

# State Assessment Program

*Presented by:*

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THE ARKANSAS DEPARTMENT OF

Education 

**(A) IN GENERAL --**

All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs.

**(B) ACCOMMODATION GUIDELINES --**

The State (or, in the case of a districtwide assessment, the local educational agency) has developed guidelines for the provision of appropriate accommodations.

## **(C) ALTERNATE ASSESSMENTS --**

**(i) IN GENERAL. – The state (or, in the case of districtwide assessment, the local educational agency) has developed and implemented guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments under subparagraph (A) with accommodations as indicated in their respective individualized education programs.**

**(ii) REQUIREMENTS FOR ALTERNATE ASSESSMENT. – The guidelines under clause (i) shall provide for alternate assessments that—**

**(I) are aligned with the State’s challenging academic content standards and challenging student academic achievement standards; and**

**(C) ALTERNATE ASSESSMENTS --**  
**Continued**

**(II) if the State has adopted alternative academic achievement standards permitted under the regulations promulgated to carry out section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, measure the achievement of children with disabilities against those standards.**

**(iii) CONDUCT OF ALTERNATE ASSESSMENTS. – The State conducts the alternate assessments described in this subparagraph.**

## **(D) REPORTS. --**

**The State educational agency (or, in the case of a districtwide assessment, the local educational agency) makes available to the public, and reports to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following:**

- (i) The number of children with disabilities participating in regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments.**
- (ii) The number of children with disabilities participating in alternate assessments described in subparagraph (C)(ii)(I).**

**(D) REPORTS. -- Continued**

**(iii) The number of children with disabilities participating in alternate assessments described in subparagraph (C)(ii)(II).**

**(iv) The performance of children with disabilities on regular assessments and on alternate assessments (if the number of children with disabilities participating in those assessments is sufficient to yield statistically reliable information and reporting that information will not reveal personally identifiable information about an individual student), compared with the achievement of all children, including children with disabilities, on those assessments.**

## Accommodations

All students with disabilities are expected to participate in regular statewide assessments

- ✓ without accommodations
- ✓ with appropriate accommodations that are consistent with accommodations provided during regular instruction
- ✓ in an alternate assessment based on criteria established by the state

## Significant Cognitive Disability

- ✓ Not a new separate category of disability
- ✓ Designated for a very small number of students.



# Eligibility Criteria for Students with a Significant Cognitive Disability

## ALL of the following must be true:

- Students demonstrated cognitive functioning and adaptive behavior are below age expectations, even with program modifications, adaptation and modifications,
- students course of study is primarily functional and life skills oriented,
- student requires extensive direct instruction and/or extensive supports in multiple settings,
- student demonstrates severe and complex disabilities and poor adaptive skills levels that prevent meaningful participation in standard academic core curriculum or achievement of the academic content standards at grade level,
- student disabilities causes dependence on others for daily living needs and is expected to require extensive ongoing support in adulthood.

The students' in ability to complete the standard academic curriculum at grade level is NOT primarily the result of the following:


- excessive or extended absences, poor attendance, or lack of instruction;
- sensory (visual or auditory) or physical disabilities; emotional-behavioral disabilities, or a specific learning disability
- social, cultural, linguistic or economic differences
- below average reading level
- low achievement in general
- expectations of poor performance
- disruptive behavior
- students IQ

The students' in ability to complete the standard academic curriculum and grade level is NOT primarily the result of the following: (cont.)

- the anticipated impact of the students' performance on the school/district performance scores; and
- the student's disability category, educational placement, type of instruction, and/or amount of time receiving special education services.



**Assessment is not separate from instruction but is central to effective instruction and enhanced student learning, which are the defining characteristics of school improvement.**

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- **Academic Content Standards  
(what students should learn)**
  - **Academic Achievements Standards  
(how well they should learn)**

## **Assessments for accountability measure:**

- ✓ How successful schools are in including all students in standards-based education.
- ✓ How successful instructional strategies are in helping all students achieve at high levels.
- ✓ What specific curriculum and instructional areas need improvement for specific group of students.

All students with disabilities can work toward grade level academic content standards, and most of these students will be able to achieve these standards when three conditions are met:

- Instruction is provided by teachers who are certified in content areas addressed by state standards and who know how to differentiate instruction.
- IEPs (Individualized Education Programs) ensure the provision of specialized instruction.
- Accommodations are used to help students access grade level instruction and demonstrate achievement through assessment.



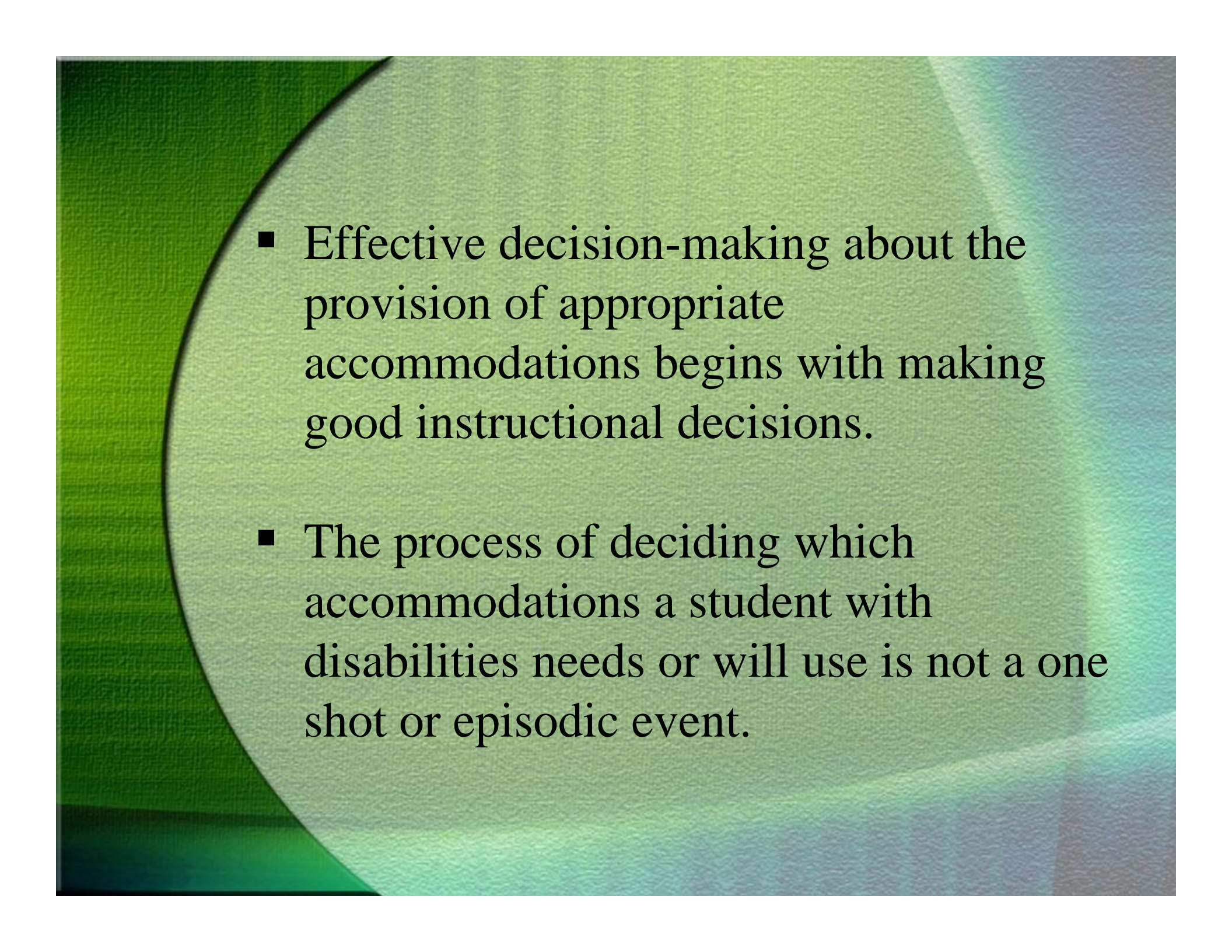
**Guidelines for Assessment  
Accommodations  
For  
Student with Disabilities**

Accommodations are changes in the way a student accesses instruction and assessment, without changing the actual standards a student is working toward.

- Accommodations are tools and procedures in the areas of
  - ✓ Presentation
  - ✓ Response
  - ✓ Timing / Scheduling
  - ✓ Setting
- Accommodations are intended to *mediate* the effect of a student's disability – they are *not* intended to reduce learning expectations.


## Reminders

- Expectations for student achievement do not have to change when accommodations are used.
- Students with a disability can be challenged to meet the same high standards as their nondisabled peers.
- Most can take the same tests, pass the same kinds of courses, and earn the same high grades to graduate with a standard diploma.


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- Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions.
  - The process of deciding which accommodations a student with disabilities needs or will use is not a one shot or episodic event.

## Consider these questions in the selection of appropriate accommodations for a student:

- ❖ What are the student's strengths and needs?
- ❖ How do the student's needs affect the achievement of grade level content standards?
- ❖ What specialized instruction does the student need to achieve grade level content standards?
- ❖ What accommodations will increase the student's access to instruction and assessment?



**INVOLVE STUDENTS  
IN CHOOSING  
AND USING  
ACCOMMODATIONS**



**ACCOMMODATIONS  
AND THE STUDENT'S IEP**

**There are potentially three areas in which accommodations can be addressed in the IEP.**

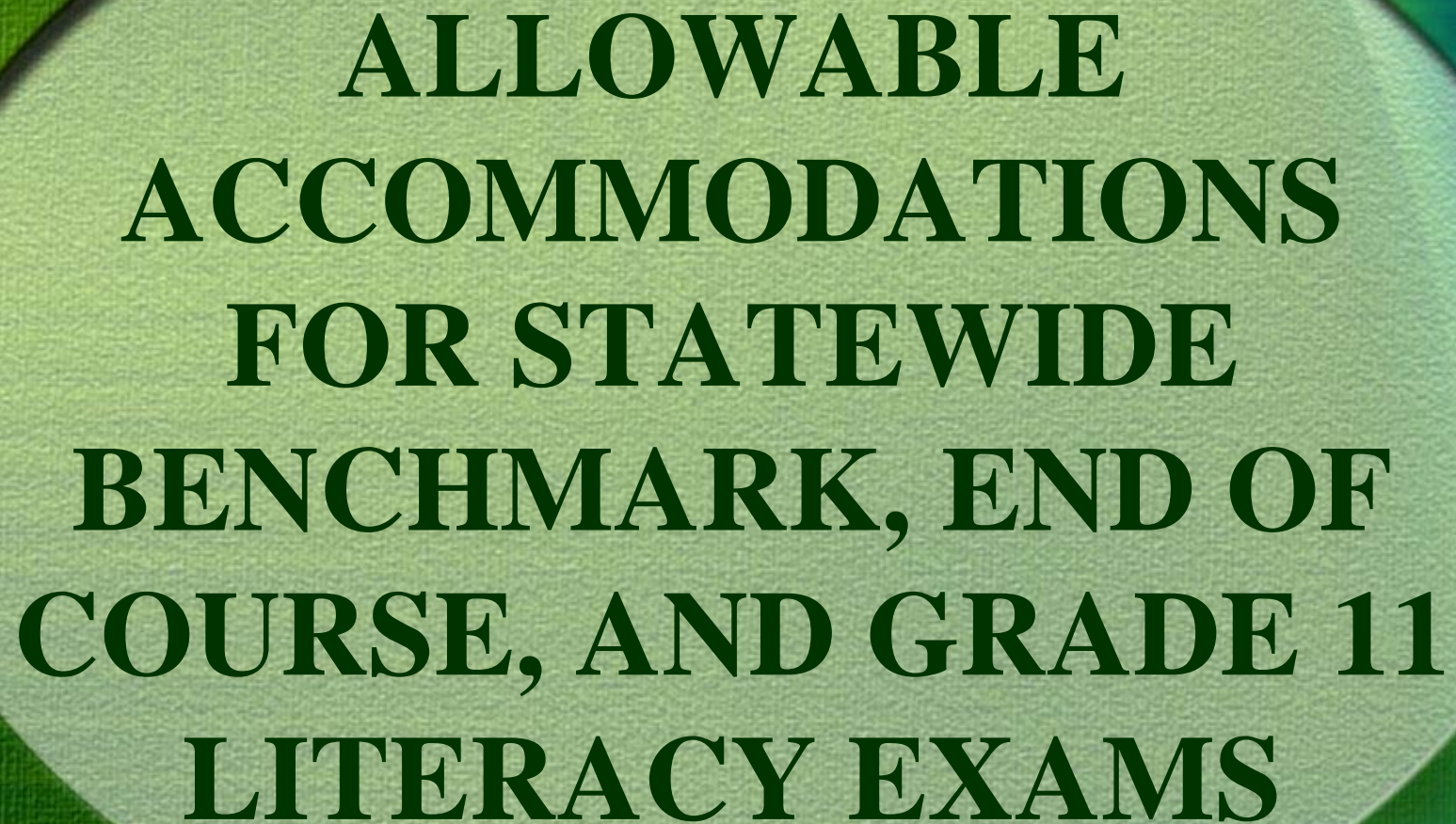
- ✓ Consideration of Special Factors  
(34 CFR §300.346)
- ✓ Supplementary Aids and Services  
(34 CFR §300.28)
- ✓ Participation in Assessments  
(34 CFR §300.138)



**ACCOMMODATION  
MONITORING**

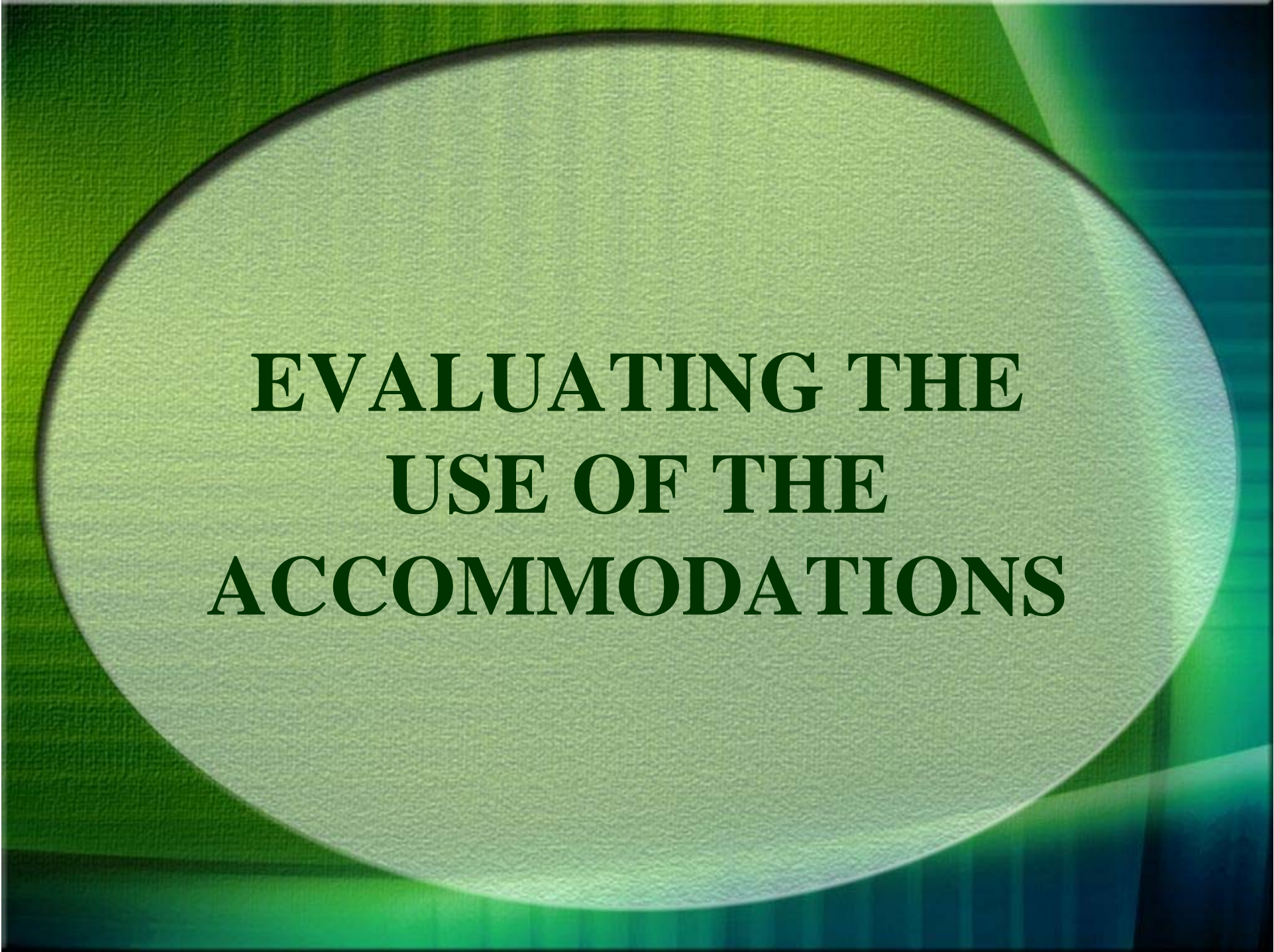
## **Make certain that the test administrator knows:**

- ✓ what accommodations the student will be using
- ✓ the less conventional response formats
- ✓ that the accommodations must be implemented by a certified teacher
- ✓ that classroom practice should be used to aid and to prepare students for assessments.

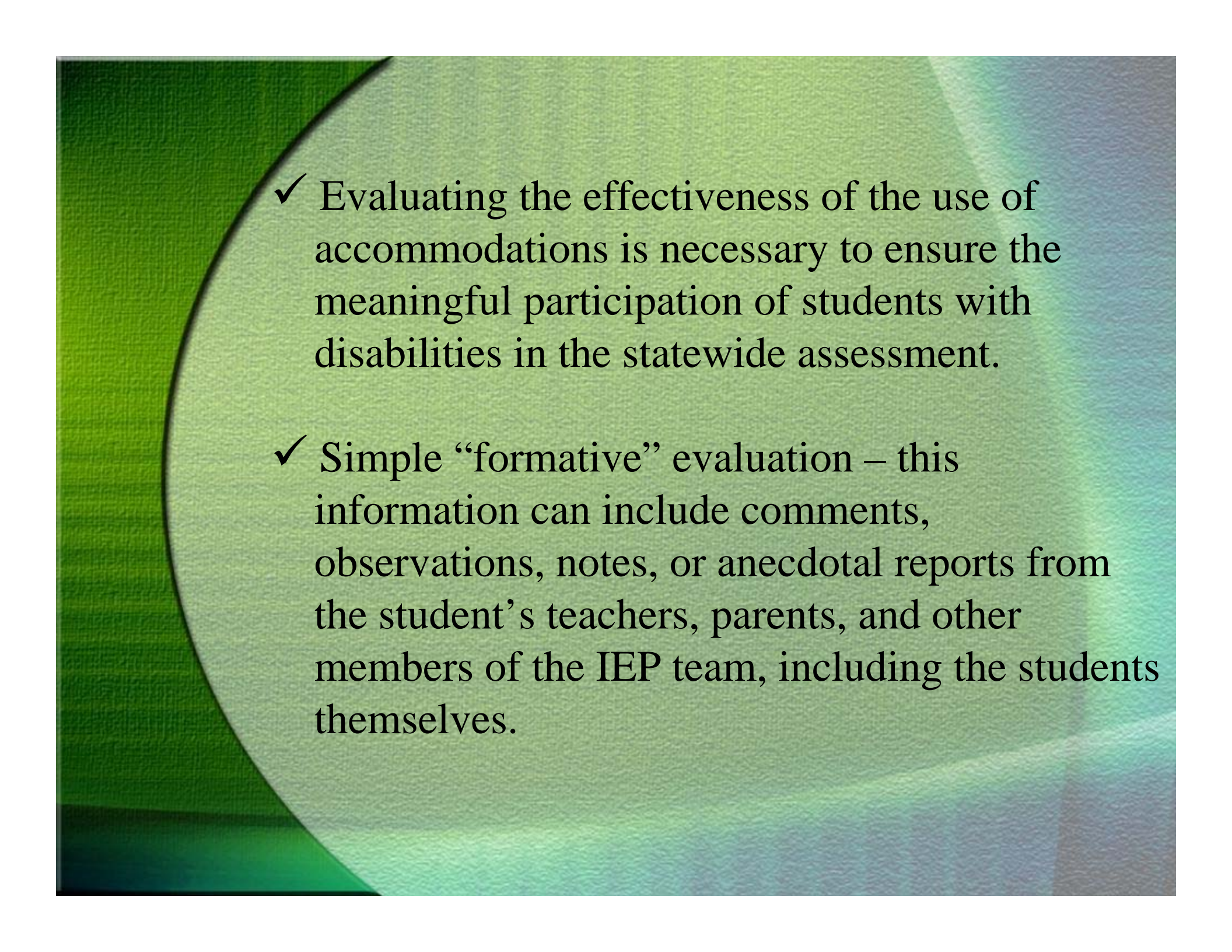


**ALLOWABLE  
ACCOMMODATIONS  
FOR STATEWIDE  
BENCHMARK, END OF  
COURSE, AND GRADE 11  
LITERACY EXAMS**

- TRAN – Transfers
- REC – Records
- SIGN – Sign language
- PREF – Preferential seating
- SMGT – Small group testing
- INT – Individual testing
- RMT/RWT – Reading of Math Test/  
Reading of Writing Test
- MD – Magnifying Devices
- NB – Noise Buffer
- IS – Individualized scheduling
- EX – Extended time
- LPT – Large-print test booklets
- BT – Braille test booklets
- AB - Abacus



**EVALUATING THE  
USE OF THE  
ACCOMMODATIONS**

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- ✓ Evaluating the effectiveness of the use of accommodations is necessary to ensure the meaningful participation of students with disabilities in the statewide assessment.
  - ✓ Simple “formative” evaluation – this information can include comments, observations, notes, or anecdotal reports from the student’s teachers, parents, and other members of the IEP team, including the students themselves.

# Items of Interest

- ✓ **New Grade Specific Content Standards for Math/Language Arts**
- ✓ **Coding for Accommodations on Benchmark Exam**
- ✓ **Utilizing Small Groups for Testing**
- ✓ **Iowa Test for Basic Skills**
- ✓ **Test Dates for 2006 – Plan NOW**