

Guidelines for Participation and Testing Accommodations for Special Populations in State Assessment Programs

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Guidelines for Participation and Testing Accommodations for Special Populations in State Assessment Programs

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I. INTRODUCTION

This publication is designed to assist administrators, teachers, parents, and students in making decisions regarding participation and testing accommodations for special populations in statewide testing in Washington.

The intent of Washington's Education Reform Act of 1993 is to increase student achievement by developing a public school system focusing on the educational performance of students, and includes high expectations for all students. The Office of Superintendent of Public Instruction (OSPI) administers a state assessment system that includes assessments designed to measure student achievement and progress toward meeting the state standards in the Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs).

In addition to completing a culminating project, meeting class credit requirements, and crafting a high school and beyond plan, students graduating from public high schools in Washington beginning with the class of 2008 will be expected to demonstrate achievement of the reading, writing and mathematics standards as measured by the Washington Assessment of Student Learning (WASL). The Certificate of Academic Achievement (CAA), which is awarded upon meeting standards on the high school WASL, helps to measure that all students have the essential skills needed to succeed after high school.

In the spring of 2004, the legislature made changes and added additional assessment options for high school graduation (HB 2195). Participation in the Washington State Assessment System, including the Washington Alternate Assessment System, helps to ensure that the needs of all students will be considered in policy and curriculum decisions. Special education students may participate in the state assessment system in the following ways:

- taking the WASL without accommodations,
- taking the WASL with accommodations consistent with the student's IEP,
- and, for a number of special education students who cannot participate in the Washington Assessment of Student Learning (WASL) even with accommodations, participating in the Washington Alternate Assessment System (WAAS) which includes Developmentally Appropriate WASL (DAW) and portfolio type assessments.

HB 2195 also provides additional assessment options for students in special education to meet requirements for high school graduation. Students in special education continue to have the option of being assessed with the WASL or the WAAS portfolio identified in the student's Individualized Education Program (IEP). Beginning in 2005-06 students in special education may be assessed against **different grade level standards**. This approach is characterized as the Developmentally Appropriate WASL (DAW). Students in special education may continue to be assessed against **alternate achievement standards**. This approach is characterized as the portfolio assessment. These two options for students eligible for special education comprise the Washington Alternate Assessment System (WAAS). Students who meet modified grade level standards or alternate achievement standards in each content area can receive a Certificate of Individual Achievement (CIA). Both the Certificate of Academic Achievement (CAA) and the Certificate of Individual Achievement (CIA) are approved pathways to a regular high school diploma.

Students in State Transitional Bilingual programs and students with limited English in Migrant programs should also participate in the WASL, with or without accommodations in most cases. Appropriate analysis and reporting of assessment results for any student should lead to improved curricula and instructional practice, appropriate supplemental instruction, and educational opportunities that challenge students.

Students receiving home-based instruction as described in RCW 28A.200 (“Home-based students”), private school students and F-1 Visa foreign exchange students are exempt from mandatory participation in the WASL. Therefore, participation by these students in the WASL should be viewed as strictly voluntary. (These students should be flagged in fields 68, 69 or 70 in the Core Student Record System-CSRS). Home-based students are students who have any portion of FTE associated with home-based instruction, as defined in RCW 28A.200.

II. DEFINITIONS

Accommodation: An accommodation is any variation in the assessment environment or process. Accommodations include variations in scheduling, setting, presentation, and response format. These variations should not change the level, content, or performance criteria and should not change the reliability and validity of the assessment. Accommodations are made in order to provide a student with the opportunity to demonstrate what the student knows on the state-level assessment.

AYP: Adequate Yearly Progress. AYP is the federal measure required to be reported annually against state goals for the number of students meeting standards on the state assessment. Though ALL students appropriately assessed using Washington Alternative Assessments (WAAS); portfolio or a Developmentally Appropriate WASL (DAW) may access these assessments through the IEP process, federal law sets a “cap” of 1% of the students tested to be reported for AYP as meeting standard using the portfolio option, and a “cap” of 2% of the students tested to be reported for AYP as meeting the standard using the DAW.

CAA: Certificate of Academic Achievement. The CAA is a requirement for students graduating in the class of 2008 for obtaining a high school diploma. A student is awarded a CAA when he or she meets academic achievement standards in reading, writing and math on the high school Washington Assessment of Student Learning (WASL).

CIA: Certificate of Individual Achievement. The CIA is an option for students in special education programs to meet the assessment requirement for graduating in the class of 2008 for obtaining a high school diploma. A student is awarded a CIA when he or she meets alternate academic achievement standards in reading, writing and mathematics in the high school Washington Alternate Assessment System (WAAS). See guidelines in Appendix A.

DAW: Developmentally Appropriate WASL (DAW). This is a statewide alternate assessment (WAAS) option for students in special education. IEP teams may determine the DAW as the most appropriate assessment option for students with persistent academic disabilities and the IEP team will select the grade level WASL that most closely matches the student’s current developmental/instructional level. The DAW may only be used in content areas in which the student qualifies for special education services and is receiving special education services. See guidelines in Appendix A.

DAW Proficiency Level Option: IEP teams can determine that *RATHER THAN* moving to a different grade level, the **basic** level of proficiency (Level 2 on the WASL) can be determined to be the appropriate level of proficiency for the student to demonstrate based on their instructional level and IEP goals. This is available only for students who are presently enrolled in the grade level as identified by districts and recorded by the state’s Core Student Record System (CSRS). If the IEP team determines based upon current instructional level and IEP goals that choosing a different grade level WASL is appropriate then the option of using the basic level of proficiency (Level 2) is not available. Therefore, if the IEP team determines based on current instructional level and IEP goals that a different grade level WASL is most appropriate then proficiency (Level 3) must be obtained.

EALR: Essential Academic Learning Requirements (EALR) are the set of state standards developed in the content areas of, Reading, Mathematics, Science, Writing, Communication, Social Studies, Arts, and Health and Fitness. The EALRs articulate the state's expectations and learning standards at three benchmark levels: elementary, middle and high school.

GLE: Grade Level Expectations (GLE) provide specific learning standards for students in grades K-10, clarifying the skills and strategies all students need to demonstrate proficiency in each content area at each grade level

Grade Level Student Being Assessed: Enrollment data are reported to OSPI via the Core Student Records System (CSRS), which requires a grade level designation for each student. CSRS is used to determine which students are assigned to each grade, and, therefore, are expected to participate in statewide assessments. All students being assessed must be enrolled in the school district and assigned to a grade for which a statewide assessment is given. A student in special education in a **non-graded program** should be assigned to the grade level that most closely matches the chronological age of the majority of students in that grade level. (The grade level corresponds to the CSRS grade level assignments).

Home-based students: Home-based students are those whose parents have declared responsibility for their child's instruction per RCW 28A.200. Children declared by their parents as home-based, and properly registered as such by the district, are exempt from mandatory participation in the WASL regardless of the amount of time the student spends in home-based instruction. "Home-based" students should not be confused with "Home-bound" students, who are students receiving basic and/or special education services in a home or hospital setting.

Migrant Student with Limited English Proficiency: Any student identified in the Migrant Program who has limited English proficiencies that impact learning in regular classrooms.

Modification: A modification is an alteration of the assessment content or the assessment instrument that affects the validity of the assessment and the reliability of the results.

Portfolio: This is a statewide alternate assessment WAAS option for students with significant cognitive disabilities. IEP teams may determine the portfolio to be the most appropriate assessment option for students with significant cognitive disabilities and then select the portfolio option to match the student's current developmental/instructional level. See guidelines in Appendix A.

Reliability: Reliable means that students would get about the same score if they took the test again without any additional instruction. Reliability is the measure of consistency for an assessment instrument, and the test should yield similar results over time with similar populations in similar circumstances.

Special Populations: For the purposes of determining state assessment accommodations the term special populations includes students in special education, students with disabilities who have a 504 plan, students in state transitional bilingual programs and migrant students with limited English proficiency.

State Transitional Bilingual Program Student: Any student identified in the State Transitional Bilingual program that has a primary language other than English and has limited English proficiencies that impact learning in regular classrooms.

Student in Special Education: A student in special education is any eligible student who has been identified through an appropriate evaluation as having a disability, whose disability adversely affects their educational performance and therefore, is in need of specially designed instruction.

Student with a Significant Cognitive Disability: A student in special education with a significant cognitive disability is one who requires intensive, highly individualized specially designed instruction, and who by reason of their disability, requires multiple opportunities in order to acquire and generalize knowledge and skills. A student with a significant cognitive disability is also generally unable to take a paper-and-pencil test.

Student with a Persistent Academic Disability: A student with a persistent academic disability is a student who receives special education services consistent with a properly formulated IEP, but is unable to acquire the level of knowledge and skills at a rate consistent with that of their non-disabled grade equivalent peers, despite appropriate specially designed instruction and the application of scientifically based instructional interventions.

Student with a Section 504 Plan: Section 504 refers to a component of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of a disability for persons who are otherwise able to participate in federally funded programs or activities. A student with a Section 504 plan means a student who is disabled, but does not meet the eligibility criteria for the receipt of special education and related services because their disability can be reasonably accommodated without the need for specially designed instruction.

Validity: Valid means that the test measures what it is supposed to measure. In other words, validity refers to the extent to which the assessment measures the desired performance so that appropriate inferences can be drawn from the results. A valid assessment in Washington accurately reflects the learning it was designed to measure (the EALRs /state standards).

WAAS: The Washington Alternate Assessment System is designed for a relatively small number of students in special education with identifiable significant cognitive disabilities and persistent academic disabilities who are unable to participate in general state assessments even with accommodations. However, each IEP team ultimately determines the appropriate statewide assessment format for a given student.

WASL: The Washington Assessment of Student Learning is a state criterion-referenced assessment program aligned with state standards (defined by EALRs and GLEs) in reading and mathematics administered at grades 3-8 and high school; writing at grades 4, 7, and high school; and science administered at Grades 5, 8, and high school.

III. GUIDELINES FOR PARTICIPATION

A. Overview of the Assessment System

The Washington State Assessment System has three broad components: statewide testing, classroom-based assessments, and professional development. The statewide testing program focuses on assessing student progress in meeting the content standards in the EALRs and GLEs. The state also supports the development of classroom-based assessments, tied to the EALRs and GLEs, which help guide day-to-day instruction. Under the leadership of curriculum and assessment specialists, prototypical tasks and items intended to model good assessments are developed and disseminated to local districts. The final component of the system is a professional development program. Through statewide training opportunities and a network of regional assessment centers, teams of local assessment trainers are provided training and materials designed to assist classroom teachers and principals in sound assessment practices.

The WASL, a standards-based set of tests, is the center of the statewide testing program. This assessment was developed specifically to measure student progress toward meeting the EALR benchmarks and grade level expectations. The WASL is currently comprised of assessments in reading and mathematics at Grades 3-8 and once during high school (commonly administered in Grade 10; available in Grade 9 and “retakes” available Grades 11 and 12); writing at Grades 4, 7, once in high school (also commonly administered in Grade 10); and science at Grades 5, 8 and 10. These assessments use combinations of three item types: selected response (multiple-choice), short constructed response, and extended constructed response

All students at these grade levels have the opportunity to participate in the state assessments. Students can utilize the general assessment administration procedures to demonstrate what they know and are able to do. In order to “level the playing field” for students in special populations, broader accommodations are provided on state assessments based on individual student need in areas of setting, scheduling, presentation, or response format. A decision-making team selects any necessary accommodations for participation in state assessments. The WAAS provides an avenue for measuring student achievement for a small number of students in special education programs who are unable to participate in state assessments, even with accommodations.

Assessment accommodations are available for all special populations of students (i.e., students in special education, students with a 504 plan, students in state transitional bilingual programs and migrant students with limited English proficiency) and should be used in common classroom based assessments as well as the WASL. All students must have the opportunity to participate in state assessments to the greatest extent possible. Student support or IEP teams need to consider the application of appropriate accommodations that are necessary for such students to participate in statewide assessments. Any requests for using an accommodation that is not on the list must be submitted and approved by OSPI before the dates of testing. For more information, contact the Assessment department at 360-725-6348.

A team of professionals and the student's parents or guardians should make decisions regarding the use of accommodations on state-level assessments on an individual basis. Additionally, the IEP team for each special education student must decide and document the participation option for the individual student. The composition of decision-making teams for each special population student is described below.

1. Special Education Students

The decision-making team for special education students is the Individualized Education Program (IEP) team. The IEP team membership will meet the requirements of WAC 392-172-153 or as amended to include the following:

- Parent(s) of the student;
- At least one general education teacher, of the student if the student is, or may be participating in the general education environment;
- At least one special education teacher of the student or if appropriate, at least one special education provider of the student;
- A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources in the district;
- An individual who can interpret the instructional implications of evaluation results; and
- At the discretion of the parent or district, others who have special knowledge or expertise regarding the student.

The IEP team decides if the student is able to participate in the general state or district wide assessment. They also determine what, if any, accommodations are needed in order for the student to access the general assessment. If the team decides that a student is unable to participate in the general state or district wide assessment, even with accommodations, the team must document why the assessment is not appropriate and how the student will be alternately assessed through participation in the WAAS.

The decision for a student to participate in the WAAS must be based on the unique needs of the individual student, not a specific disability. IEP teams must also consider the implications for decisions on assessment options for meeting high school graduation requirements (see guidelines in Appendix A).

To be eligible for participation in the WAAS, the student must have a current IEP that documents the need for an alternate assessment. See *Guidelines for IEP Teams in Determining WASL Assessment Options for Students in Special Education Programs*, OSPI, Appendix A, or link to the following Web address for more information: <http://www.k12.wa.us/SpecialEd/assessment.aspx>.

2. Students with a Section 504 Plan Under the Rehabilitation Act Decisions for any needed WASL testing accommodations for a student with a Section 504 plan should be made by a team including:

- Person(s) knowledgeable about the student.
- Person(s) knowledgeable about disability conditions and program options.
- The student's parent(s) or guardian.

3. State Transitional Bilingual Program Students

Decisions for necessary testing accommodations for a student in the State Transitional Bilingual program must be documented and placed in the student's cumulative folder. The decision-making team for these students should include:

- The student's regular classroom teacher.
- The building administrator.
- The bilingual specialist(s).
- The student's parent(s) or guardian.
- An interpreter (if necessary).

The need for testing accommodations is determined by assessing the student's English proficiency level during the current school year. For students enrolled in the State Transitional Bilingual program, specific accommodations on the WASL can be recommended by the decision-making team. If a student in the State Transitional Bilingual program has first enrolled in a United States public school during the current school year, the student may be excused from taking the WASL reading, writing and science assessments.

4. Migrant Students with Limited English

Decisions for necessary testing accommodations for a student in the Migrant program must be documented and placed in the student's cumulative folder. The decision-making team for these students should include:

- The student's regular classroom teacher.
- The building administrator.
- The migrant specialist(s).
- The student's parent(s) or guardian.
- An interpreter (if necessary).

The need for testing accommodations is determined by assessing the student's English proficiency level during the current school year. For students enrolled in the migrant program and who score in the no proficiency or limited proficiency range on the Washington Language Proficiency Test, specific accommodations on the WASL can be recommended by the decision-making team.

IV. PROVIDING WIDER ACCESS TO ALL STUDENTS

The goal of the Washington State Assessment System is to assure every student has the opportunity to access the WASL, without providing a special advantage. Some test procedures may be altered for any student, based on a review of the individual needs of the student. These are available to any student who would benefit and uses them during regular instruction. The decision should be made on an individual basis and these alterations in procedures must not be used for the first time on state tests. Some access procedures listed below are allowed in grades 3-8 but not at high school.

A Testing Environment that can Assure Access, not Advantage:

- Provide a student additional breaks during a testing session.
- Allow the student to use preferential seating, study carrel, or other school environment.
- Assess the student individually or in a small group.
- Provide special lighting, auditory, or furniture supports.

Directions that can Assure Access, not Advantage:

- Reread assessment directions ONLY.
- Allow the student to read the directions aloud.
- Provide student a strip of heavy paper to assist in tracking.
- Underline or mark assessment directions with a No. 2 pencil.
- Allow the student to use audiotapes of assessment administration directions.
- Give assessment directions ONLY in student's primary language, including signing (SEE or ASL).

Assistance that can Assure Access, not Advantage:

- Provide assistance in turning pages, handling materials, etc.
- Provide the student with No. 2 pencil adapted in size of grip.
- If the student cannot write a response within the available space in the test booklet, allow the student to write responses on a larger sheet of paper. Transcribe the responses VERBATIM into the booklet.
- Assessment occurs at a time of day best suited for the student. (NOT AVAILABLE at High School.)
- Assessment may be administered across the entire three-week WASL window. (NOT AVAILABLE at High School.)

In addition to these procedures for wider access available to all students, several individualized accommodations may be used for students with limited English and students with disabilities. See accommodations charts on pages 11 and 12.

V. REPORTING OF ASSESSMENT RESULTS

Students in special populations who participate in general state assessments are scored and reported in aggregate with all students. Students taking a general assessment with accommodations in one or more content areas are scored and reported together with students participating in the assessments without using accommodations. Assessment results for all students taking state assessments are included in state, district, and school reports at the following Web site under the WASL tab: <http://reportcard.ospi.k12.wa.us/>. Results for students participating in alternate assessments can be found on the report card Web site under the WAAS tab. To protect the privacy of students, the results of schools and districts that test fewer than ten students in a grade level are not reported to the public.

Disaggregated assessment results are available by program (Bilingual, Migrant, Title I, Special Education), ethnicity, and gender on the OSPI Web site. Students in each disaggregated subgroup taking a general assessment with accommodations in one or more content areas are reported together with all other students in the subgroup. Many other types of reports, such as disabled vs. non-disabled disaggregation and demographic information, are available on the report card page. Students participating in alternate assessments (WAAS) in the subgroups can also be found on the report card Web site.

As part of alternate achievement standard setting on WAAS assessments, student results are categorized into four levels of performance. The percentage of students in each of the four achievement levels on alternate assessments will be reported to the public. For accountability purposes, special education results for students participating in WASL and WAAS will be combined for calculating the percentage of students meeting standard for each content area.

State and federal accountability reporting will include all students participating on the WASL or WAAS. Students who are continuously enrolled for a full academic year (as of October 1) are included in the state accountability system and in the calculations for adequate yearly progress (AYP). These results can be found under the AYP tab at <http://reportcard.ospi.k12.wa.us/>. The AYP calculations to determine the percentage of students meeting standard in Reading/Writing and Mathematics are required for nine groups: all students, five major racial/ethnic groups, economically disadvantaged students, students with limited English proficiency (Bilingual), and students with disabilities. The ESEA Web site provides the details of the state accountability system in the Accountability Workbook: www.k12.wa.us/ESEA/default.asp.

Accommodations Checklist for Special Populations

Additional accommodations for the following special populations: Section 504 Plan, Special Education, State Transitional Bilingual, and Limited English Migrant Program Students

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<p>SCHEDULING</p> <ul style="list-style-type: none"> • Students with disabilities may have extended time consistent with the student's IEP or Section 504 Plan. • Students with an IEP or Section 504 Plan may continue to work on each subtest for more than one day as long as they are productively engaged as specified on the IEP or Section 504 plan as an accommodation allowed during regular classroom and state testing. 	<p style="text-align: center;">WASL</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p>
<p>SETTING</p> <ul style="list-style-type: none"> • Provide architecturally accessible testing sites. • Assess students in their instructional setting (with appropriate test security procedures). 	<p style="text-align: center;">WASL</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p>
<p>PRESENTATION</p> <p><i>If a student is enrolled in a Transitional Bilingual Program OR is enrolled in a Migrant Program and has limited English, allow student to:</i></p> <ul style="list-style-type: none"> • Use a reader to read mathematics or science assessment items VERBATIM in English. • During both days of the Writing WASL, students are permitted to use a dictionary and a thesaurus in print or electronic form (no spell check) in English, native language, or visual formats. <p style="text-align: center;">IEP or 504</p> <p><i>If the student's IEP or Section 504 Plan documents a disability that affects the ability to participate on state tests, allow the student to:</i></p> <ul style="list-style-type: none"> • Use appropriate physical supports or assists (e.g., easel, magnifier, arm or stabilizer guide, text-talk converter, communication device to indicate responses, noise buffers, FM or other sound amplification device to assist in hearing directions, slant board, or wedge). • Use a reader to read mathematics or science items VERBATIM in English or use either SEE sign or ASL. • Isolate portions of the assessment page to focus student's attention (mask). • Use math manipulatives (except calculators) as indicated on the IEP or Section 504 plan. Use calculators only as specifically permitted in test directions. • Use Braille or Large Print editions of the assessment. 	<p style="text-align: center;">WASL</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p>

Accommodations Checklist for Special Populations

Additional accommodations for the following special populations: Section 504 Plan, Special Education, State Transitional Bilingual, and Limited English Migrant Program Students

Page 2 of 2

RESPONSE	WASL
IEP or 504	
<ul style="list-style-type: none"> • Answer orally, point, use voice recognition technology or sign (in either SEE sign or ASL) a response. A scribe records the student's response VERBATIM (e.g., from written dictation or audiotape) without interpretations, translation or corrections. If a scribe is used, the scribe should write down the student's answer without punctuation or capital letters and then the scribe should ask the student to revise and edit the text (student directs the scribe to add punctuation and capital letters, etc.). 	Yes
<ul style="list-style-type: none"> • Use a computer or word processor for recording responses (no spell check or student-created dictionaries) when a computer is indicated on the IEP or Section 504 Plan for written communication. Student responses must be transcribed VERBATIM with a # 2 pencil into the test booklet. Added pages will not be scored. 	Yes
<ul style="list-style-type: none"> • Allow response in Braille or large print editions of the assessment for students who use large print or Braille materials. Transcribe all student responses VERBATIM with a No. 2 pencil into the test booklet. <p>To access large print editions, the district may be charged a fee for service for students who do not have a visual impairment or who are not registered with the Instructional Resources Center.</p> <p>Contact the Instructional Resources Center at the: Washington State School for the Blind 800/562-4176, Ext. 183 or 360/696-6321, Ext. 183 or irc@wssb.wa.gov</p> <p>Procedures:</p> <ul style="list-style-type: none"> · Call state school to register or place request to obtain testing materials. · Use materials with students. · Student responses in Braille or large print booklets <u>must</u> be transcribed VERBATIM with a #2 pencil into regular scoring booklet. · Return regular scoring booklets to the testing contractor for scoring. · Return Braille or large print materials to the Instructional Resources Center 	Yes

The Assessment and Research division at OSPI (360/725-6348) must approve any testing accommodations not specified above prior to use on the assessment.

APPENDIX A

Guidelines for IEP Teams in Determining WASL Assessment Options for Students in Special Education Programs

How Should Students in Special Education Programs Participate in State Assessments?

Students must participate in state assessments in all content areas scheduled for testing based on the student's enrolled grade level. The state Core Student Record System (CSRS) manages the roster of students enrolled in each grade level for assessment. Students with disabilities should be instructed using research-based materials with high expectations toward meeting state standards as the goal. Students with disabilities are expected to take the Washington Assessment of Student Learning (WASL) tests whenever possible, with or without necessary accommodations, unless the Individualized Education Program (IEP) team determines that the student is unable to participate on the WASL in one or more content area. If the student is unable to take the grade appropriate WASL, even with accommodations, then the IEP team may select the Washington Alternate Assessment System (WAAS) developmentally appropriate WASL (DAW) or portfolio assessment option. The IEP team decisions regarding testing options, accommodations or why the WASL is not appropriate and how the student will be alternately assessed must be documented in the student's current IEP.

The student's IEP team must meet to determine:

- How the student will participate in the WASL;
- If the student requires an alternate assessment.
- Which testing accommodations, if any should be provided

Guidelines for IEP Team Decision-Making regarding Participation in WASL

The IEP team should take many factors into consideration when choosing the most appropriate assessment option in each content area. The team should first think about the intended goals for the student at graduation as well as the current level of instruction. Questions that may need to be addressed before selecting an assessment option:

- What knowledge and skills should the student possess?
- At what rate will the student acquire educational skills?
- Is the instructional level close to grade level expectations and if so, rather than moving to a different (lower) grade level WASL, is the "basic" level of proficiency on the present student's grade level as defined by the state's Core Student Record System (CSRS) an appropriate expectation? Some special education student's skills are within a year of being on grade level. For these particular students it may be most appropriate to assess using the grade level WASL that matches the student's currently enrolled grade level as reported by the CSRS.
- What post-high school education or training will the student need?
- In addition, IEP teams may need to consider which pathway the student will follow toward graduation: Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA) before selecting an assessment option.

The process for decision-making with regard to participation in the state assessment system is illustrated in the following two flowcharts. The Participation in State Wide Assessments flowchart describes the decision making process the IEP teams will use to determine participation in statewide assessments for eligible special

education students. IEP teams should use information from the following areas: instructional program, progress monitoring, statewide assessment, district-wide assessment, normative assessment and post-school outcomes. If the student has persistent academic disabilities or has a significant cognitive disability, then the student may be most appropriately assessed by the Washington Alternate Assessment System (WAAS), participating in the DAW or portfolio options. The HB2195 flowchart will outline the assessment options at the high school level which should be considered when selecting the most appropriate assessment option in each content area for the individual student at each grade level.

IEP teams will use information obtained from the student's instructional program, progress monitoring data, statewide assessment, district-wide assessment, normative assessment and anticipated post school outcomes to determine whether the student has either a Persistent Academic Disability or Significant Cognitive Disability. If the student's performance level matches either of the above descriptions then they might be appropriate candidates for the WAAS. IEP teams should consider information from the following areas to assist with this determination:

Instructional Program-Sources of information should include the Present Levels of Performance section on the IEP, the annual goals, the individual reports, the most recent evaluation, the student's performance in relation to the GLE's and EALRs. IEP teams should note the grade level of the curriculum and instructional materials being used with the student.

Progress Monitoring-Sources of information from progress monitoring data would include information such as the student's rate of progress in basic literacy skills e.g. oral reading fluency, comprehension, correctly spelled words, basic mathematics facts and words written correctly. It should also include information on the student's rate of progress towards goals and objectives in the IEP.

Statewide Assessment-Sources of information for the statewide assessment should include scores on the WASL, WAAS or other statewide assessments.

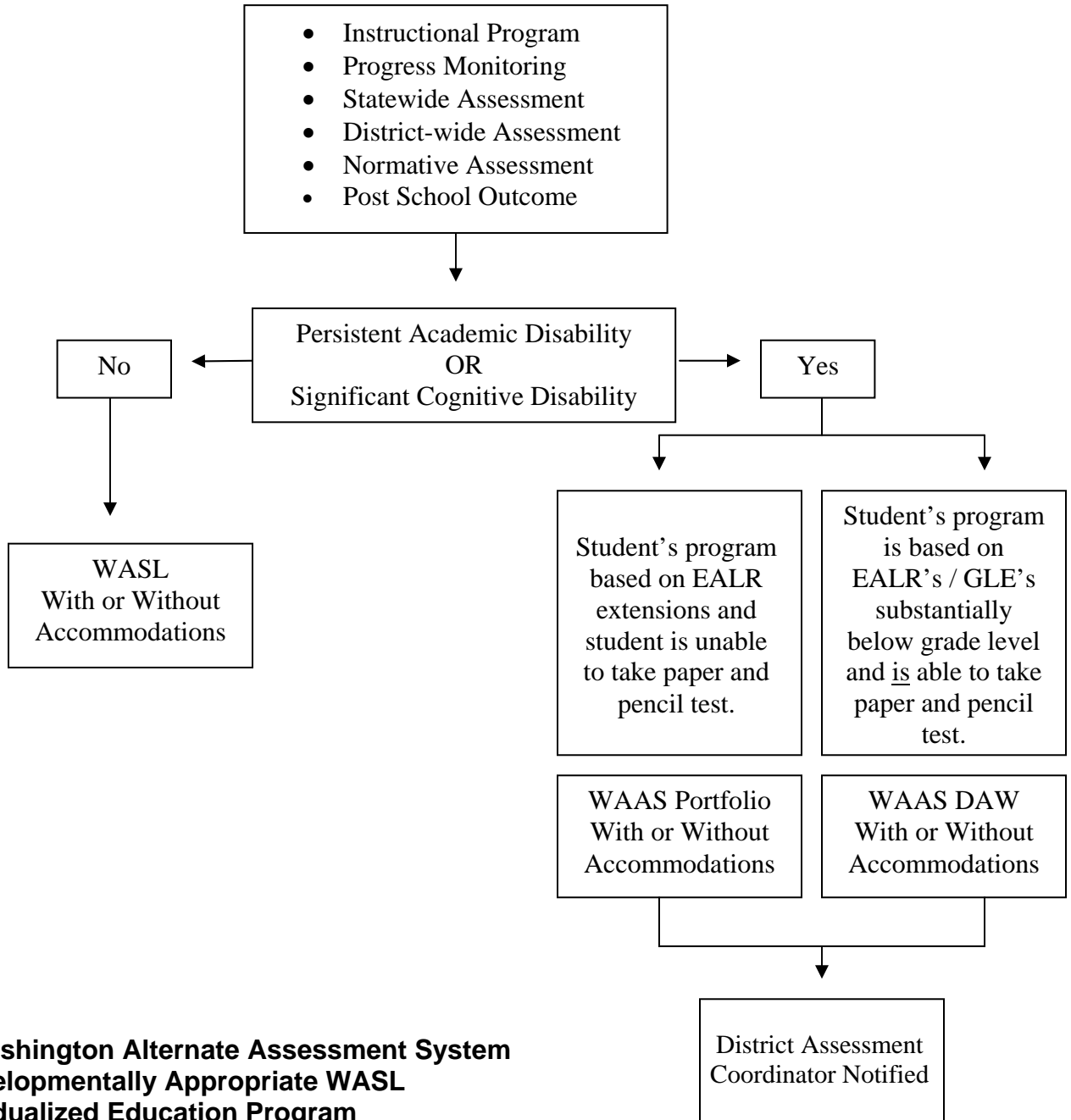
District-wide Assessment-Sources of information for the district wide assessment may include results in a content area from any assessments conducted by the school district.

Normative Assessment-Sources of information for the normative assessment should include results from standardized evaluations of cognitive abilities, adaptive behavior, social-emotional development, academic skills and language development.

Post-School Outcomes-Sources of information for the post-secondary outcomes sections would include the IEP and any relevant evaluation data.

Participation in State Wide Assessments

IEP Team Determination for Each Content Area



Key:
WAAS = Washington Alternate Assessment System
DAW = Developmentally Appropriate WASL
IEP = Individualized Education Program

*See definitions and case studies for descriptions of students with Persistent Academic Disabilities or Significant Cognitive Disabilities.

High School Graduation Options for Students in Special Education Programs

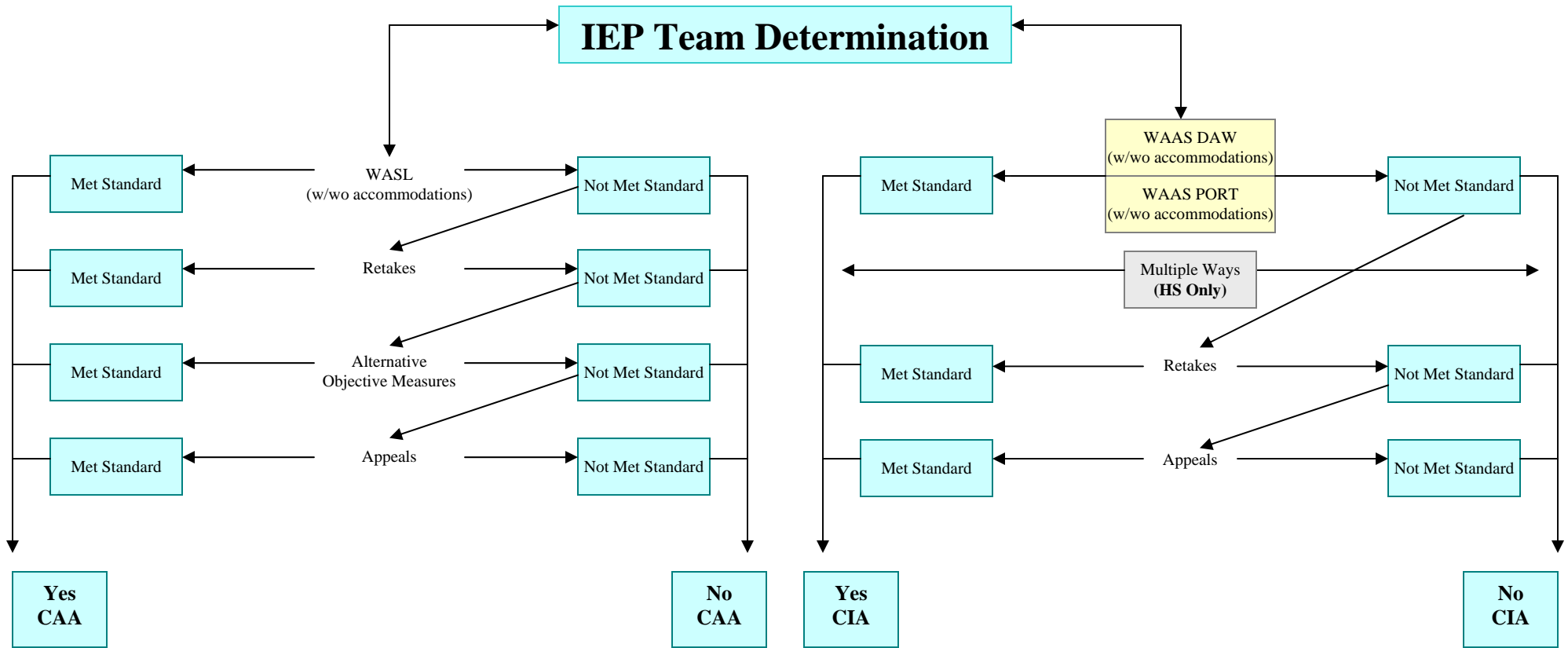
The HB2195 flowchart describes the process for determination of the assessment options for high school students in special education. The IEP team will use the same process as described in the Participation in State Wide Assessments flowchart, however for high school graduation, the issue of the CAA/CIA becomes a critical factor in selecting the appropriate assessment choice at any grade level. The decision at every level is important as the eventual HS assessment option can be affected by IEP team decisions made in earlier grades.

IEP teams should be clearly aware that if the student in special education is proficient on the high school WAAS in reading, writing, and mathematics, he or she will obtain a CIA (not a CAA). Obtaining the CIA will mean the student was successful in meeting modified or alternate achievement standards in the statewide assessment system. IEP teams should also note that the legislation requires that results of assessments used for CAA or CIA will be included in the student's transcript.

Following the HB2195 flowchart, three case studies are presented with guidance in the following areas: instructional program, progress monitoring, statewide assessment, district-wide assessment, normative assessment and post-school outcomes. Each case study describes student characteristics/performance levels/indicators/skill levels that will provide assistance for IEP teams. IEP teams may consider information in any or all of these five areas to help inform their decision.

Following the case studies, there are additional guidelines for IEP teams selecting the WAAS DAW Option (Selection Indicators). Following a determination that the student matches/fits the Developmentally Appropriate WASL guidelines, the IEP team will need to decide which WASL grade level test would be the most appropriate alternate assessment.

HB2195 CAA/CIA High School Testing Requirements for Students in Special Education Programs



If participation in either the WASL or WAAS assessments in a content area is found not to be an appropriate measure of student performance, later determinations may be made by the IEP Team.

Key:
CAA = Certificate of Academic Achievement
CIA = Certificate of Individual Achievement
DAW = Developmentally Appropriate WASL

IEP = Individualized Education Program
WASL = Washington Assessment of Student Learning
WAAS = Washington Alternate Assessment System

Case Study 1

WASL with or without Accommodations Option: Guidelines for Determination

Below are indicators in five areas which may be used to determine that a student will participate in the WASL, with or without accommodations. This determination is made in each IEP content area for the grade level.

Instructional Program: The student is in an individualized program guided by the Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) in the content area, with or without accommodations, and is working on benchmarks at or near grade level.

Progress monitoring and/or Curriculum Based Measurements (CBM) are below grade level expectations in the IEP program area but are expected to intersect GLEs within a reasonable amount of time. The student is able to take a paper-and-pencil test under routine conditions.

Statewide Assessment: The student has been basic, or proficient (level 2 or 3) on prior WASL administrations.

District-wide assessment: The student is performing in the IEP content area, with or without accommodations, at or near grade level.

Normative Assessment:

1. Achievement skills on multiple measures indicate student performance has been on or below the student's grade level.
2. The student has been on or below the mean on one or more measures of general functioning. These measures would include the following: measures of cognitive ability, adaptive skills, social-emotional skills, and/or language development.

Post-secondary outcomes are anticipated to include some combination of a four year college, community college or vocational training with competitive employment and independent living.

Case Study 2

WAAS Developmentally Appropriate WASL Option: Guidelines for Determination

Below are indicators in five areas which may be used to determine that a student will participate in the WAAS DAW, with or without accommodations. This determination is made in each IEP content area for the grade level. See additional guidelines on page 19-20 to select the appropriate DAW grade level.

Instructional Program: The student is engaged in an individualized instructional program guided by the Essential Academic Learning Requirements (EALRS) and Grade Level Expectations (GLEs) and in spite of specially designed instruction in the content area, with or without accommodations, performance continues to be substantially below grade level.

Progress monitoring and/or Curriculum Based Measurements (CBM) are substantially below level in the IEP content area and are not expected to intersect GLEs within a reasonable amount of time. The student is able to take a paper-and-pencil test under routine conditions.

Statewide Assessment: The student has not met standard (level 3) on statewide assessments. WASL scores are often in the high level 1 or low level 2 area (scale range of 357-382). Students who perform in the level 2 range but have scaled scores above 382 may be more appropriately assessed by the WASL.

District-wide Assessment: The student in the IEP content area is performing with or without accommodations substantially below grade level assessments.

Normative Assessment:

1. The student has persistent academic disabilities. Achievement skills on multiple measures indicate student performance has been substantially below the student's grade level.
2. The student has been at least 1.0 or more standard deviations below the mean on two or more measures of general functioning. Students with skills that are 2.0 or more standard deviations below the mean may be more appropriately assessed using the Portfolio option. These measures would include the following: measures of cognitive ability, adaptive skills, social-emotional skills and language development.

Post-secondary outcomes are anticipated to more likely include some combination of community college or vocational education with competitive employment and independent living.

Case Study 3

WAAS Portfolio Option: Guidelines for Determination

Below are indicators in five areas which may be used to determine that a student will participate in the WAAS portfolio, with or without accommodations. This determination is made in each IEP content area for the grade level.

Instructional Program: The student is performing in IEP content areas that are substantially below any Grade Level Expectations (GLE's) and may be focused on Essential Academic Learning Requirements (EALR) extensions due to the nature and severity of the student's disability or disabilities such that:

- These disabilities severely limit the student's understanding of the EALRs and or GLE's even with program modifications and adaptations; and
- The student requires intensive, individualized instruction with multiple opportunities in order to acquire knowledge and to accomplish the transfer and generalization of skills in this content area to school, work, home and community.

Progress monitoring and/or Curriculum Based Measurements (CBM) are consistently and substantially below grade or are collected on developmentally based measures. The student is generally unable to demonstrate knowledge on a paper-and-pencil test, even with accommodations.

Statewide Assessment: Student is not able to participate in the WASL or Developmentally Appropriate WASL (DAW) even with accommodations.

District-wide Assessment: The student in the IEP content area is performing consistently and substantially below grade level.

Normative Assessment:

1. Achievement skills on multiple measures indicate student performance has been consistently and substantially below the student's grade level.
2. The student has significant cognitive disabilities as evidenced by their performance on various measures. The student performs at least 2 standard deviations below the mean on multiple measures of general functioning. These measures would include the following: measures of cognitive ability, adaptive skills, social-emotional development skills and/or language development.

Post-secondary outcomes are more likely to include some combination of vocational training with supportive employment-supported living.

Selection Criteria for Appropriate Grade Level for WAAS DAW

After the IEP team has determined the most appropriate assessment option for each content area using the Participation in State Wide Assessment and HB2195 flowcharts and the case studies, the decision should be recorded in the student's IEP. There is an additional decision for IEP teams who determine that the WAAS DAW assessment option is best: selecting the most appropriate grade level for DAW. Care should be taken to select a DAW that will provide the most useful information about the student's progress toward meeting the state's challenging academic content standards. Any developmentally appropriate WASL should align with the student's IEP, current instructional program and other available data. In addition, IEP teams will need to determine if assigning the student the basic level (Level 2) on the grade level WASL as recorded in the CSRS might be the most appropriate assessment option. This option would allow IEP teams to use the grade level WASL but to set the state basic level (Level 2) as the expected level of proficiency, instead of the state proficiency level (Level 3). Beginning in the 2005-2006 school year, IEP teams will have the following Developmentally Appropriate WASL options: Grades 3, 4, 5, 6, 7, 8, 10 in reading and mathematics; grades 4, 7, 10 in writing; and grades 5, 8, 10 in science. The grade level decision must be recorded on the IEP and can only be in content areas where the student receives specially designed instruction (The IEP must address the content area for which the student qualifies for special education and, therefore, different grade level/performance level decision is made) and reported to the district assessment coordinator.

Presented below are guidelines in the following areas: instructional program, progress monitoring, statewide assessment, district-wide assessment, normative assessment and post-school outcomes. IEP teams may consider the student characteristics/performance levels/indicators/skill information in any or all of these five areas to help inform their decision.

Instructional Program: Specific sources of review for the student's current instructional program should include the IEP, under the present levels of performance section, the annual goals section, the individual reports, the most recent evaluation, and the student's performance in relation to the Grade Level Expectations (GLE's) and Essential Academic Learning Requirements (EALR's). IEP teams should note the grade level of the curriculum and instructional materials.

Progress Monitoring/CBM Measures: Sources of review for progress monitoring should include information such as the student's rate of progress in basic literacy skills such as oral reading fluency, comprehension, correctly spelled words, basic math facts, and words written correctly. It should also include information on the student's rate of progress towards goals and objectives in the IEP. The IEP team should consider the progress rate and anticipated achievement level at the time of testing.

Statewide Assessment: Sources of review for the statewide assessment should include prior scores on the WASL, WAAS, DAW or WAAS Portfolio and other state assessments. Teams may wish to consider the decisions by prior IEP teams as to

which state assessment option was selected in each content area. For example, a student with a disability at the 10th grade level may not have been proficient on the high school level WASL in reading, but may have been proficient at an earlier grade level. In addition, this same student might have been proficient in math on the 10th grade WASL. Another example might be a student who, although not proficient on a prior WASL or DAW, obtained a scale score in the 385 to 390 range. This student is close to the grade level standard and the team may wish to consider the grade appropriate WASL for the student.

District-wide Assessments: Sources of review for the district-wide assessments may include results in a content area from any assessments conducted by the school district. The district-wide assessment may provide summative, diagnostic, or systemic information about the student's performance level.

Normative Assessment: Sources of review for the normative assessment should include results from standardized evaluations in cognitive abilities, adaptive behavior, social-emotional development, academic skills, and/or language development. Many of these measures can provide information about student instructional/developmental levels. Typically this information is found in the most recent evaluation.

Post-School Outcome: Sources of review for the post-secondary outcomes section would include the IEP and post secondary outcomes section. Review of the student's transition plan may provide the IEP team with information about instructional/developmental levels.