

Key Points to Remember

1. All students receiving special education services must be included in the accountability system in Utah. The curriculum in which the student is being instructed, whether in special education or regular education, is the key to decision-making. Test what is being taught.
 - If the student is being instructed in the core curriculum, he/she will be included in the regular assessment program. If the student is being instructed in a functional curriculum, he/she will participate in the alternate assessment program beginning the 2000-2001 school year.
2. If the student is being instructed at grade level, even though he/she is not achieving on grade level, it may be possible for the student to take the Stanford 9. Give the practice test to determine if testing is appropriate for the student.
3. It is permissible for students to take selected subtests on the Stanford 9 (for example, taking all but the math subtests).
4. Most accommodations are not allowable with the Stanford 9 because it is a norm-referenced test.
5. Accommodations are allowable on the Core Assessments because they are criterion-referenced tests. Accommodations in testing should be the same as those needed during instruction.
6. Off level testing is allowable on Core Assessments (for example a 6th grade student taking the 4th grade language arts test) because the curriculum in which the student is being instructed determines the test the student is given.
7. The vast majority of students receiving special education services will participate in the regular state and district assessments and if your district administers Stanford at other grade levels or any of the other core assessments (i.e., writing samples, portfolios, core performance assessments) students with disabilities must be included as well.
8. Document testing decisions the IEP team has made on the IEP and address annually.

9. Communicate team decisions for each student to the building administrator/testing coordinator for accountability purposes.
10. Remember that the purpose of the testing is to gain useable information about individual student learning that can assist in instructional planning as well as system accountability for the achievement of all children.