

Practice Scenarios

(With responses)

1. Terry is in the 5th grade and receiving special education services two hours a day for reading. The remainder of his day is in the regular classroom. He is receiving instruction in all of the core curriculum areas at his grade level except reading. Decoding is difficult for him but comprehension is not a big problem. He often works with peer support in the classroom completing science and social studies assignments. He is also able to take classroom tests orally with the assistance of a reader as an accommodation.
 - a. Should Terry be included in the regular state and district assessments? Yes, because he is receiving instruction in the core curriculum.
 - b. Should Terry take the Stanford 9? Yes, because he is receiving instruction in the core at grade level for most of the core subjects.
 - c. Should Terry be tested in all subjects? Give practice test in language arts and science. If Terry gets more than 20% of items correct include him in Stanford testing in all areas. If below 20% on practice test, administer those subtests that require little reading.
 - d. Should Terry take the Core Assessments? Yes, because he is receiving instruction in the core curriculum.
 - e. Should Terry have any accommodations on the core assessments? Yes, because he is receiving accommodations in the classroom as part of his instruction.
 - f. Which tests should he take at which levels? The fifth grade tests with possibly a reader for the science and story problem sections of the math test. Terry should take the core assessment test in language arts that best matches the curriculum in which he is receiving reading instruction in the resource room. See sample items from elementary core language arts tests in handout.

2. Carla is in the 11th grade and classified as intellectually disabled. She receives three hours of her instruction in a self-contained school setting and is in the community working on a job and learning how to live independently for the remainder of each school day. She reads at the third grade level and does basic math facts using a calculator.
 - a. Should Carla be included in the regular state and district assessments?
No, because the curriculum in which she is receiving instruction is not the core curriculum but a functional curriculum. She should be included in the alternate assessment group beginning the 2000-2001 school year.

3. Josh is in the 8th grade. He is classified as behavior disordered and is in a self-contained classroom for all subjects except PE, TLC, and art. His academics are well below grade level in all areas. He is being instructed at the 5th grade level in reading, and at the 6th grade level in math. His reading difficulties make it difficult for him to learn the science and social studies core curriculum but with assistance in reading the content and oral assignments and testing he is being successful. He has difficulty staying on task and becomes aggressive when frustrated.
 - a. Should Josh be included in regular state and district assessments?
Yes, because he is receiving instruction in the core curriculum.
 - b. Should Josh take the Stanford 9? No, he should be exempted because of his level of instruction in reading and math and because of his need for accommodations when dealing with other content areas.
 - c. Should Josh be included in the Core Assessment?- Yes. He should take the 5th grade language arts test, the 6th grade math test, and the 8th grade science test with accommodations provided during instruction. Because of his limited attention span and low tolerance for frustration, it may be helpful to administer the test in small

sections or with frequent breaks in order to get an accurate picture of Josh's knowledge.

4. Anne is a 5th grader in a self-contained classroom who is classified as intellectually disabled. She is working on recognizing basic survival words and beginning money concepts such as recognizing coins and counting them. She participates in music, art, and home economics in the regular classroom. She is also being taught skills contained in the second grade core language arts and math. She works well with frequent encouragement from the teacher.
 - a. Should Anne be included in the regular state and district assessments? Yes, because she is receiving instruction in the core curriculum.*
 - b. Should Anne take the Stanford 9? No, because the curriculum in which she is receiving instruction is well below 5th grade.
 - c. Should Anne take the Core assessments? Yes, she should be given the second grade math and language arts tests. She would be exempted from science.

* As Anne moves into secondary education, the curriculum in which she is receiving instruction may shift to functional skills exclusively. When the IEP team makes that decision, she will then be assessed using the alternate assessment.

5. Mandy is 8 years old, is classified as multiply disabled, and attends a special school. She is being taught basic communication, feeding, and toileting skills. She receives physical therapy daily to maintain mobility and range of motion.
 - a. Should Mandy be included in the regular state and district assessments? No because she is not receiving instruction in the core curriculum. She would participate in the alternate assessment program beginning July 1, 2000.