate knowledge of the challenges faced by the new nation by
(SOL USI.7) a) identifying the weaknesses of the government established by the Articles of Confederation.

Reporting Category: *Civics*

High School

- HS-C 19 The student will describe how the values and institutions of European economic and political
(SOL VUS.3) life took root in the colonies and how slavery reshaped European and African life in the Americas.
- HS-C 20 The student will demonstrate knowledge of events and issues of the Revolutionary Period by
(SOL VUS.4) a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;
b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy.

APPENDIX C
Virginia Alternate Assessment Program

2015-2016 VAAP Content Area Cover Sheet
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Directions: A separate *Content Area Cover Sheet* is required for each content area submitted in the Collection of Evidence. The content areas of *Reading, Writing, Mathematics* and *Science* require the Level of Performance to be indicated in the column provided. The content area of *History/Social Science* does not require the Level of Performance.

Student Name: _____

State Testing Identifier (STI): _____ **Grade:** _____

School Division Name: _____ **School Name:** _____

Check Content Area (Select only one): *Reading* *Writing* *Mathematics* *Science*
 History/Social Science

Reporting Category	Aligned Standard of Learning (ASOL) and Bullet (if applicable)	Level of Performance Indicate Level I, II, or III For the content areas of <i>Reading, Writing, Mathematics,</i> and <i>Science</i> only

APPENDIX D

Virginia Alternate Assessment Program

2015-2016 VAAP Affidavit of Student Performance
--

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	

APPENDIX D, continued

Virginia Alternate Assessment Program

Virginia Assessment Program Interpreter's Affidavit

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

Student Name	State Testing Identifier	Grade Level
School Name	Division Name	

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.

Signed:	Print Name:
Position:	Date:
School:	Division:

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

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

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

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

Grade 5 Science

ASOL Defended

Level of Performance

<input type="checkbox"/>	1 Scientific Investigation		
<input type="checkbox"/>	2 Force, Motion, Energy, and Matter		
<input type="checkbox"/>	3 Life Processes and Living Systems		
<input type="checkbox"/>	4 Earth/Space Systems and Cycles		

Grade 8 Science

ASOL Defended

Level of Performance

<input type="checkbox"/>	1 Scientific Investigation		
<input type="checkbox"/>	2 Force, Motion, Energy, and Matter		
<input type="checkbox"/>	3 Life Systems		
<input type="checkbox"/>	4 Ecosystems		
<input type="checkbox"/>	5 Earth and Space Systems		

High School Science

ASOL Defended

Level of Performance

<input type="checkbox"/>	1 Scientific Investigation and the Nature of Science		
<input type="checkbox"/>	2 Earth and Space		
<input type="checkbox"/>	3 Earth Materials and Processes		
<input type="checkbox"/>	4 Cosmology, Origins, and Time		
<input type="checkbox"/>	5 Earth Resources and Human Interactions		

History and Social Science

ASOL Defended

<input type="checkbox"/>	1 History	
<input type="checkbox"/>	2 Geography	
<input type="checkbox"/>	3 Economics	
<input type="checkbox"/>	4 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.
--------------------------	---

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 www.ttaconline.org .
<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.
Captioned Photographs	
<input type="checkbox"/>	All photographs have been captioned (required) to explain the activity occurring and the student's level of achievement.
Video	
<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.
Audio	
<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 Reading have been addressed: 1 Use word analysis strategies and word reference materials 2 Demonstrate comprehension of fictional texts 3 Demonstrate comprehension of nonfiction texts	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
All reporting categories for Writing have been addressed: 1 Research, plan, compose, and revise for a variety of purposes 2 Edit for correct use of language, capitalization, punctuation, and spelling	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
All reporting categories for Grades 3-8 Mathematics have been addressed: 1 Number, Number Sense, Computation and Estimation 2 Measurement and Geometry 3 Probability, Statistics, Patterns, Functions, and Algebra	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
All reporting categories for High School Mathematics have been addressed: 1 Expressions and Operations 2 Equations and Inequalities 3 Functions and Statistics	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:

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

APPENDIX E, continued

Virginia Alternate Assessment Program

2015-2016 VAAP Completed Collection of Evidence Submission Checklist

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:					

Virginia Alternate Assessment Program

Performance Level Examples

In the content areas of *Reading*, *Writing*, *Mathematics*, and *Science* teachers are required to select ASOL at the grade level of the student's enrollment. Teachers may not select ASOL above or below the student's grade level. Using the three levels described below, teachers determine the Level of Performance for each ASOL that is most appropriate for the individual student.

Level I - The ASOL is demonstrated with significant support and modification

- The student requires significant support and modification to simplify the task in order to demonstrate the ASOL.
- If student performance demonstrates Level I, the highest score point the student can receive is "2."

Level II - The ASOL is partially demonstrated

- The student demonstrates some of the knowledge and skill of the ASOL.
- If student performance demonstrates Level II, the highest score point the student can receive is "3."

Level III - The ASOL is fully demonstrated

- The student fully demonstrates the knowledge and skill of the ASOL.
- If student performance demonstrates Level III, the highest score point the student can receive is "4."

NOTE: If the Level of Performance is not identified on the SEI Tag, the evidence will be scored as Level III.

The following pages provide examples of an elementary, middle, or high school student's performance in the content areas of *Reading*, *Writing*, *Mathematics*, and *Science* at each Level of Performance.

APPENDIX E, continued

Reading Performance Level Examples

Elementary

Grade 3: 3E-RW 2(b) The student will demonstrate understanding of the meaning of newly acquired vocabulary.

Level I - Demonstrated with significant support and modification

The student is able to identify a new vocabulary word when presented with a pair of words.

Level II - Demonstrated partially

The student is able to identify new vocabulary in a reading selection.

Level III - Fully demonstrated

The student is able to correctly answer questions using new vocabulary per its definition.

Middle School

Grade 7: 7E-CF 1(c) The student will recognize the relationship of two story elements.

Level I - Demonstrated with significant support and modification

The student will identify the main character or setting of a story.

Level II - Demonstrated partially

The student will identify the characters and the setting of a story.

Level III - Fully demonstrated

The student will identify which characters are a part of which events in a story.

High School

High School: HSE-CF 1(c) The student will describe interactions between characters in fictional text.

Level I - Demonstrated with significant support and modification

The student will identify words that describe a character from a choice of descriptive words.

Level II - Demonstrated partially

The student will identify what two characters in a story do when they interact.

Level III - Fully demonstrated

The student will describe how characters develop and interact with each other.

Writing Performance Level Examples

Middle School

Grade 8: 8E-WP 5(b) The student will write to convey ideas and information clearly including facts, details, and other information.

Level I - Demonstrated with significant support and modification

The student will select information related to a topic to contribute a fact or detail to a graphic organizer.

Level II - Demonstrated partially

The student will provide missing information related to facts and details on a given topic.

Level III - Fully demonstrated

The student will write a selection on a given topic that includes facts, details and other information.

High School

High School: HSE-WP 5(b) The student will develop and strengthen writing as needed by planning, revising, editing, and rewriting.

Level I - Demonstrated with significant support and modification

The student will, given a simple sentence, rewrite to correct capitalization and punctuation.

Level II - Demonstrated partially

The student will use a planning strategy to develop the first draft of a writing sample and use a proofreading checklist to strengthen the writing sample.

Level III - Fully demonstrated

The student will create a writing sample that has been reviewed using planning, revising, editing, and rewriting strategies.

APPENDIX E, continued

Mathematics Performance Level Examples

Elementary

Grade 3: 3M-NSCE 1(a) The student will identify and write numerals 0 to 30.

Level I - Demonstrated with significant support and modification

The student will identify the numbers 0 to 5 from a list of numbers.

Level II - Demonstrated partially

The student will identify the numbers 0 to 20 and write the corresponding numerals.

Level III - Fully demonstrated

The student will identify the numbers 0 to 30 and write the corresponding numerals.

Middle School

Grade 7: 7M-PSPFA 1(a) The student will describe the probability of events occurring as possible or impossible.

Level I - Demonstrated with significant support and modification

The student will identify the picture of a possible situation from a choice of two pictures, one showing a possible situation and the other an impossible situation.

Level II - Demonstrated partially

The student will identify whether it is possible to get a hamburger for lunch when given the lunch menu.

Level III - Fully demonstrated

The student will differentiate and describe an example of a situation that is possible and a situation that is impossible.

High School

High School: HSM-FS 3(a) The student will, given data, construct a simple graph (table, line, pie, bar, or picture) and answer questions about the data.

Level I - Demonstrated with significant support and modification

The student will point or indicate to answer, "Which is the tallest/highest bar?" when viewing a bar graph.

Level II - Demonstrated partially

The student will answer questions about a simple graph.

Level III - Fully demonstrated

The student will use given data to construct a simple graph and then answer questions about the graph.

Science Performance Level Examples

Elementary

Grade 5: 5S-LPS 1(a) The student will investigate and understand basic plant anatomy and life processes. Key concepts include (a) the structures of typical plants and the function of each structure.

Level I - Demonstrated with significant support and modification

The student will identify two parts of a typical plant (flower, stem, leaf, roots).

Level II - Demonstrated partially

The student will match the parts of a typical plant to the function of each part.

Level III - Fully Demonstrated

The student will identify the parts of a typical plant and explain the function of each part.

Middle School

Grade 8: 8S-ECO 2(d) The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include energy flow in food webs and energy pyramids.

Level I - Demonstrated with significant support and modification

The student will identify (i.e., point to) arrows as representing energy movement on a food web.

Level II - Demonstrated partially

The student will show or draw the proper movement of energy through food webs and energy pyramids.

Level III - Fully demonstrated

The student will show an understanding of the dependency of organisms on each other and on nonliving components by organizing and describing the structures of food webs and energy pyramids.

High School

High School: HSS-EMP 2(a) The student will investigate and understand the rock cycle as it relates to the origin and transformation of rock types and how to identify common rock types based on mineral composition and textures. Key concepts include igneous rocks.

Level I - Demonstrated with significant support and modification

The student will identify graphical representations of the rock cycle and will identify an igneous rock.

Level II - Demonstrated partially

The student will identify some igneous rocks and relate their structure to their composition and formation.

Level III - Fully demonstrated

The student will conduct an investigation of the rock cycle in which igneous rocks are identified and will describe the origin and transformation of igneous rocks.

APPENDIX F

Virginia Alternate Assessment Program

Reporting Violations

All persons who are responsible for collecting, reviewing, scoring, or handling the Collection of Evidence or related confidential student education records, or persons otherwise authorized to have access to the Collection of Evidence, must do so with the full knowledge that the security and confidentiality of these materials shall in no way be breached. All known violations of the Virginia Alternative Assessment Program procedures and security guidelines shall be reported by e-mail at: Student_Assessment@doe.virginia.gov or by phone at: (804) 225-2102, or faxed to: (804) 371-8978, or mailed to: Division of Student Assessment and School Improvement, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.

Written reports must be signed by the person making the report. The Virginia Department of Education will request an investigation of any assessment improprieties and implementation of a corrective action plan as necessary. All corrective action plans must be submitted to the Division of Student Assessment and School Improvement.

Please read legislation passed by the Virginia General Assembly (§ 22.1–19.1 Actions for violations of test security procedures and § 22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security. These pages may be photocopied.

§ 22.1-19.1. Action for violations of test security procedures.

A. The Office of the Attorney General, on behalf of the Board of Education, may bring a cause of action in the circuit court having jurisdiction where the person resides or where the act occurred for injunctive relief, civil penalty, or both, against any person who knowingly and willfully commits any of the following acts related to secure mandatory tests required by the Board to be administered to students:

1. Permitting unauthorized access to secure test questions prior to testing;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Altering test materials or examinees' responses in any way;
5. Creating or making available answer keys to secure tests;
6. Making a false certification on the test security form established by the Department of Education;
7. Excluding students from testing who are required to be assessed; or
8. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

For the purpose of this subsection, "secure" means an item, question, or test that has not been made publicly available by the Department of Education.

B. Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.

C. Any person who violates any provisions of this section may be assessed a civil penalty not to exceed \$1,000 for each violation. Furthermore, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 may be assessed a civil penalty for the same violation under this section and the reasonable costs of any review or investigation of a violation of test security.

All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund.

D. For the purpose of this section, "person" shall not mean a student enrolled in a public school.

APPENDIX F, continued

§ 22.1-292.1. Violation of test security procedures; revocation of license.

A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who knowingly and willfully commits any of the following acts related to secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Coaching or assisting examinees during testing or altering test materials or examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions;
9. Excluding students from testing who are required to be assessed; and
10. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.

C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 2.2-4000 et seq.) and § 22.1-298.1, governing the licensure of teachers.

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