

Practice Scenarios

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?
 - b. Should Terry take the Stanford 9?
 - c. Should Terry be tested in all subjects?
 - 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?
 - f. Which tests should he take at which levels?

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?

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?
- b. Should Josh take the Stanford 9?
- c. Should Josh be included in the Core Assessment?-

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 being taught skills contained in the first 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?
- b. Should Anne take the Stanford 9?
- c. Should Anne take the Core assessments?.

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?