

Rhode Island State Assessment Program



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**District and School Testing
Coordinators Handbook:
K-1 Assessment Program
2007**

**The Rhode Island Department of
Elementary and Secondary
Education**

Office of Assessment and Accountability

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Peter McWalters,
Commissioner

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Introduction

This handbook will assist principals and school testing coordinators in implementing the spring 2007 administration of the *Developmental Reading Assessment (DRA)*. Copies of this manual will also be available to district testing coordinators to help them support and monitor the testing process and extras can be downloaded and printed at: <http://www.ridoe.net/assessment/earlychildhood.aspx>

In addition to this handbook, district and school testing coordinators and teachers should review the Online Management System (OMS) manuals that can be downloaded from the Pearson website (<https://secure.pearsonlearning.com>) after you log in or you can download them from the same RIDE web address as above. Your passwords and logins from last year should still be valid. If you have any questions, you can call the toll free Technical Support Hotline: 1-800-968-4558.

Teachers should also review the *K-3 Teacher Resource Guide* which can be found in their DRA kits.

Participation in the DRA is required for those schools that will not administer the grade 3 NECAP reading assessment in October. Because the scores from the grade 3 NECAP reading assessments will be attributed *back to the 2nd grade*, second graders do not need to take the DRA for accountability purposes. The following table depicts which grade level is required to participate in this K-1 system according to the school's configuration.

| School Configuration | Accountability Grade | DRA |
|----------------------|----------------------|-----|
| K - 1 | 1 | √ |
| K | K | √ |

The Facts

- ✧ **Administration Window:** May 1 – 31, 2007
- ✧ **Last day for entering scores/correcting student data in the OMS:** June 4, 2007
- ✧ **Student Scores and the OMS – what to enter into the OMS**
 - Enter results of the DRA **Independent Level** at which the student reads.
 - Level of success is the level at which the student achieves **94% accuracy rate and adequate comprehension or better (Score of 16 - 24)**.
 - Administration of the DRA should not exceed one grade level beyond the current student grade level placement. This ceiling will capture the student's capacity to read independently and will be taken into account when reporting student performance for accountability.

| | CEILING FOR ASSESSMENT |
|--------------|------------------------|
| Kindergarten | Level 16 |
| Grade 1 | Level 28 |
| Grade 2 | Level 38 |
| Grade 3 | Level 40 |

- ✧ **Observation Guides:** Hard-copies of the Observation Guides must be kept at the school site as documentation of assessment administration.

- ✧ **Reporting:** The analysis of student performance will be conducted at RIDE. For more information on the accountability process that was developed for the K-1 schools please read the *K-1 Technical Manual* available on the RIDE website at the Assessment and Accountability web page.
- ✧ **DRA Kits:** One kit per classroom was purchased by RIDE at the beginning of this program for required schools. These kits are the property of the school and should be retained by the school should a teacher leave. If the teacher took the kit when he/she left the school, it is the responsibility of the school to get that kit back. However, if your school has added a classroom at a tested grade and requires another kit, please contact Heather Heineke Agnew, 222-8493, or Heather.Agnew@ride.ri.gov.
- ✧ **The DRA Online Management System (OMS)** remains open to schools and teachers. RIDE will continue to pay for the subscriptions of mandated schools in grades K and 1. Grade 2 and 3 data will not be used by RIDE. Remember that all grades within a school can use the online system. However, schools must purchase materials for grades 2 and 3 on their own. Call Debbie Romashko at 800-328-2560, ext. 7709 or at Debbie.Romashko@pearsonlearning.com to order kits for these grades.
- ✧ **Who to contact if you have questions:**
 - **Technology questions:** Pearson Technical Support Hotline: 1-800-968-4558
 - **Student demographics, uploading student lists:** Contact your district data manager
 - **Data, administration, other questions:** Heather Heineke Agnew, 222-8493 or Heather.Agnew@ride.ri.gov

1 - Scheduling

- ✧ The administration window is May 1 – May 31, 2007 and the DRA schedule is determined by the teacher. Make sure that the entire testing window is available to teachers to administer the DRA.
- ✧ Make sure each teacher in the mandated testing grade in the school has a complete DRA kit.
- ✧ The make-up schedule should be determined as testing occurs throughout the testing window.

2 - Identify Primary Test Administrators

- ✧ Determine the primary test administrators for the DRA. A primary test administrator will administer all portions of the DRA to students. Primary test administrators are typically regular classroom teachers, special educators, teachers of students with limited English proficiency, guidance counselors, and other certified personnel.
- ✧ Determine who will provide testing accommodations to students and where the accommodated testing will occur.
- ✧ Be sure that the student information required for special coding is available in your school(s) for the DRA.

- ✧ Determine your district’s policy regarding the testing of each home-schooled student. If testing is required, develop a
 - method for contacting families to arrange for home-schooled students;
 - list of students you must test;
 - schedule for testing;
 - procedure for entering student scores into the OMS.

3 - Plan for Supplemental Test Administration

- ✧ Plan for the possibility that a test administrator may be absent.
- ✧ Determine who:
 - will substitute for primary test administrators in case of absence,
 - may need to assume other partial test administration roles, such as entry of DRA scores into the OMS, and
 - will assess any home-schooled students requiring testing.
- ✧ Do not give a substitute teacher or student teacher test administration responsibilities. All test administrators need to be familiar with the students, the DRA, and the security procedures.
- ✧ All test administrators must be briefed about all of the security procedures and must sign a Fidelity of Implementation Form prior to testing.

4 - Review Your DRA OMS Data

It is critical that your roster of students in the OMS and the eRIDE system match. It is the responsibility of the district to maintain these rosters. Detailed instructions concerning the maintenance of the student data in the OMS are in the District Administrator Guide that can be downloaded from the Pearson website at <https://secure.pearsonlearning.com> (use your login and password from last year) or the RIDE website where there is an excerpt of the Administrator Manual explaining how to upload student information and how to “release” a grade of students. There is also a short online tutorial at <http://www.brainshark.com/pearsonlearning/DRAOMS>.

Updating Student Lists in the OMS: Included in the Administrators Guide are instructions that will help you update your student lists in the OMS. This is a task that most district technology managers are familiar with from previous years. Please contact them if you have questions or need help. However, a short description is below should you need it.

There are two options for updating your list but first you will need to add any new teachers that are going to be using the OMS who are not presently in the system because each student must be assigned to a teacher. The first option is releasing last year’s students and moving them to the next grade and 2) uploading this year’s new students. Option 1 is discussed in Appendix D and option 2 is discussed in detail in the Administrator’s Manual that can be downloaded from the DRA OMS after you log in at <https://secure.pearsonlearning.com/>.

Your login and password from last year should still be valid. Contact your DRA District Administrator to lookup your password or login. If you have any other questions, please call the Technical Support Hotline at (800) 968-4558. Additionally, as a refresher, you can watch the short tutorial at: <http://www.brainshark.com/pearsonlearning/DRAOMS>.

5 - Review your eRIDE Enrollment Roster

Enrollment rosters for each school, submitted by districts to eRIDE on March 12th, 2007 are crucial to the accurate calculation of participation rates for each test. Discrepancies between scores entered into the OMS and the eRIDE rosters result in “No Scores” being added to accountability calculations.

Review the roster for your school and notify your district of needed changes; such as students who have withdrawn from school and students who have enrolled in your school since March 12th. A test score must be entered for each student enrolled for the required grade in your school as of March 12th. Keep separate lists of students who have enrolled or disenrolled between March 12th and May 31st. Submit these lists to Heather Heineke Agnew either by email or by fax (401) 222-3605 or (401) 222-6667.

6- Verify Grade Designation Assignments

Ensure that all students in your school(s) are assigned a grade designation and that the corresponding state assessments for that grade level are administered.

- ✧ For special needs students, the front cover of the IEP must specify each student’s grade designation.
- ✧ Students who are receiving special education and/or LEP services must also be tested with the DRA. If you feel that a student would be eligible for the **Alternate Assessment**, were it offered at Kindergarten or grade 1, please read the new criteria for participation in Appendix C. If you feel a student meets these new criteria, please forward the student’s name to Heather Heineke Agnew so that student can be removed from the accountability calculations. You also need to make sure that this determination is documented in the student’s IEP. **You will not be penalized for students who would require the Alternate Assessment in your school’s accountability calculations.**

7 - Plan for Testing Accommodations

- ✧ Plan with school staff for any students who need testing accommodations, including reviewing IEP and 504 Plan accommodation requirements. Any student, regardless of his/her IEP or 504 statuses, may receive the same accommodations that he/she regularly receives during classroom testing unless such accommodations violate the purpose of the test. For example, reading the DRA book out loud to the student or translating the DRA book into Spanish. Both of these violate the purpose of the DRA; to find out if a child can read and comprehend on his/her own in English.
- ✧ Refer to the *Table of Assessment Accommodations and Codes*, located in Appendix B, to be sure that the accommodations being planned will result in valid test scores for your students.
- ✧ Make a list of these students and indicate the accommodation(s) required. This information will be needed for coding accommodations in the DRA OMS.

8 – State-Approved Special Considerations

- ✧ RIDE will consider exceptional medical and other situations that may make it impossible (or not advisable) for a student to be given an assessment. The special consideration exemption would most likely apply to acute (rather than chronic) or unanticipated situations. Illness of a

routine nature (e.g., the flu) is not a basis for requesting an exemption. Special consideration may be allowed on a case-by-case basis and must be approved by RIDE.

- ✧ Use the following procedure **prior to May 1st, 2007**, to request a medical exemption for a student who has a severe medical emergency that will prevent him/her from participating in state testing at any time during the scheduled or make-up testing window.
 1. Write a letter explaining the circumstances of the student's condition and include medical or other documentation if possible. Send the letter to Mary Ann Snider, Director of Assessment and Accountability, 255 Westminster St., 5th Floor, Providence, RI 02903. The letter must include the superintendent's signature.
 2. A team from RIDE will review each request to determine if the student meets the criteria for this exemption. A letter will be sent to the superintendent explaining the decision.
 3. Students who are exempted will be removed from the demographic file at RIDE and therefore, will not be considered for participation rate calculations.

9 - Develop a Plan to Complete Accountability Reporting Codes

Plan how to code each student in the highest grade in your school in the DRA OMS. *It is critical that this data is accurate since it will be used for accountability purposes.*

The following is a list of data required **every student in the tested grade**. Schools are responsible for keeping this data current and up-to-date. **Every student must have a value in every data field except the last two.** This will minimize errors as we calculate the school index scores and classifications of each participating school. Only the highest grade in each school is required to enter this data.

- ✧ School Name
- ✧ Teacher First Name
- ✧ Teacher Last Name
- ✧ Student First Name
- ✧ Student Middle Name (optional)
- ✧ Student Last Name
- ✧ Student Birth date
- ✧ SASID
- ✧ Student Gender (F for Female; M for Male)
- ✧ Student Grade
- ✧ Student withdrawn from school after April 2nd (*not required for every student*)
- ✧ Accommodation code (*not required for every student*)

Like last year, this year's school classifications will be determined using the aggregate school index score rather than disaggregated subgroup data. We know that having disaggregated data is very useful in informing instructional and program practices, and encourage schools to upload this information for your students. There are a variety of new reporting options available through the OMS and we encourage schools to take advantage of them. For more information on these reports, please read the *Report Analyst's User Guide* that can be found either on the Pearson website or on the RIDE website.

10 – Score Entry into the DRA OMS

Following the administration of the DRA, make sure all data is entered into the OMS System. If teachers give assessment results to someone for entry into the OMS, teachers must review the entries for accuracy. **It is critical that this data is accurate since it will be used for accountability purposes.**

All required data for the DRA should have been uploaded into the DRA Online Management System. The data fields must be reviewed prior to June 4, 2007; the last day to upload student scores.

No Scores will be given to students who do not have a score entered and are still enrolled in your school. Keep a list of students who have disenrolled from your school between March 12th and May 1st, 2007 (the beginning of the DRA window). RIDE will use this information to remove any student still on the enrollment list or OMS list at the time of accountability classifications.

11 - Test Security

The DRA is not a secure assessment because it is classroom-embedded and is used repeatedly throughout the school year. Appropriate test administration procedures are described in the DRA test administration manual. However, all staff involved with the DRA must sign and return the Fidelity of Implementation to their school coordinator.

Implement Staff Affirmation/Acknowledgement of Testing Security Procedures

- ✧ Inform every member of your staff (certified and support staff) about the security procedures, and obtain relevant signatures on the appropriate forms.
- ✧ Provide all staff with copies of *Dos and Don'ts of Test Security*.
- ✧ Provide all potential test administrators and any relevant support staff who may handle test results with the *Dos and Don'ts of Test Security* and one copy of the Fidelity of Implementation. Relevant support staff include:
 - clerks and others who may assist with providing special codes to answer booklets or may otherwise handle (e.g. distribute or package) test booklets, and
 - any others, including substitute teachers, who become involved with test administration, or who may have, at any time, possession of test materials.

| KEEP AT SCHOOL* | FORWARD TO DISTRICT TESTING COORDINATOR | DOCUMENTS |
|-----------------|---|--|
| 1 | 0 | Hard copies of all Observation Guides/student scores. |
| 1 | 2 | Written explanation(s), IF ANY, for missing student scores in the Online Management System or Observation Guides. |
| 1 | 2 | Written details, IF ANY, about issues or concerns regarding potential violations of test procedures. |
| 1 | 1 | Principal's Fidelity of Implementation signed . |

**Keep on file by the school until the close of next year's test administration*

At the conclusion of testing, the principal will photocopy a Fidelity of Implementation (found at the end of this handbook) attesting that the Developmental Reading Assessment was administered in accordance with the testing procedures and accurate data and scores were entered into the DRA Online Management System.

District Testing Coordinator’s Required Documentation

The superintendent will forward the signed Summary of Affirmation Sheet attesting that the Developmental Reading Assessment was administered in accordance with the testing procedures and accurate data was entered into the DRA Online Management System to the Rhode Island Department of Education, Office of Assessment and Accountability. The District Testing Coordinator’s Summary Affirmation Sheet is the only affirmation sheet to be forwarded to RIDE.

| KEEP AT DISTRICT* | FORWARD TO RIDE OFFICE OF ASSESSMENT | DOCUMENTS |
|-------------------|--------------------------------------|--|
| 1 | 0 | Fidelity of Implementation Forms, signed by each person who handled or had contact with the test materials or Observation Guides; separated by school and by grade. |
| 1 | 1 | Written explanation(s), IF ANY, for missing scores in the Online Management System or Observation Guides at the end of testing. |
| 1 | 1 | Written details, IF ANY, about issues or concerns regarding potential violations of testing procedures. |
| 1 | 1 | District Test Coordinator’s Fidelity of Implementation signed . |

** Keep on file by the district until the close of next year’s test administration.*

12 - Collection and Return of Test Materials

DRA materials used for the K-1 State Assessment system remain in the district. These materials will be re-used in school year 2007-2008 under the current assessment system. They can be used three times per year: at the beginning of the year for baseline information, the middle of the year for progress monitoring, and the end of the year for outcome evaluation.

13 - Packaging and Shipping Testing Materials

Do not return DRA kits or any other materials to the Pearson Learning Company; keep them in a secure location in the school.

14 - Reporting Testing Discrepancies and Potential Security Violations to RIDE

Provide written details to your district testing coordinator if there are any other issues or concerns regarding potential violations of test security procedures.

It is the responsibility of the superintendent, on behalf of any and all school principals, to report in writing, all discrepancies in test material delivery and collection, as well as issues and concerns regarding potential violations of the Rhode Island Department of Education's test security procedures, to:

Mary Ann Snider, Director
Office of Assessment and Accountability
Rhode Island Department of Elementary and Secondary Education
telephone: 222-8492
fax: 222-6667 or 222-3605
OR
email: MaryAnn.Snider@ride.ri.gov

The Rhode Island Department of Education shall investigate all potential violations.

Appendix A: Security Process Forms

Dos and Don'ts of Test Security for the Developmental Reading Assessment (DRA)

RHODE ISLAND STATE ASSESSMENT PROGRAM

SPRING 2007

It is essential to follow security measures before, during, and after testing in order to ensure the validity, reliability, and fairness of the assessment results. Tests must be administered strictly in accordance with the instructions and procedures set forth in the test administration manuals and the assessment security instruction and procedures provided by the Rhode Island State Assessment Program.

The educational testing instruments used in the Rhode Island State Assessment Program are considered secure materials. Security of these testing materials is the responsibility of all school district employees who come into contact with or are assigned responsibility for the receipt, inventory, administration, storage, and return of these materials. **Failure to safeguard these test materials or to comply with standardized test administration procedures could adversely affect an individual's employment and/or certification status.** (Refer to the Assessment Security Notice below).

This information is provided to assist you in determining what activity might constitute a breach of security. This list is not intended to include every possible circumstance where a security breach might occur.

- ✓ All completed Observation Guides must be kept in a locked and secure area except during actual test administration. This includes time periods 1) prior to the beginning of testing; 2) at the close of each testing session, and 3) following completion of all testing and prior to the uploading of student scores from the Observation Guides into the Online Management System (OMS).
- ✓ Only persons explicitly designated to administer tests to students, to provide special codes for or technical assistance for the Online Management System, or otherwise to handle completed Observation Guides may have, at any time, possession of the Observation Guides.
- ✓ All persons are prohibited from providing students with the answers at any time (before, during, and after test administration has been completed). This includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form.
- ✓ Responses to test items must represent the student's own independent and unaided thinking and must remain unchanged after test administration is complete. All persons are prohibited from changing students' responses, either by providing hints or clues to wrong answers during test administration or by erasing wrong responses from the Observation Guides. Allowable testing accommodations (refer to appendices in the Test Administration Manuals) remove barriers to participation so that these students may provide their own responses without giving them an advantage over other students.
- ✓ The Test Administrator is to devote total attention to the students being tested and to avoid involvement in paperwork or any other activity that distracts from proctoring.
- ✓ Use of test materials at times, and for purposes, other than those approved by the Rhode Island Department of Education is strictly prohibited.

Dos Don'ts 3/2007
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ASSESSMENT SECURITY NOTICE

Each assessment instrument in the Rhode Island State Assessment Program is procured and disseminated to local school districts by the State of Rhode Island under the authority of the Commissioner of Elementary and Secondary Education and the Board of Regents for Elementary and Secondary Education. The assessment materials and booklets are the property of the State of Rhode Island and may not be retained by school personnel. All test booklets, answer booklets, and all drafts and manuals must be returned as directed by the State of Rhode Island Department of Education at the close of test administration.

It is the position of the Department of Education that falsifying or altering assessment results, or any other compromise of the validity, reliability, or fidelity of implementation of the DRA, constitutes unprofessional conduct which could lead to the suspension or revocation of your certification. Under R.I.G.L. 16-11-4, certificates may be revoked “for cause”.

All certified educational personnel who administer tests and support staff who handle Observation Guides or student scores are required to sign a Fidelity of Implementation Form that they understand test security expectations. Furthermore, district testing coordinators and principals are required to sign a Fidelity of Implementation Form providing assurances that, to the best of their knowledge, the test procedures have been followed; that no falsification or alteration of test scores has occurred, and that test administration guidelines and procedures set forth in the *District and School Testing Coordinator’s Handbook; K-1 Assessment Program* have been followed and specifically noting any exceptions or problems. Should such fidelity and assurances be intentionally false, submission of the Fidelity of Implementation Form may constitute submission of a false document to a public agency in violation of R.I.G.L. 11-18-1. Such violation may also constitute cause for the suspension or revocation of your certificate under R.I.G.L. 16-11-4.

Fidelity of Implementation

This copy to be submitted to and filed by the district testing coordinator.

(This form must be completed by all staff who administer the DRA or otherwise come into contact with any test materials during the May 1st - 31st testing window.)

FIDELITY OF IMPLEMENTATION – DEVELOPMENTAL READING ASSESSMENT RHODE ISLAND STATE ASSESSMENT PROGRAM SPRING 2007

The Rhode Island State Assessment Program measures and reports the educational performance of students and provides summaries at the school, district, and state levels. To do this with validity, accuracy, and fairness, all educational and support staff who handle test materials are expected to comply with the following Test Security Expectations:

- Prior to testing, between test sessions, and after testing has been completed, all test booklets and answer booklets must be stored in a locked and secure area which shall be the responsibility of the school principal to supervise.
- No one may photocopy, hand copy, or otherwise reproduce all or any part of the test booklets, answer booklets, or writing prompts.
- Prior to testing, between testing sessions, and following testing, staff must avoid exposing students in any way to any of the test questions or sharing the test questions in any way with any persons. Frequently, test questions are reused to assist the equating of test results from year to year. This does not prohibit the use of sample or practice tests which are specifically designated as sample or practice materials.
- No staff person shall knowingly engage in activities that will adversely affect the validity, reliability, or fairness of the tests used in the Rhode Island State Assessment Program.
- All personnel who handle test materials are expected to read and follow the assessment security instructions and procedures provided by the Rhode Island State Assessment Program.

I affirm that I have read and understand these Test Security Expectations.



Name (printed): _____

Signature: _____

Date: _____

School: _____

Grade(s): _____

Position: _____

Appendix B: Table of Assessment Accommodations and Codes

| CODE | ACCOMMODATION | DRA |
|------|---|-----|
| | SETTING | |
| 11 | Alternate location: individual, small group, one-to-one with support | NO |
| 12 | Environmental: lighting, adaptive furnishings | Y |
| 13 | Environmental: minimal distractions, noise buffers, special acoustics | Y |
| 14 | Preferential seating | NO |
| | PRESENTATION | |
| 21 | Audio tape | NO |
| 22 | Braille | N/A |
| 23 | Large print | N/A |
| 24 | Reading all or part of test questions or reading passages to students (Do not code if you read directions only) | NO |
| 25 | Reading all or part of test questions or reading passages to students in another language (Do not code if you read directions only) | NO |
| 26 | Directions: signed, repeated, simplified, clarified | Y |
| 27 | Audio: amplification devices, hearing aids | Y |
| 28 | Visual aids: magnification devices, templates to reduce visible print; key words or phrases in directions highlighted | Y |
| | SCHEDULING | |
| 31 | Specific time of day/days | Y |
| 32 | Subtests in different order | Y |
| | TIMING | |
| 41 | Extended time (beyond recommended testing time) | Y |

| | | |
|------|--|----|
| 42 | Flexible schedule-extended test sessions over several days | Y |
| 43 | Frequent breaks during testing | Y |
| | RESPONSE | |
| 50** | Use of Braille, word processor, computer, typewriter | Y |
| 51* | Oral response into tape recorder transcribed into written English | Y |
| 52* | Use of scribe (transcription of student's writing) | Y |
| 53* | Signed response – written verbatim by test administrator | Y |
| 54** | Communication device | Y |
| 55 | Pencil grips, large diameter pencil | Y |
| 56 | Paper secured to work area with tape/magnets, special paper | Y |
| 57 | Resources: dictionaries, thesaurus, word banks, glossaries, spell checkers, etc. | NO |
| 58 | Oral or written response in language other than English | NO |

Y Yes, this accommodation may be used for this assessment.

NO Use of this accommodation for this assessment means the score will be considered invalid and will result in a "No Score."

N/A Not Applicable

* Must include specific reference to grammar, spelling, and punctuation

** Except for those that self-correct

Appendix C: Criteria for Participation in the Rhode Island Alternate Assessment System (RIAA); Revised December 2005

Student Name: _____ DOB: _____ IEP DATE: _____

The IEP (Individualized Education Plan) team, including the parents /guardians, determines on an individual basis how a child with an IEP participates in state assessment. This determination should be at every annual IEP review. For some children, this determination is that the student will participate in the state assessment with or without accommodations.

If the team determines that general assessment may not be the most appropriate means of assessment for a particular child, the team must discuss the participation criteria for alternate assessment. Only those students who meet all the criteria and factors may participate in RIAA. If the team cannot answer ‘yes’ to all the criteria and factors, they must determine what accommodations are necessary for the student to participate in the state assessment. The team may refer to the NECAP (New England Common Assessment program) accommodations manual for further information in this area. IEP teams must document assessment decisions on the IEP form. If a student will not be participating in the state general assessment but in the alternate assessment, the reason why must be stated on the IEP form.

IEP teams are encouraged to make this determination prior to September 15th of a school year to assure that the student participates in the state assessment in the most appropriate manner. Changes in assessment participation after September 15th may result in the student receiving a ‘no score’. Students who meet the participation criteria for alternate assessment will be assessed in grades 2-8 and 10. Students should not be assigned a grade that is more than two years below or above the typical of their chronological peers, or be assigned a grade, which is outside of the grade range of students in the school that he or she is being instructed. IEP teams should refer to the district’s retention/promotion policies when making grade changes. In addition, the team must assure that the grade designation matches with the school’s official assessment roster. It should be noted that ‘Current Grade’ on the IEP front page is the grade of the student at the time of the IEP meeting and should be considered a reference when determining assessment participation for students.

To verify that a child should participate in RIAA, the IEP team has reviewed all important information about the child over the years and settings (i.e.: home, school, community), and has determined and documented that the child meets the following criteria and team decision making factors.

PARTICIPATION CRITERIA

| YES | CRITERIA | NO | DOCUMENTATION must be provided for each criteria |
|-----|---|----|--|
| | Student has a disability that significantly impacts cognitive function and adaptive behavior. | | |
| | The student’s instruction is aligned to the RI Alternate Grade Span Expectations, includes functional skills, and includes short-term objectives/ benchmarks. | | |
| | The student is unable to apply academic skills in home, school and community without intensive, frequent and individualized instruction in multiple settings. | | |

TEAM DECISIONS

| YES | FACTORS | NO |
|------------|---|-----------|
| | The decision to administer the RIAA is <i>not</i> based solely on the fact that the student has an IEP. | |
| | The decision to administer the RIAA is <i>not</i> based solely on the fact that the student's instructional reading level is below grade level expectations. | |
| | The decision to administer the RIAA is <i>not</i> based solely on the fact that the student is not expected to perform well on state assessment. | |
| | The decision to administer the RIAA is <i>not</i> based on the fact that the student is expected to experience distress under testing conditions. | |
| | The decision to administer the RIAA is <i>not</i> based on the fact that the student has excessive or extended absences. | |
| | The decision to administer the RIAA is <i>not</i> based on the fact that the student has a visual or auditory disability, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, economic or language differences. | |