

## Formal Assessment Option and Pathways

At the direction of the ESEA Title I Paraeducator workgroup and the Paraeducator Advisory Task Force, two recommendations emerged:

- Multiple formal assessment options must be made available for Washington paraeducators to meet the Title I requirements, and
- OSPI shall approve these multiple assessments, and the school district will be responsible to administer them.

Based on these recommendations, four (4) pathways were approved by OSPI as comparable ways to meet the Title I requirements. Paraeducators who will not qualify either through two years of study at an institution of higher education or an associate degree must qualify to meet the requirements through **one of the following four pathways** designated as meeting the formal assessment option and a rigorous standard of quality.

1. **ETS ParaPro Assessment** developed by the Educational Testing Service (ETS), *or*
2. **Paraeducator Portfolio Assessment**, *or*
3. **School District Paraeducator Assessment** - A process whereby school districts assessment procedures are evaluated to meet the rigorous standard of quality as defined by Section 1119 and the March 1, 2004 U.S. Department of Education Non-Regulatory Guidance for Title I Paraeducators, *or*
4. **Paraeducator Apprenticeship Program** - Completion of an approved apprenticeship program of the Washington State Apprenticeship and Training Council and registered with the Washington State Department of Labor and Industries.

In order to establish four comparable pathways to meet the Title I Paraeducator requirements, a common set of knowledge and skill requirements were established. These knowledge and skill requirements are based on:

- Title I qualification requirements in Section 1119, *and*
- U.S. Department of Education March, 2004 Non-regulatory Guidance for Title I Paraeducators, *and*
- Washington Essential Academic Learning Requirements, *and*
- Job analysis of the practical application of the paraeducator's subject area knowledge to assist with instruction in the subject areas, and the relationship to teaching methods and strategies to help children be successful.

**The Washington Paraeducator Knowledge and Skill Requirements in Reading, Writing, and Mathematics are the foundation for all four formal assessment pathways to meet the Title I requirements.**

### **Support Services to meet the Formal Assessment Pathways**

OSPI and Educational Service Districts (ESDs) are working together to implement professional learning experiences for paraeducators related to the pathways. ESDs are available to provide workshops in subject areas such as reading, writing, mathematics, and the processes related to the ETS ParaPro Assessment and the Paraeducator Portfolio. A list of ESD staff is included in the Resources section of this document.