

SOL INNOVATION
COMMITTEE:
ASSESSMENT
SUBCOMMITTEE UPDATE

July 2017

Prior Recommendations Related to Assessment

2014-15

Elementary and middle school SOL retakes

Interdisciplinary assessments and constructed response (performance)

Importance of formative assessment, emphasizes growth in elementary/middle grades

Support for professional learning and technical assistance

Prior Recommendations Related to Assessment

2014-15

Build in 5 Cs, higher cognitive levels,
college/career readiness

Identify types and timing of assessments to meet
new learning expectations

Core knowledge and skills in early high school

Multiple ways to earn course credit

Prior Recommendations Related to Assessment 2017

HS students not required to take end-of-course SOL test if they have already earned their verified credit.

Require end-of-course SOL test to earn verified credits for reading, writing, math and science.

Prior Recommendations Related to Assessment 2017

Support the use of reliable, valid and performance assessments in the state's broader assessment system and as one type of verified credit.

Develop a bank of PBAs and rubrics aligned with the Virginia Standards of Learning, the 5 C's and the Profile of a Virginia Graduate.

ACCOUNTABILITY



INSTRUCTIONAL
VALUE

**A BALANCED ASSESSMENT
SYSTEM**

ACCOUNTABILITY

How can the statewide assessment system provide enough standardized information about student achievement to trust our judgments about school quality.....



INSTRUCTIONAL VALUE

...without negatively impacting quality teaching and learning?

A BALANCED ASSESSMENT SYSTEM

AN EXAMPLE INCLUDING

SOL tests (achievement, accountability)

Growth measures in elementary reading and mathematics
(growth over time, accountability)

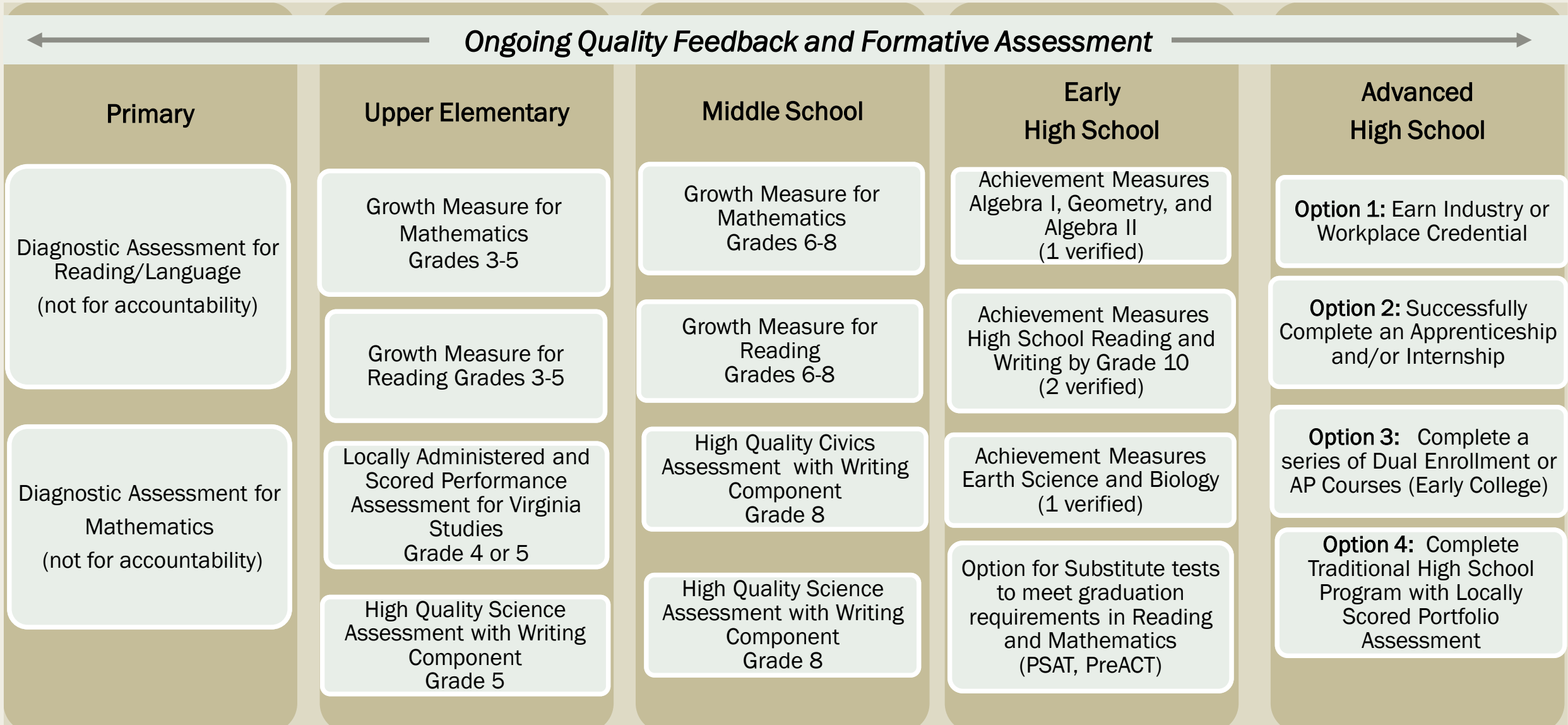
State-wide interdisciplinary performance assessments
(achievement, 5 Cs, strengthen student writing, potentially
accountability)

Locally administered performance assessments

College/ career readiness experiences for credit



Possible Model for Assessment System for Pre-K through Graduation
Revised: July 2017



Alternative Measures for English Language Learners (WIDA ACCESS) and Students with Significant Disabilities (VAAP)

PRIMARY	UPPER ELEMENTARY	MIDDLE SCHOOL	EARLY HIGH SCHOOL	ADVANCED HIGH SCHOOL
<p>Diagnostic Assessment Measure for Reading/language (not for accountability) <i>STATUS: Not included in new accreditation</i></p> <p>Diagnostic Assessment Measure for Math Literacy (not for accountability) <i>STATUS: Not included in new accreditation</i></p>	<p>Growth measure for math grades 3-5 <i>STATUS: CAT tests in math 3-5 implemented</i></p> <p>Growth measure for reading grades 3-5 <i>CAT tests in reading 3-5 implemented</i></p> <p>Locally administered and scored performance assessment for Virginia studies (Grade 4 or 5) <i>STATUS: No change, still an end of course SOL test</i></p> <p>High quality Science Assessment with writing component (grade 5) <i>STATUS: No change, still an end of course SOL test</i></p>	<p>Growth measure for Math grades 6-8 <i>STATUS: CAT tests in math 6-8 implemented</i></p> <p>Growth Measure for Reading grades 6-8 <i>STATUS: CAT tests in reading 6-8 implemented</i></p> <p>High quality civics assessment with writing component (grade 7 or 8) <i>STATUS: No change, still an end of course SOL test</i></p> <p>High quality science assessment with writing component (grade 7 or 8) <i>STATUS: No change, still an end of course SOL test</i></p>	<p>Achievement measure for algebra 1, geometry and algebra II (at least 1) <i>STATUS: 1 math verified credit - approved by SOL Cmtc 2/2017 and in proposed SOA's</i></p> <p>Achievement measure for high school reading by grade 10 <i>STATUS: Verified credit in reading & writing – approved by SOL Cmtc 2/2017 and in proposed SOA's</i></p> <p>High quality science assessment with writing (at least 1) <i>STATUS: 1 verified credit in science in proposed SOA's. Science with performance assessment rejected by SOL cmtc 2/2017</i></p> <p>Option for Substitute tests (PSAT or VPT) to meet graduation requirements for ELA and Math <i>STATUS: 2017 legislation mandates PSAT and PreACT; SOL cmtc rejected VPT 2/2017</i></p> <p><i>Note: The BOE proposal also includes one performance assessment in social studies in high school.</i></p>	<p>Option 1: Earn industry or workplace credential <i>STATUS: Still required in standard diploma; part of new career and college readiness indicator for accreditation in proposed SOA's</i></p> <p>Option 2: Complete apprenticeship or internship <i>STATUS: Encouraged in proposed SOA's for all high school students (not required for graduation); part of new career and college readiness indicator for accreditation in proposed SOA's</i></p> <p>Option 3: Complete Dual Enrollment or AP <i>STATUS: Still required for advanced diploma; part of new career and college readiness indicator for accreditation in proposed SOA's</i></p> <p>Option 4: Complete traditional HS program and complete locally scored portfolio assessment <i>STATUS: Capstone projects encouraged but not required in proposed SOA's</i></p>

Current topics in the Subcommittee

Academic growth

How can it best be measured at scale?

Performance Assessment

How do we define “high quality”?

Might PBAs as shown in our sample system strengthen student writing?

What about consistent, “standard” statewide PBA?

Professional Development

What professional development needed to ensure quality implementation?

For whom?

How can effective professional learning be supported?