

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31

HOUSE BILL NO. 199  
AMENDMENT IN THE NATURE OF A SUBSTITUTE  
(Proposed by the Senate Committee on Education and Health  
on \_\_\_\_\_)  
(Patron Prior to Substitute—Delegate Rasoul)

*A BILL to amend and reenact § 22.1-253.13:3, as it shall become effective, of the Code of Virginia, relating to Board of Education; Standards of Learning assessments; through-year growth assessment system eliminated.*

**Be it enacted by the General Assembly of Virginia:**

**1. That § 22.1-253.13:3, as it shall become effective, of the Code of Virginia is amended and reenacted as follows:**

**§ 22.1-253.13:3. (Effective July 1, 2026) Standard 3. Accreditation, other standards, assessments, and releases from state regulations.**

A. The Board shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include (i) student outcome and growth measures, (ii) requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, (iii) administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, (iv) student services, (v) auxiliary education programs such as library and media services, (vi) requirements for graduation from high school, (vii) community relations, and (viii) the philosophy, goals, and objectives of public education in the Commonwealth.

The Board shall promulgate regulations establishing standards for accreditation of public virtual schools under the authority of the local school board that enroll students full time.

The Board's regulations establishing standards for accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

The Board shall review annually the accreditation status of all schools in the Commonwealth. The Board shall review the accreditation status of a school once every three years if the school has been fully accredited for three consecutive years. Upon such triennial review, the Board shall review the accreditation status of the school for each individual year within that triennial review period. If the Board finds that the school would have been accredited every year of that triennial review period the Board shall accredit the school for another

32 three years. The Board may review the accreditation status of any other school once every two years or once  
33 every three years, provided that any school that receives a multiyear accreditation status other than full  
34 accreditation shall be covered by a Board-approved multiyear corrective action plan for the duration of the  
35 period of accreditation. Such multiyear corrective action plan shall include annual written progress updates to  
36 the Board. A multiyear accreditation status shall not relieve any school or division of annual reporting  
37 requirements.

38 Each local school board shall maintain schools that are fully accredited pursuant to the standards for  
39 accreditation as prescribed by the Board. Each local school board shall report the accreditation status of all  
40 schools in the local school division annually in public session.

41 The Board shall establish a review process to assist any school that does not meet the standards  
42 established by the Board. The relevant school board shall report the results of such review and any annual  
43 progress reports in public session and shall implement any actions identified through such review and utilize  
44 them for improvement planning.

45 The Board shall establish a corrective action plan process for any school that does not meet the standards  
46 established by the Board. Such process shall require (a) each school board to submit a corrective action plan  
47 for any school in the local school division that does not meet the standards established by the Board and (b)  
48 any school board that fails to demonstrate progress in developing or implementing any such corrective action  
49 plan to enter into a memorandum of understanding with the Board.

50 When the Board determines through its review process that the failure of schools within a division to meet  
51 the standards established by the Board is related to division-level failure to implement the Standards of  
52 Quality or other division-level action or inaction, the Board may require a division-level academic review.  
53 After the conduct of such review and within the time specified by the Board, each school board shall enter  
54 into a memorandum of understanding with the Board and shall subsequently submit to the Board for approval  
55 a corrective action plan, consistent with criteria established by the Board setting forth specific actions and a  
56 schedule designed to ensure that schools within its school division meet the standards established by the  
57 Board. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools  
58 within the division to meet the standards established by the Board, the Board may return the plan to the local  
59 school board with directions to submit an amended plan pursuant to Board guidance. Such corrective action  
60 plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

61 B. The Superintendent shall develop, subject to revision by the Board, criteria for determining and

62 recognizing educational performance in the Commonwealth's local school divisions and public schools. The  
63 portion of such criteria that measures individual student growth shall become an integral part of the  
64 accreditation process for schools in which any grade level in the grade three through eight range is taught.  
65 The Superintendent shall annually report to the Board on the accreditation status of all school divisions and  
66 schools. Such report shall include an analysis of the strengths and weaknesses of public education programs  
67 in the various school divisions in Virginia and recommendations to the General Assembly for further  
68 enhancing student learning uniformly across the Commonwealth. In recognizing educational performance  
69 and individual student growth in the school divisions, the Board shall include consideration of special school  
70 division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and  
71 International Baccalaureate courses, and participation in academic year Governor's Schools.

72 The Superintendent shall assist local school boards in the implementation of action plans for increasing  
73 educational performance and individual student growth in those school divisions and schools that are  
74 identified as not meeting the approved criteria, including, when applicable, providing assistance with the  
75 review, grant, and monitoring process set forth in subdivision K 4 of § 22.1-253.13:1. The Superintendent  
76 shall monitor the implementation of and report to the Board on the effectiveness of the corrective actions  
77 taken to improve the educational performance in such school divisions and schools.

78 C. With such funds as are available for this purpose, the Board shall prescribe assessment methods to  
79 determine the level of achievement of the Standards of Learning objectives by all students in grades three  
80 through 12. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and  
81 skills related to the Standards of Learning being assessed. In prescribing such assessment methods, the Board  
82 shall:

83 1. With the assistance of independent testing experts, conduct a regular analysis and validation process for  
84 these assessments;

85 2. ~~In lieu of a one-time end-of-year assessment, establish, for the purpose of providing measures of~~  
86 ~~individual student growth over the course of the school year, a through-year growth assessment system,~~  
87 ~~aligned with the Standards of Learning, for the administration of reading and mathematics assessments in~~  
88 ~~grades three through eight. Such through-year growth assessment system shall include at least one beginning-~~  
89 ~~of-year, one mid-year, and one end-of-year assessment in order to provide individual student growth scores~~  
90 ~~over the course of the school year, but the total time scheduled for taking all such assessments shall not~~  
91 ~~exceed 150 percent of the time scheduled for taking a single end-of-year proficiency assessment. The~~

92 Department shall ensure adequate training for teachers and principals on how to interpret and use student  
93 growth data from such assessments to improve reading and mathematics instruction in grades three through  
94 eight throughout the school year. With such funds and content as are available for such purpose, such  
95 through-year growth assessment system shall provide accurate measurement of a student's performance,  
96 through computer adaptive technology, using test items at, below, and above the student's grade level as  
97 necessary;

98 ~~3.~~ Provide the option of industry certification and state licensure examinations as a student-selected credit;

99 ~~4.~~ 3. Make available to school divisions Standards of Learning assessments typically administered by high  
100 schools by December 1 of the school year in which such assessments are to be administered or when newly  
101 developed assessments are available, whichever is later;

102 ~~5.~~ 4. Make publicly available such assessments in a timely manner and as soon as practicable following  
103 the administration of such tests, so long as the release of such assessments does not compromise test security  
104 or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test  
105 students on demand and provide immediate results in the web-based assessment system;

106 ~~6.~~ 5. Prescribe alternative methods of Standards of Learning assessment administration for children with  
107 disabilities, as that term is defined in § 22.1-213, who meet criteria established by the Board to demonstrate  
108 achievement of the Standards of Learning. An eligible student's Individual Education Program team shall  
109 make the final determination as to whether an alternative method of administration is appropriate for the  
110 student;

111 ~~7.~~ 6. To assess the educational progress of students, (i) develop appropriate assessments, which may  
112 include criterion-referenced tests and other assessment instruments that may be used by classroom teachers;  
113 (ii) select appropriate industry certification and state licensure examinations; and (iii) prescribe and provide  
114 measures, which may include nationally normed tests to be used to identify students who score in the bottom  
115 quartile at selected grade levels;

116 ~~8.~~ 7. Not include in its calculation of the passage rate for a Standards of Learning assessment or the level  
117 of achievement of the Standards of Learning objectives for an individual student growth assessment for the  
118 purposes of state accountability any student whose parent has decided to not have his child take such  
119 Standards of Learning assessment, unless such exclusions would result in the school's not meeting any  
120 required state or federal participation rate;

121 ~~9.~~ 8. Permit any teacher providing instruction in a Standards of Learning subject area who scores any such  
122 Standards of Learning assessments to earn professional development points toward renewal of his license for

123 his time spent scoring such assessments;

124 ~~10.~~ 9. Require each assessment, including each Standards of Learning assessment administered as a part  
125 of the through-year growth assessment system established pursuant to subdivision 2, each mandatory local  
126 alternative assessment implemented by a school board pursuant to subdivision E 1 a (2), and each permissive  
127 local alternative assessment administered by a school board pursuant to subdivision E 3 b, to be scored on a  
128 100-point scale in accordance with statewide scoring rubrics;

129 ~~11.~~ 10. Make available to each student and his parents within 45 days of any state assessment window  
130 closing for any such assessment administration an individualized student score report for each such  
131 assessment, developed in accordance with the Board's guidelines, that shall include, at a minimum: (i) a  
132 description of the applicable assessment; (ii) individualized data on such student's assessment performance;  
133 (iii) a comparison of such student's performance on such assessment with the performance of the student's  
134 school, school division, and the Commonwealth; and (iv) guidance to assist the student and his parents in  
135 interpreting such student's assessment results; and

136 ~~12.~~ 11. Publicly release the statewide Standards of Learning assessment results and any associated data no  
137 later than the date on which individual Standards of Learning assessment scores for the applicable assessment  
138 administration period are released to individual students and parents.

139 For any period during which the Standards of Learning contents or assessments in a specific content area  
140 are being revised or phased in, the Board may adopt special provisions related to the administration and use  
141 of any Standards of Learning test or tests in such content area as applied to accreditation ratings for such  
142 period. Prior to statewide administration of such tests, the Board shall provide notice to local school boards  
143 regarding such special provisions. The Department shall develop processes for informing school divisions of  
144 changes in the Standards of Learning requirements, including any revisions to Standards of Learning contents  
145 or assessments.

146 D. The Board shall include in the student outcome and growth measures that are required by the standards  
147 of accreditation the required assessments for various grade levels and classes, including the completion of the  
148 mandatory local alternative assessments implemented by each local school board pursuant to subdivision E 1  
149 a (2), in accordance with the Standards of Learning. These assessments shall include end-of-course tests for  
150 English, mathematics, science, and history and social science and may be integrated to include multiple  
151 subject areas.

152 E. All assessment methods prescribed by the Board to determine the level of achievement of the Standards

153 of Learning objectives, pursuant to subsections C and D, shall be developed, implemented, and administered  
154 in accordance with the following:

155 1. The assessments administered to students in grades three through eight, except for those students with  
156 disabilities, as that term is defined in § 22.1-213, who participate in an alternative assessment pursuant to  
157 subdivision C 6, shall:

158 a. Consist of:

159 (1) Standards of Learning assessments, including end-of-year assessments administered as part of the  
160 through-year growth assessment system established pursuant to subdivision C 2. The Standards of Learning  
161 assessments shall not exceed (i) reading and mathematics in grades three and four; (ii) reading, mathematics,  
162 and science in grade five; (iii) reading and mathematics in grades six and seven; (iv) reading, writing, and  
163 mathematics in grade eight; (v) science after the student receives instruction in the grade six science, life  
164 science, and physical science Standards of Learning and before the student completes grade eight; and (vi)  
165 Virginia Studies and Civics and Economics once each at the grade levels deemed appropriate by each local  
166 school board. The reading and mathematics assessments administered to students in grades three through  
167 eight shall be through-year growth assessments pursuant to subdivision C 2.

168 The Department shall award recovery credit to any student in grades three through eight who performs  
169 below grade level on a Standards of Learning assessment in English reading or mathematics, receives  
170 remediation, and subsequently retakes and performs at or above grade level on such an assessment, including  
171 any such student who subsequently retakes such an assessment on an expedited basis; and

172 (2) Local alternative assessments, including any permissive local alternative assessments administered in  
173 accordance with subdivision 3 b and mandatory local alternative assessments administered by each school  
174 board in each Standards of Learning subject area in which a Standards of Learning assessment is not  
175 available for administration during the school year. Each school board shall annually certify that it has  
176 provided instruction and administered each mandatory local alternative assessment in accordance with this  
177 subdivision and Board guidelines. Such guidelines shall (i) incorporate options for age-appropriate, authentic  
178 performance assessments and portfolios with rubrics and other methodologies designed to ensure that  
179 students are making adequate academic progress in the subject area and that the Standards of Learning  
180 content is being taught; (ii) permit and encourage integrated assessments that include multiple subject areas;  
181 (iii) establish criteria for mandatory local alternative assessments, including the core content, concepts, and

182 skills that shall be prioritized on each such assessment and specific parameters for any performance  
183 assessment administered by a school board in accordance with this subdivision, relating to the structure and  
184 format of and content and items that shall be included in such assessments; (iv) include a comprehensive  
185 grading rubric for each mandatory local alternative assessment that (a) clearly defines student performance  
186 objectives and achievement targets, (b) provides scoring criteria that emphasizes student performance and  
187 subject-matter proficiency, and (c) for any performance assessment, includes criteria and student performance  
188 objectives designed to emphasize a student's performance and subject-matter proficiency as demonstrated  
189 through completion of the tested tasks in ways that are authentic to the academic discipline; and (v)  
190 emphasize collaboration between teachers to administer and substantiate the assessments and the professional  
191 development of teachers to enable them to make the best use of mandatory local alternative assessments.

192 b. With such funds as may be appropriated for such purpose, except as provided in subdivision C 6, be  
193 developed consistent with Board guidelines and in accordance with subdivision 5; and

194 c. Be used to identify students who show deficiencies or a need for academic support in a specific subject  
195 area or skill for the purpose of ensuring such students receive appropriate remediation or intervention. Local  
196 school divisions shall provide targeted mathematics remediation and intervention to students in grades six  
197 through eight who show computational deficiencies as demonstrated by their individual performance on any  
198 diagnostic test or grade-level Standards of Learning mathematics test that measures non-calculator  
199 computational skills.

200 2. The assessments administered to students in grades nine through 12, except for those students with  
201 disabilities, as that term is defined in § 22.1-213, who participate in an alternative assessment pursuant to  
202 subdivision C 6:

203 a. Shall consist, for each student, of only the end-of-course Standards of Learning assessments necessary  
204 to meet federal accountability requirements established by the federal Elementary and Secondary Education  
205 Act of 1965, P.L. 89-10, as amended, and to meet Virginia high school graduation requirements. For the  
206 purposes of this subdivision, any student who receives a passing score on a permissive local alternative  
207 assessment administered pursuant to subdivision 3 b in lieu of any end-of-course Standards of Learning  
208 assessment corresponding to any graduation requirement shall be deemed to meet the applicable graduation  
209 requirement; and

210 b. With such funds as may be appropriated for such purpose, except as provided in subdivision C 6, shall  
211 be developed consistent with Board guidelines and in accordance with the provisions of subdivision 5.

212 3. Any end-of-course Standards of Learning assessment administered to students in grades three through  
213 12, except for those students with disabilities, as that term is defined in § 22.1-213, who participate in an  
214 alternative assessment pursuant to subdivision C 6, shall be subject to the following requirements:

215 a. A school board may, but need not, elect to administer any available end-of-course Standards of  
216 Learning assessment in a specific Standards of Learning subject area to students in a specific grade level the  
217 administration of which is (i) not necessary to meet federal accountability requirements established by the  
218 federal Elementary and Secondary Education Act of 1965, P.L. 89-10, as amended, and (ii) is not required by  
219 the provisions of subdivision E 1 or 2 or by any other applicable state law or regulation. However, any school  
220 board that elects to administer such an end-of-course Standards of Learning assessment pursuant to this  
221 subdivision shall be required to administer such assessment to each student receiving instruction in that  
222 subject area at that grade level;

223 b. Any school board may, but need not, administer a permissive local alternative assessment in a specific  
224 subject area to students in a specific grade level in lieu of any end-of-course Standards of Learning  
225 assessment the administration of which is not necessary to meet federal accountability requirements  
226 established by the federal Elementary and Secondary Education Act of 1965, P.L. 89-10, as amended, but  
227 which may be required in that subject area and at that grade level pursuant to state law or regulation; and

228 c. Any student who performs below grade level on any such Standards of Learning assessment or any  
229 permissive local alternative assessment administered pursuant to subdivision b shall be eligible to retake such  
230 assessment, provided that (i) no student may retake an assessment after June 30 of the calendar year in which  
231 the applicable assessment was administered, unless the school board of the school in which the student is  
232 enrolled grants such student permission to retake such assessment at a later date; (ii) any student who,  
233 pursuant to applicable Board regulations, is eligible for an expedited retake of an assessment shall retake such  
234 assessment within two weeks of the date on which scoring was completed for such student's assessment,  
235 unless it is determined that additional time is necessary in order for such student to complete the  
236 comprehensive remediation program required to establish eligibility for an expedited retake in accordance  
237 with Board regulations; and (iii) if applicable, the score any student receives on any assessment retake shall  
238 not replace the initial score the student received on the assessment taken during the regular assessment  
239 administration period for the purpose of calculating the student's final grade in the course in accordance with  
240 subdivision 4.

241 4. For students in grades seven through 12, except in the case of any assessments administered as a part of

242 a competency-based assessment system, any Standards of Learning assessment or permissive local alternative  
243 assessment permitted pursuant to subdivision 3 b or, if any such assessment consists of more than one part,  
244 each of which has a separate administration period, the final part of any such end-of-course assessment shall  
245 be administered no earlier than two weeks prior to the last day of the school year. No additional end-of-  
246 course assessment shall be administered for any such Standards of Learning subject area. Each student's score  
247 on any such assessment shall account for at least 10 percent of the student's final grade in such course.

248 5. For the purpose of maximizing instructional time, the frequency of assessment administration for any  
249 assessment administered pursuant to the provisions of this section, including any Standards of Learning  
250 assessment, mandatory local alternative assessment administered in accordance with subdivision 1 a (2),  
251 permissive local alternative assessment administered in accordance with subdivision 3 b, or performance  
252 assessment administered as a part of any school board's mandatory local alternative assessment plan, or any  
253 combination thereof, for each Standards of Learning subject area in a single school year shall not exceed one  
254 such assessment per academic quarter, or a total of four assessments per year.

255 6. For any student awarded a scholarship under the Brown v. Board of Education Scholarship Program,  
256 pursuant to § 30-231.2, who is enrolled in a preparation program for a high school equivalency examination  
257 approved by the Board or in an adult basic education program or an adult secondary education program to  
258 obtain the high school diploma or a high school equivalency certificate, the Standards of Learning  
259 requirements, including all related assessments, shall be waived.

260 F. The Board may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action  
261 pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test  
262 results.

263 The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security,  
264 unauthorized alteration, or improper administration of tests, including the exclusion of students from testing  
265 who are required to be assessed, by local school board employees responsible for the distribution or  
266 administration of the tests.

267 Records and other information furnished to or prepared by the Board during the conduct of a review or  
268 investigation may be withheld pursuant to subdivision 10 of § 2.2-3705.3. However, this section shall not  
269 prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of  
270 permitting such board or superintendent to consider or to take personnel action with regard to an employee or  
271 (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the

272 identity of any person making a complaint or supplying information to the Board on a confidential basis and  
273 (b) does not compromise the security of any test mandated by the Board. Any local school board or division  
274 superintendent receiving such records or other information shall, upon taking personnel action against a  
275 relevant employee, place copies of such records or information relating to the specific employee in such  
276 person's personnel file.

277 Notwithstanding any other provision of state law, no test or examination authorized by this section,  
278 including the Standards of Learning assessments, shall be released or required to be released as minimum  
279 competency tests, if, in the judgment of the Board, such release would breach the security of such test or  
280 examination or deplete the bank of questions necessary to construct future secure tests.

281 G. With such funds as may be appropriated, the Board may provide, through an agreement with vendors  
282 having the technical capacity and expertise to provide computerized tests and assessments, and test  
283 construction, analysis, and security, for (i) web-based computerized tests and assessments, including  
284 computer-adaptive Standards of Learning assessments, for the evaluation of student progress during and after  
285 remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

286 H. To assess the educational progress of students as individuals and as groups, each local school board  
287 shall require the use of Standards of Learning assessments, alternative assessments, and other relevant data,  
288 such as industry certification and state licensure examinations, to evaluate student progress and to determine  
289 educational performance. Each local school board shall require the administration of appropriate assessments  
290 to students, which may include criterion-referenced tests and teacher-made tests and shall include the  
291 Standards of Learning assessments, the local school board's alternative assessments, and the National  
292 Assessment of Educational Progress state-by-state assessment. Each school board shall provide teachers,  
293 parents, principals, and other school leaders with their students' results on any Standards of Learning  
294 assessment or Virginia Alternate Assessment Program assessment as soon as practicable after the assessment  
295 is administered. Each school board shall analyze and report annually, in compliance with any criteria that  
296 may be established by the Board, the results from industry certification examinations and the Standards of  
297 Learning assessments to the public.

298 The Board shall include requirements for the reporting of the Standards of Learning assessment data,  
299 regardless of accreditation frequency, as part of the Board's requirements relating to the School Performance  
300 Report Card. Such scores shall be disaggregated for each school by student subgroups on the Virginia

301 assessment program as appropriate and shall be reported to the public within three months of their receipt.  
302 These reports (i) shall be posted on the portion of the Department's website relating to the School  
303 Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may  
304 include the National Assessment of Educational Progress state-by-state assessment.

305 I. Each local school division superintendent shall regularly review the division's submission of data and  
306 reports required by state and federal law and regulations to ensure that all information is accurate and  
307 submitted in a timely fashion. The Superintendent shall provide a list of the required reports and data to  
308 division superintendents annually. The status of compliance with this requirement shall be included in the  
309 Board's annual report to the Governor and the General Assembly as required by § 22.1-18.

310 J. Any school board may request the Board for release from state regulations or, on behalf of one or more  
311 of its schools, for approval of an Individual School Accreditation Plan for the evaluation of the performance  
312 of one or more of its schools as authorized for certain other schools by the Standards for Accreditation  
313 pursuant to 8VAC20-131-280 C of the Virginia Administrative Code. Waivers of regulatory requirements  
314 may be granted by the Board based on submission of a request from the division superintendent and chairman  
315 of the local school board. The Board may grant, for a period up to five years, a waiver of regulatory  
316 requirements that are not (i) mandated by state or federal law or (ii) designed to promote health or safety. The  
317 school board shall provide in its waiver request a description of how the releases from state regulations are  
318 designed to increase the quality of instruction and improve the achievement of students in the affected school  
319 or schools. The Department shall provide (a) guidance to any local school division that requests releases from  
320 state regulations and (b) information about opportunities to form partnerships with other agencies or entities  
321 to any local school division in which the school or schools granted releases from state regulations have  
322 demonstrated improvement in the quality of instruction and the achievement of students.

323 The Board may also grant local school boards waivers of specific requirements in § 22.1-253.13:2, based  
324 on submission of a request from the division superintendent and chairman of the local school board,  
325 permitting the local school board to assign instructional personnel to the schools with the greatest needs, so  
326 long as the school division employs a sufficient number of personnel divisionwide to meet the total number  
327 required by § 22.1-253.13:2 and all pupil/teacher ratios and class size maximums set forth in subsection C of  
328 § 22.1-253.13:2 are met. The school board shall provide in its request a description of how the waivers from  
329 specific Standards of Quality staffing standards are designed to increase the quality of instruction and  
330 improve the achievement of students in the affected school or schools. The waivers may be renewed in up to  
331 five-year increments, or revoked, based on student achievement results in the affected school or schools.

332 K. As used in this section:

333 "End-of-course Standards of Learning assessment" means any end-of-course, end-of-grade, or end-of-year  
334 Standards of Learning assessment or any Standards of Learning assessment administered at the conclusion of  
335 a course, grade, or school year.

336 "Local alternative assessment" means (i) an assessment that measures content and skills within a specific  
337 Standards of Learning subject area that is accepted by institutions of higher education as a measure of college  
338 readiness, including Advanced Placement, International Baccalaureate, or Cambridge assessments, or (ii) any  
339 mandatory local alternative assessment developed, administered, and scored by a local school board, that is  
340 approved by the Board as aligned with the rigor of Standards of Learning content, assessments, and the  
341 Board's definition of proficiency for any Standards of Learning subject area. "Local alternative assessment"  
342 includes any mandatory local alternative assessment and any permissive local alternative assessment.

343 "Mandatory local alternative assessment" means any local alternative assessment that each local school  
344 board is required to develop, administer, and score, consistent with Board guidelines, for any Standards of  
345 Learning subject area in which a Standards of Learning assessment is not currently available or administered  
346 on a statewide basis. "Mandatory local alternative assessment" includes any performance assessment  
347 implemented by a local school board as a part of its local alternative assessment plan in accordance with  
348 Department guidelines.

349 "Performance assessment" means an assessment that is approved by the Board as aligned with both the  
350 rigor of the content of the Standards of Learning and the Board's definition of proficiency and is scored using  
351 a set rubric or set of criteria and that is designed to measure subject-matter proficiency by requiring students  
352 to demonstrate learning acquisition and apply content, skills, and processes in the applicable subject area  
353 through performing a task or creating a project.

354 "Permissive local alternative assessment" means any local alternative assessment that a local school board  
355 may, consistent with Board guidelines and in accordance with the provisions of this section, develop,  
356 administer, and score in lieu of any Standards of Learning assessment that is otherwise administered on a  
357 statewide basis but the administration of which is not necessary to meet federal accountability requirements.

358 "Standards of Learning assessment" means those criterion-referenced assessments approved by the Board  
359 that measure attainment of knowledge and skills required by the Standards of Learning. "Standards of  
360 Learning assessment" includes any end-of-course standards of learning assessment.