

RECOMMENDATIONS FOR THE DEVELOPMENT OF GUIDELINES FOR LOCAL ASSESSMENTS

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How will school divisions certify that local assessments measure the SOL?

- Students will complete a writing portfolio as their assessment.
- Rigor will be maintained by utilizing the Virginia SOL Writing Rubric for holistic scoring.
- To ensure objective scoring, measures will be in place so that portfolios will be scored by someone other than the teacher of record.

Must the local assessments include all SOL for that subject?

- The Writing SOL was cumulative and tested all the Writing/Research strands for kindergarten* through 5th grade.
 - **Composition/Written Expression**
 - 2.12 The student will write stories, letters, and simple explanations.
 - 2.14 The student will use available technology for reading and writing.
 - 3.9 The student will write for a variety of purposes.
 - 4.7 The student will write cohesively for a variety of purposes.
 - 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
 - **Usage/Mechanics**
 - 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
 - 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
 - 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
 - 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
 - **Research**
 - 2.14 The student will use available technology for reading and writing.
 - 3.12 The student will use available technology for reading and writing.
 - 4.9 The student will demonstrate comprehension of information resources to research a topic.
 - 5.9 The student will find, evaluate, and select appropriate resources for a research product.

*According to the 5th Grade Writing SOL Test Blueprint, “because writing skills taught in kindergarten and first grade provide the foundation needed for ongoing writing education... the writing SOL for kindergarten and grade 1 are not assessed specifically.”

Must the local assessments include all SOL for that subject?

- To address these strands, we propose a minimum of two summative assessments included in the portfolio:
 - On-Demand Writing Sample
 - A timed response to a given prompt that is completed in one session without collaboration or feedback
 - Cross-Curricular Research Product
 - A culminating product that is the result of the writing process, which includes planning, drafting, revising, editing, and publishing

Must the local assessments include all SOL for that subject?

Composition/Written Expression

- All aspects of this strand *would* be assessed through the Composition/Written Expression section of the SOL Writing Rubric.
- Proficiency with this strand would be assessed through both summative assessments.

Must the local assessments include all SOL for that subject?

Usage/Mechanics

- On Demand Writing does not demonstrate proficiency with *editing*; however, proficiency with *usage and mechanics* can be assessed.
- Proficiency with editing could be assessed through the portfolio by documenting the writing process in developing the Research Product.

Must the local assessments include all SOL for that subject?

Research

- Proficiency with this strand was previously assessed through the Multiple Choice/ Technology Enhanced Items section of the Writing SOL.
- The elements of this strand would be assessed through the inclusion of the Research Product in the Writing Portfolio.

Must local assessments include “authentic performance assessments”?

- YES!
- It is our position that proficiency with writing **cannot** adequately be assessed in a multiple choice format, even if that format includes technology-enhanced items.

What is the definition of “authentic performance assessments”?

- “Authentic performance assessments” are assessments that are representative of how a skill, in this case writing, may be applied in the real world.
- For writing, “authentic performance assessments” require the student to generate original work using the writing process.

Must the same assessment be used across a division?

- The portfolio requirements, including the requirements of the two aforementioned writing samples, should be consistent.
- How teachers meet these requirements can be a local decision.
 - Students may select and respond to a variety of prompts for “On Demand Writing”.
 - Students may have selection of cross-curricular research topics from which to choose based on individual interests.

Must assessments provide a summative measure of student achievement?

- YES, the student's proficiency with writing will be summatively assessed through a minimum of two products: the on demand writing sample and the cross curricular research product.
- However, the collection of work included in the writing portfolio should provide evidence of students growth and engagement in the writing process.
- The final step of the writing process is to “publish” the work – hence the necessity of the summative component.

Will the guidelines allow for group work?

- On Demand Writing Sample
 - This should be timed and completed independently. Group work would not be permissible at any point when working on this assessment.
- Cross-Curricular Research Product
 - Group work could be incorporated in this assessment; however, all students:
 - should be accountable for a unique, written contribution to the product
 - should have evidence of the progression of their writing from planning to publishing

Will students be able to attempt the same task if they are initially unsuccessful?

- YES

- On Demand Writing Sample – Students could have multiple opportunities throughout the year to practice this skill **with different prompts**. The student and teacher can decide together which sample to highlight for the summative assessment requirement.

Will it be permissible to use the same tasks from year to year?

- On Demand Writing Sample
 - The selection of prompts can stay the same year to year; however, students should not write to the same prompt more than once.
- Cross Curricular Research Product
 - The requirements for this product would stay the same; however, the topic and type of product generated by the students would ideally be dynamic, curriculum based, and aligned with student interests.

If integrated assessments are used, will the requirements be different?

- The cross curricular research product differs from the on demand writing sample in that:
 - It is developed over an extended period of time
 - It includes opportunities for receiving and incorporating peer and teacher feedback
 - It can be graded and revised for content accuracy
 - It may include a full integration of the English SOL – reading, writing, research, communication, and media literacy

What professional development must be provided to teachers?

- Assessing through portfolios
- Implementing writing conferences with whole class, small groups, and individuals

What support will be provided to small school divisions?

- Regional training (similar to the SOL Institutes) which VATE could assist in planning and providing
- Training for Virginia English Language Arts Supervisors (VELAS)
- Collection of documents and paper-based resources available as links on the VDOE website
- Instructional videos addressing the different components of the portfolio process available as links on the VDOE website

How will “adequate academic progress” be defined?

- The majority of students should achieve the equivalent of a “Pass/Proficient” score on the summative assessments.
- Students that do not achieve “Pass/Proficient” on the summative assessments should be have evidence in their portfolio of measurable growth during the year.

How will school divisions ensure that IDEA requirements are addressed?

- Current SOL accommodations allow for the use of a scribe if the student is not physically able to write
- Depending on the disability, the use of text-to-speech software may enable the student to access the assessment
- Students with profound disabilities would still be able to show growth and progress even if they need to use aligned standards