



VIRGINIA BOARD OF EDUCATION

AGENDA ITEM

Agenda Item: G

Date: June 15, 2022

Title: First Review of Recommended Cut Scores for the New Virginia Alternate Assessment Program (VAAP) Tests in Mathematics, Reading and Science

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent for Student Assessment, Accountability & ESEA Programs

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Purpose of Presentation:

Action required by state or federal law or regulation

Executive Summary:

The Virginia Alternate Assessment Program (VAAP) tests are administered to students with significant cognitive disabilities who are unable to access the Standards of Learning tests and who have been found by their Individualized Education Program (IEP) committees to meet the criteria to participate in an alternate assessment. In February 2019, the United States Department of Education (USED) notified the Virginia Department of Education (VDOE) that the portfolio-based VAAP that had been in use for a number of years did not meet the testing requirements of the federal Every Student Succeeds Act and would have to be replaced. Over the past few years, VDOE staff has worked with staff at the University of Oregon and the Oregon Department of Education to develop a new VAAP assessment.

The new VAAP is based on academic content standards derived from the Standards of Learning (SOL) in reading, mathematics, and science that have been reduced in depth, breadth, and complexity. These content standards are referred to as the Virginia Essentialized Standards of Learning (VESOL). The new VAAP tests are being administered for the first time in spring 2022. Since the tests are new, the Virginia Board of Education (Board) must establish minimum scores (cut scores) for the performance levels of *pass/proficient* and *pass/advanced*. Committees

of educators were convened in April and May 2022 to review the tests and to make recommendations to the Board regarding the cut scores. This action supports Priority 1 of the Board’s Comprehensive Plan to provide high-quality, effective learning environments for all students.

Action Requested:

Other. Specify below:

The Board is asked to waive first review and adopt cut scores for the new VAAP tests in mathematics, reading, and science.

Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve scaled scores of at least 740 for *pass/proficient* and at least 780 for *pass/advanced* for the grades 3-8 and high school VAAP tests in reading and mathematics and for the grades 5, 8, and high school science tests. These scaled scores shall be equivalent to the following number of items correct on the test forms reviewed by the educator committees convened for standard setting:

Mathematics

- Grade 3 mathematics: 12 out of 30 for *pass/proficient* and 23 out of 30 for *pass/advanced*
- Grade 4 mathematics: 12 out of 30 for *pass/proficient* and 24 out of 30 for *pass/advanced*
- Grade 5 mathematics: 13 out of 30 for *pass/proficient* and 24 out of 30 for *pass/advanced*
- Grade 6 mathematics: 12 out of 30 for *pass/proficient* and 23 out of 30 for *pass/advanced*
- Grade 7 mathematics: 14 out of 30 for *pass/proficient* and 24 out of 30 for *pass/advanced*
- Grade 8 mathematics: 13 out of 30 for *pass/proficient* and 24 out of 30 for *pass/advanced*
- High School mathematics: 13 out of 30 for *pass/proficient* and 22 out of 30 for *pass/advanced*

Reading

- Grade 3 reading: 10 out of 30 for *pass/proficient* and 22 out of 30 for *pass/advanced*
- Grade 4 reading: 12 out of 30 for *pass/proficient* and 20 out of 30 for *pass/advanced*
- Grade 5 reading: 12 out of 30 for *pass/proficient* and 23 out of 30 for *pass/advanced*
- Grade 6 reading: 12 out of 30 for *pass/proficient* and 21 out of 30 for *pass/advanced*

- Grade 7 reading: 12 out of 30 for *pass/proficient* and 21 out of 30 for *pass/advanced*
- Grade 8 reading: 14 out of 30 for *pass/proficient* and 23 out of 30 for *pass/advanced*
- High School reading: 14 out of 30 for *pass/proficient* and 21 out of 30 for *pass/advanced*

Science

- Grade 5 science: 13 out of 30 for *pass/proficient* and 23 out of 30 for *pass/advanced*
- Grade 8 science: 16 out of 30 for *pass/proficient* and 26 out of 30 for *pass/advanced*
- High School science: 14 out of 30 for *pass/proficient* and 24 out of 30 for *pass/advanced*

The Superintendent of Public Instruction further recommends that the board re-evaluate the cut scores for the VAAP tests in spring 2023.

Rationale for Action:

Adoption of the cut scores at the June 15, 2022, meeting is necessary so that parents can be provided with their students' test results and to ensure that VAAP test scores are available for use in the state accreditation and federal accountability calculations beginning in early July.

Previous Review or Action:

No previous review or action.

Background Information and Statutory Authority:

VAAP tests are administered to students with significant cognitive disabilities who are unable to access the Standards of Learning tests and who have been found by their Individualized Education Program (IEP) committees to meet the criteria to participate in an alternate assessment. The Standards of Accreditation (SOA), [8VAC20-131-30](#), indicate all students with disabilities shall be assessed with appropriate accommodations and alternate assessments where necessary. In February 2019, USED notified the VDOE that the portfolio-based VAAP that had been in use for a number of years did not meet the testing requirements of the federal Every Student Succeeds Act and would have to be replaced. Over the past few years, VDOE staff has worked with staff at the University of Oregon and the Oregon Department of Education to develop a new VAAP assessment. The new VAAP is based on academic content standards derived from the Standards of Learning (SOL) in reading, mathematics, and science that have been reduced in depth, breadth, and complexity. These content standards are referred to as the Virginia Essentialized Standards of Learning (VESOL). The new VAAP test is being administered for the first time in spring 2022. Over the last year, VDOE has conducted extensive outreach to educators and parents and provided comprehensive [resources](#) to support awareness of the new VAAP assessments.

Since the tests are new, the Board must establish minimum scores (cut scores) for the performance levels of *pass/proficient* and *pass/advanced*. Committees of educators with experience in teaching students with significant cognitive disabilities were convened in April and May 2022 to review the VAAP test items and to recommend to the Board minimum cut scores for the achievement levels of *pass/proficient* and *pass/advanced* for the grades 3-8 VAAP reading and mathematics tests and the grade 5, grade 8, and high school VAAP science tests. Information about the standard setting process is provided in Attachment A. The range of cut scores recommended by the educator committees for the achievement levels of *pass/proficient* and *pass/advanced* for the grades 3-8 and high school VAAP reading and mathematics tests and for grade 5, grade 8, and high school VAAP science tests is contained in Attachment B.

Timetable for Further Review/Action:

Upon approval by the Board, the adopted cut scores will be communicated to the testing contractor so that they can be implemented and results of the VAAP tests administered in spring 2022 may be reported.

Impact on Fiscal and Human Resources:

Costs associated with the implementation of the adopted cut scores for the grades 3-8 and high school VAAP reading and mathematics tests and for the grade 5, grade 8, and high school VAAP science tests will be covered by existing funds.

Description of Standard Setting Procedure June 2022

Standard setting is a systematic way of making a professional judgment on the level of achievement required to signify that a student's performance is at a particular performance level (e.g., *proficient* or *advanced*). Since the Virginia Alternate Assessment Program (VAAP) tests are administered to students with significant cognitive disabilities, committees of educators with experience in teaching students who meet the criteria to participate in this assessment were convened to provide their professional judgments.

The procedure used for standard setting for the VAAP tests is known as the Angoff procedure. This procedure has been widely used on tests for a number of years and has been used with the SOL Assessments since 1998. Steps used in the procedure are described below.

1. Committee members receive training in the standard-setting process.
2. Committee members discuss the performance level descriptor for each achievement level (i.e., Does Not Meet Proficiency, Proficient, and Advanced).
3. Committee members then discuss the characteristics of students who just make it into an achievement level: those who are "just proficient" and "just advanced," to further define the particular knowledge and skills that separate those students in one achievement level from those in the others.
4. **Round 1 Ratings:**
Committee members independently examine each question on the test, thinking of students who are "just" *proficient* and estimating whether or not most of these students (2/3 of them) would answer each item correctly. Committee members use the same procedure for the *advanced* category. When Round 1 is completed, each committee member has recorded "yes" or "no" for each question on the test for "proficient" and "advanced." Each committee member's ratings on the questions are converted to a cut score. A cut score is defined as the number of questions that a student must answer correctly to be classified in a particular performance category.
5. **Round 2 Ratings:**
Committee members are provided with a table of each person's ratings from Round 1, discuss the results, refine the definitions and descriptors, and repeat the process used in Round 1.
6. **Round 3 Ratings:**
Committee members are provided with a table of each person's ratings from Round 2, discuss the results, and make any changes to their recommended cut scores.

Articulation Committee:

After the work of the standard setting committees has been completed, a smaller group of educators composed of two or three members from each of the standard setting committees is convened to review the results of round 3 for each test. The purpose of this “articulation committee” is to review the round 3 results for the tests to determine the reasonableness of the recommended cut scores in light of the performance level descriptors and estimated impact data. The impact data reviewed by the articulation committee provided estimates of the number of students who would fall into each achievement level if the recommended cut scores were adopted. Based on their review, the articulation committee may recommend adjustments to the cut scores for some of the tests.

Recommendation Presented to the Board of Education:

The results of the standard setting committees and the articulation committee are presented as recommendations to the Board of Education. For each test and each achievement level, the Board is provided with the “round 3” cut score for the standard setting committee. In addition the recommendation from the articulation committee is provided. Finally, the superintendent’s recommendation for the cut score for each level is provided. The Board of Education is asked to consider this information and to adopt cut scores for each VAAP test.

Virginia Alternate Assessment Program (VAAP) Proposed Cut Scores for the Mathematics Tests for Grades 3-8 and High School

Test Name	Pass/Proficient			Pass/Advanced		
	Standard Setting Summary			Standard Setting Summary		
	Round 3 Median for Proficient*	Articulation Committee Recommendation	Superintendent's Recommendation	Round 3 Median for Advanced	Articulation Committee Recommendation	Superintendent's Recommendation
Grade 3	12 out of 30	12 out of 30	12 out of 30	23 out of 30	23 out of 30	23 out of 30
Grade 4	17 out of 30	12 out of 30	12 out of 30	25 out of 30	24 out of 30	24 out of 30
Grade 5	13 out of 30	13 out of 30	13 out of 30	24 out of 30	24 out of 30	24 out of 30
Grade 6	11 out of 30	11 out of 30	12 out of 30	21 out of 30	23 out of 30	23 out of 30
Grade 7	14 out of 30	14 out of 30	14 out of 30	23 out of 30	24 out of 30	24 out of 30
Grade 8	13 out of 30	13 out of 30	13 out of 30	25 out of 30	24 out of 30	24 out of 30
High School	12 out of 30	12 out of 30	13 out of 30	22 out of 30	22 out of 30	22 out of 30

Virginia Alternate Assessment Program (VAAP) Proposed Cut Scores for the Reading Tests for Grades 3-8 and High School

Test Name	Pass/Proficient			Pass/Advanced		
	Standard Setting Summary			Standard Setting Summary		
	Round 3 Median for Proficient*	Articulation Committee Recommendation	Superintendent's Recommendation	Round 3 Median for Advanced	Articulation Committee Recommendation	Superintendent's Recommendation
Grade 3	10 out of 30	10 out of 30	10 out of 30	22 out of 30	22 out of 30	22 out of 30
Grade 4	10 out of 30	10 out of 30	12 out of 30	20 out of 30	20 out of 30	20 out of 30
Grade 5	12 out of 30	12 out of 30	12 out of 30	23 out of 30	23 out of 30	23 out of 30
Grade 6	12 out of 30	12 out of 30	12 out of 30	20 out of 30	21 out of 30	21 out of 30
Grade 7	10 out of 30	11 out of 30	12 out of 30	20 out of 30	21 out of 30	21 out of 30
Grade 8	14 out of 30	14 out of 30	14 out of 30	23 out of 30	23 out of 30	23 out of 30
High School	11 out of 30	11 out of 30	14 out of 30	20 out of 30	21 out of 30	21 out of 30

Virginia Alternate Assessment Program (VAAP) Proposed Cut Scores for the Science Tests for Grades 5, 8 and High School

Test Name	Pass/Proficient			Pass/Advanced		
	Standard Setting Summary			Standard Setting Summary		
	Round 3 Median for Proficient*	Articulation Committee Recommendation	Superintendent's Recommendation	Round 3 Median for Advanced	Articulation Committee Recommendation	Superintendent's Recommendation
Grade 5	13 out of 30	13 out of 30	13 out of 30	23 out of 30	23 out of 30	23 out of 30
Grade 8	16 out of 30	16 out of 30	16 out of 30	26 out of 30	26 out of 30	26 out of 30
High School	11 out of 30	14 out of 30	14 out of 30	21 out of 30	24 out of 30	24 out of 30