

The image shows the cover of a spiral-bound notebook. The cover is a light tan or beige color with a subtle, mottled texture. On the left side, there is a silver metal spiral binding. The notebook is set against a dark brown background. The title is centered on the cover in a dark brown, serif font.

A Guide for IEP Teams

Including Students with Disabilities in State
and District-wide Assessment

IDEA '97 Requirements

- ✓ Children with disabilities must be included in general state and district-wide assessment programs with appropriate accommodations and modifications in administration if necessary.
- ✓ As appropriate, the State or Local Education Agencies must develop guidelines for participation of children with disabilities in alternate assessments for those students who cannot participate in State and district-wide assessment programs and conduct the assessments beginning no later than July 1, 2000.
- ✓ The IEP must include a statement of any individual modifications in the administration of state and district-wide assessments of student achievement that are needed in order for the student to participate.
- ✓ If the IEP team determines that the students will not participate in a particular assessment or part of an assessment, a statement of why that assessment is not appropriate for the student and how the student will be assessed must be included in the IEP.

Utah's Current Accountability System

- ✓ **Stanford Achievement Test.** The Stanford 9 is a commercially developed, group administered, **norm-referenced** test administered in grades 5, 8, and 11 statewide.* The primary purpose of this program is to provide a regular check on the performance of the educational system in the state in the basic curriculum areas by comparing Utah students to a nationwide sample (i.e. the test's norm group). School district participation in this program is mandatory according to state statute.

Utah's Current Accountability System Cont.

- ✓ **Core Curriculum End-of-Level/End-of-Course Assessment.** This program uses **criterion-referenced** tests that have been developed by a group of Utah educators. The primary purpose of this program is to provide specific information to teachers, students, parents, and administrators about the extent to which students have mastered state Core Curriculum. These tests are specific measures of the instruction students should have been receiving throughout the school year. The tests are administered in the spring as a measure of students' mastery of the Core Curriculum for a given school year or course. Districts are mandated to assess student mastery of the Core Curriculum.. End-of-Level Core Assessments are available in Grades 1-6, Math, Science, and Reading/Language Arts. End-of-Course Assessments are available in Grades 7-12, Math and Science, with Language Arts in development.

IEP Team Decision Making Process

For inclusion in state and district assessment:

Is the student receiving instruction in the Utah core curriculum / general curriculum?

YES



The student should participate in the regular state and district assessment programs.

NO



The student is being instructed in a functional lifeskills curriculum and should be exempted from the Stanford and Core testing. The student will participate in the Alternative Assessment beginning July, 2000.

IEP Team Decision Making Process

For inclusion in the Stanford 9 Achievement Test:

Is the student being **instructed** in the core curriculum, at their grade level, in any or all of the content areas assessed by the Stanford 9?

YES



The student should take the Stanford 9. (If student achievement is significantly below the instructional level, administer Stanford practice test. Students who score above 20% should take the Stanford 9.)

NO



The student should be exempted from the Stanford 9.

IEP Team Decision Making Process Cont.

For inclusion in the Stanford 9
Achievement Test:

Does the student receive
accommodations during classroom
instruction in the core curriculum?

YES



Accommodations allowable on the
Stanford 9 are: braille, large print,
small group testing, frequent
breaks, fewer subtests per day
within testing window. Students
who require other accommodations
during instruction are exempted
from the Stanford 9.

IEP Team Decision Making Process

For inclusion in Core Curriculum Assessments:

Is the student being **instructed** in the core curriculum at grade level?

YES



The student should participate in the assessments with accommodations if needed.

NO



The student should be tested at their level of instruction with accommodations if needed.

Accommodations

✓ Setting

- Administer the test a small group
- Provide special lighting
- Provide adaptive furniture
- Administer the test individually

✓ Timing

- Allow a flexible schedule
- Tape record responses
- Allow frequent breaks during testing

✓ Presentation

- Provide test on audio tape
- Increase spacing between items
- Increase size of answer bubbles
- Highlight key words or phrases in directions
- Provide reading passages with one complete sentence per line

Accommodations Cont.

✓ Scheduling

- Administer the test in several sessions
- Allow subtests to be taken in a different order
- Administer the test at different times of the day

✓ Response

- Allow marking in the test booklet
- Enlarge answer sheets
- Allow use of scribe

✓ Other

- Provide manipulatives
- Provide a dictionary
- Student uses spell check