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January 2007



Guidelines for Special Populations in State Assessment Programs

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Guidelines for Special Populations in State Assessment Programs

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Table of Contents

| | Page |
|---|------|
| I. INTRODUCTION..... | 1 |
| II. DEFINITIONS | 3 |
| III. GUIDELINES FOR PARTICIPATION | 7 |
| IV. PROVIDING WIDER ACCESS TO INDIVIDUAL STUDENTS | 10 |
| V. ACCOMMODATIONS CHECKLIST FOR SPECIAL POPULATIONS | 11 |
| | |
| APPENDIX A: GUIDELINES FOR IEP TEAMS IN DETERMINING WASL ASSESSMENT OPTIONS FOR STUDENTS IN SPECIAL EDUCATION PROGRAMS..... | 14 |
| | |
| APPENDIX B: CASE STUDIES..... | 17 |
| | |
| APPENDIX C: CIA/CAA Decisions..... | 20 |

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 focused on the educational performance of students. The Act includes setting 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 by documenting 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), awarded upon meeting standards on the high school WASL, affirms that all students have the essential skills needed to succeed after high school.

In the spring of 2004, the legislature added assessment options for high school graduation (HB 2195). Participation in the Washington State Assessment System, including the Washington Alternate Assessment System, ensures that the needs of all students will be considered in policy and curriculum decisions.

Consistent with the Individualized Education Program (IEP), 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
- Taking the WASL-Modified (WASL-MO), with or without accommodations, consistent with the Student's IEP. Students take the WASL at grade level, and IEP teams determine if passing is adjusted from Proficient (Level 3) to Basic (Level 2)
- Compiling a WAAS-Portfolio: Students with significant cognitive disabilities who are unable to take paper and pencil tests demonstrate their skills and knowledge through a collection of their work in a portfolio.

All high school students must participate in the state testing system and show a certain level of reading, writing and math skills to be eligible to graduate. Students in grade 10 must participate in the High School WASL or WASL-Modified (with or without accommodations) or the WAAS-Portfolio.

Students in grades 11 and 12 who need to pass a state assessment for graduation may use the WASL, WASL-Modified or WAAS-Portfolio, OR they may use the Developmentally Appropriate WASL (DAW). The DAW allows students to take the WASL at a grade level that best matches their abilities. For DAW participation, the IEP team selects the grade level WASL that most closely matches the student's current developmental/instructional level.

The DAW for 11th and 12th graders, like the WASL-MO and the WAAS Portfolio in all grades, may only be used in content areas in which the student qualifies for and is receiving special education services. The IEP must contain the documentation of those services as well as the most appropriate assessment option (s).

Students who meet 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 with a Section 504 Plan take the WASL at their current grade level with or without accommodations and are not eligible for a CIA.

English Language Learner (ELL) students who are receiving second language support services should, in most cases, also participate in the WASL, with or without accommodations.

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(s). These variations should not alter the level, content, or performance criteria and should not change the reliability and validity of the assessment.

Accommodations must be used by the student during regular instruction and must not be used for the first time on the state assessment. Accommodations are made to provide a student access not advantage to the assessment.

AYP: Adequate Yearly Progress is the federal law that requires the state of Washington to report annually the number of students meeting standards on the state assessment. Though ALL students assessed using the WAAS-Portfolio may access this assessment option through the IEP process, federal law sets a cap of 1% of students tested in any grade level who pass the alternate assessment to be reported for AYP as meeting standard.

CAA: Certificate of Academic Achievement. The CAA is a requirement for obtaining a high school diploma for the graduating class of 2008 and beyond. A student is awarded a CAA when he/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/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 **for grades 11 and 12 only**. IEP teams may determine the DAW as the most appropriate assessment option for students who have not been successful in previous WASL participation up to and including 10th grade. 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 Appendix A.

EALR: Essential Academic Learning Requirements (EALRs) 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.

English Language Learner (ELL): “Eligible student” means any student who meets the following two conditions:

- a) The primary language of the student must be other than English: and
- b) The student’s English skills must be sufficiently deficient or absent to impair learning. This term may be used interchangeably with Limited English Proficiency (LEP) in Washington schools.

GLE: Grade Level Expectations (GLEs) provides specific learning standards for students in grades K-10. The GLEs clarify the skills and strategies for all students 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 specific grade each student is assigned. That enrolled grade level assignment determines the specific statewide assessment for that student. All students participating in statewide assessments must be enrolled in a school district and assigned to a grade in 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.

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 Homebound students, who are students receiving basic and/or special education services in a home or hospital setting.

Limited English Proficiency (LEP): See definition of English Language Learner (ELL.)

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

Portfolio: A portfolio is a collection of student evidence which matches targeted skills in content areas where the student is served in his/her IEP. The portfolio is a WAAS option for students with significant cognitive disabilities. IEP teams determine that the portfolio is the most appropriate assessment option for students. See Appendix A.

Reliability: Reliability is the measure of consistency for an assessment instrument. The test should yield similar results over time with similar populations in similar circumstances.

Special Populations: Special populations include students in special education, students with disabilities who have a 504 plan, and students who are English Language Learners (ELL).

State Transitional Bilingual Instruction Program: This program is designed to build and expand a student's language skills so English competency can be enhanced. These district programs address the needs of students from linguistically and culturally diverse backgrounds and help students achieve high content and performance standards expected of all students in Washington.

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 educational performance, and therefore, needs specially designed instruction.

Student with a Significant Cognitive Disability: A student in special education who has a significant cognitive disability requires intensive, highly individualized, specially designed instruction, and who by reason of the disability, requires multiple opportunities to acquire and generalize knowledge and skills. A student with a significant cognitive disability is also generally not able to respond adequately to grade level, paper-and-pencil test formats.

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 is considered to be disabled, but he/she does not meet the eligibility criteria for the receipt of special education and related services because the disability can be reasonably accommodated without the need for specially designed instruction.

Validity: Validity refers to the extent to which an 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 related to the EALRs and GLEs.

WAAS: The Washington Alternate Assessment System is designed for students in special education who are unable to participate in general state assessments even with accommodations. These students have identifiable, significant, cognitive disabilities and persistent academic disabilities. The IEP team determines the appropriate statewide assessment format for these students. The WAAS-Portfolio is one option of this assessment system and is open to all students, grades 3-8 and 10. The WAAS-DAW is the second option in this system and is open only to special education students in grades 11 and 12.

WASL: The Washington Assessment of Student Learning is a state criterion-referenced assessment program aligned with state standards which are defined by EALRs and GLEs in reading, writing, mathematics, and science.

The following grade levels participate in WASL assessments:

- Grade 3 and 6: Reading and math
- Grade 4 and 7: Reading, math and writing
- Grade 5 and 8: Reading, math and science
- Grade 10: Reading, math, writing and science

WASL-MO: The Washington Assessment of Student Learning – Modified. WASL-MO is an assessment option for students in special education who can perform on the WASL, but whose IEPs indicate meeting standard at a *modified level* is the appropriate assessment option. This option allows students to access the grade level WASL, but sets Level 2 “Basic” as the performance standard required to achieve a passing score. For a tenth grade student in special education, WASL-MO meets the graduation requirement for a Certificate of Individual Achievement (CIA).

WLPT-II: The Washington Language Proficiency Test-II. The WLPT-II is a state and federally required assessment which measures annual English language development and is administered annually to students receiving State Transitional Bilingual Instruction Program services.

III. GUIDELINES FOR PARTICIPATION

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 is a standards-based student assessment program comprised of assessments in reading, mathematics, writing and science in the following grade levels:

- Grade 3 and 6: Reading and math
- Grade 4 and 7: Reading, math and writing
- Grade 5 and 8: Reading, math and science
- Grade 10: Reading, math, writing and science

Grade 10 assessments are also available in Grade 9 and “retakes” are available in Grades 11 and 12. 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. 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 the necessary accommodations for participation in state assessments.

The Washington Alternate Assessment System (WAAS) provides an avenue for measuring student achievement against alternate achievement standards 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: students in special education, students with 504 plans, or English Language Learners (ELLs.) *These accommodations should be used during classroom based assessments as well as the WASL.*

Student support or IEP teams need to consider the application of appropriate accommodations that are necessary for student participation in statewide assessments. Any requests for using an accommodation that is not enclosed in Appendix A must be submitted and approved by OSPI before testing dates. For more information, contact the Assessment department at 360-725-6089.

A team of professionals and the student's parents or guardians should make decisions regarding the use of accommodations on state-level assessments. Additionally, the IEP team for each special education student must decide and document the participation option for the individual student on the IEP. 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
- 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 assessments. 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 documents 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 WASL-MO or 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.

To be eligible for participation in the WAAS, the student must have a current IEP that documents the need for an alternate assessment. See *Appendix A* in this document 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 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. English Language Learners (ELLs)

The decision-making team for determining necessary testing accommodations for a student enrolled in ELL programs 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 Instruction Programs, specific accommodations on the WASL can be recommended by the decision-making team. If students in the State Transitional Bilingual Instruction Program have first enrolled in a United States public school during the current school year, they may be exempted from taking the WASL Reading, Writing and Science assessments; however, they must participate in the Mathematics assessment.

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 altered procedures are available to any student who would benefit and use them during regular instruction. *The decision should be made on an individual basis, and these procedural alterations 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**.

Assure Wider Access, Not Advantage:

Testing Environment

- 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

- Reread assessment directions verbatim.
- Allow the student to read the directions aloud.
- Direct students to underline or mark assessment directions with a No. 2 pencil.
- Record the directions for the student.
- Provide assessment directions in student's primary language, including signing (SEE or ASL).

Assistance

- Provide assistance in turning pages, handling booklets, etc.
- Provide the student with No. 2 pencil adapted in size or grip.
- Provide student a strip of heavy paper to assist in tracking.
- 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 wider access 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 12 and 13.

Accommodations Checklist for Special Populations

Additional accommodations for the following special populations:

Section 504, Special Education, and English Language Learner (ELL) Program Students

Page 1 of 2

| SCHEDULING | WASL | WLPT-II |
|--|------|---------|
| <ul style="list-style-type: none"> Students with disabilities may have extended time consistent with the student's IEP or Section 504 Plan. | Yes | Yes |
| <ul style="list-style-type: none"> 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. | Yes | Yes |
| SETTING | WASL | WLPT-II |
| <ul style="list-style-type: none"> Provide architecturally accessible testing sites. | Yes | Yes |
| <ul style="list-style-type: none"> Assess students in their instructional setting (with appropriate test security procedures). | Yes | Yes |
| PRESENTATION | WASL | WLPT-II |
| <i>If a student is enrolled in a State Transitional Bilingual Instructional Program, allow student to:</i> | | |
| <ul style="list-style-type: none"> Use a reader to read mathematics or science assessment items VERBATIM in English. | Yes | No |
| <ul style="list-style-type: none"> 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. | Yes | No |
| IEP or 504 | | |
| <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> | | |
| <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). | Yes | Yes |
| <ul style="list-style-type: none"> Use a reader to read mathematics or science items VERBATIM in English or use either SEE sign or ASL. | Yes | No |
| <ul style="list-style-type: none"> Isolate portions of the assessment page to focus student's attention (mask). | Yes | Yes |
| <ul style="list-style-type: none"> Use math manipulatives (except calculators) as indicated on the IEP or Section 504 plan. Use calculators only as specifically permitted in test directions. | Yes | No |
| <ul style="list-style-type: none"> Use Braille or large print editions of the assessment. | Yes | Yes |

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Accommodations Checklist for Special Populations

Additional accommodations for the following special populations:

Section 504, Special Education, and English Language

Learner (ELL) Program Students

Page 2 of 2

| RESPONSE | WASL | WLPT-II |
|--|------|---------|
| 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 | 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 No. 2 pencil into the test booklet. Added pages will not be scored. | Yes | 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. | Yes | Yes |

WASL

To access large print editions, the district must register students with the Instructional Resource Center (IRC). Contact the IRC at:

Washington School for the Blind

(800) 562-4176, Ext. 183

(360) 696-6321, Ext. 183 or irc@wssb.wa.gov

- Register student (s) and place request for testing materials.
- Use materials with students.
- Student responses in Braille or large print booklets must be **transcribed VERBATIM** with a No. 2 pencil into regular scoring booklet.
- Return regular scoring booklets to the testing contractor for scoring.
- Return Braille or large print materials to the IRC.

WLPT-II

Order large print from Harcourt at #800-228-0752 ext. 5642.

- Use materials with students.
- Student responses in Braille or large print booklets must be **transcribed VERBATIM** with a No. 2 pencil into regular scoring booklet.
- Return all test materials to Harcourt for scoring.

The Assessment office at OSPI (360-725-6089) must approve any testing accommodations not specified above prior to use on the assessment.

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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 are expected to take the Washington Assessment of Student Learning (WASL) tests whenever possible with or without necessary accommodations, or at a modified level of proficiency (WASL-MO) unless the Individualized Education Program (IEP) team determines that the student is unable to participate on the WASL in one or more content areas.

If the student has significant cognitive disabilities, the IEP team may select the Washington Alternate Assessment System (WAAS) portfolio assessment option.

If the student is an 11th or 12th grader, the IEP team may determine the DAW as the most appropriate assessment option for students who have not been successful in previous WASL participation up to and including 10th grade. The IEP team will select the grade level WASL that most closely matches the student's current developmental/instructional level.

The DAW, the WAAS portfolio, and the WASL Modified may only be used in content areas in which the student qualifies for and is receiving special education services.

The IEP team decisions regarding testing options, accommodations, 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 and are consistent with the student's current IEP.

Guidelines for IEP Team Decision-Making for Student Participation in the 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 include:

- What knowledge and skills should the student possess?
- At what rate will the student acquire academic skills?
- Is the student's instructional level close to grade level expectations, and if so, is the WASL or WASL-MO an appropriate option?
- What post-high school education or training will the student need?
- Which pathway will the student follow for graduation: Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA)?

In addition to other relevant information, IEP teams may consider the student characteristics/performance levels/indicators/skill information in any or all of the following five areas to help inform their decisions:

- Instructional Program
- Progress Monitoring
- Statewide Assessment
- District-Wide Assessment
- Normative Assessment and Post-School Outcomes

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 (GLEs) and Essential Academic Learning Requirements (EALRs). 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, WALs MO, or WAAS-Portfolio, and other state assessments. Teams may wish to consider the assessment decisions made by prior IEP teams in each content area. For example, a student, who although not proficient on a prior WASL, 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 or WASL-MO 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 assessments may provide summative, diagnostic, or systemic information about the student's performance level.

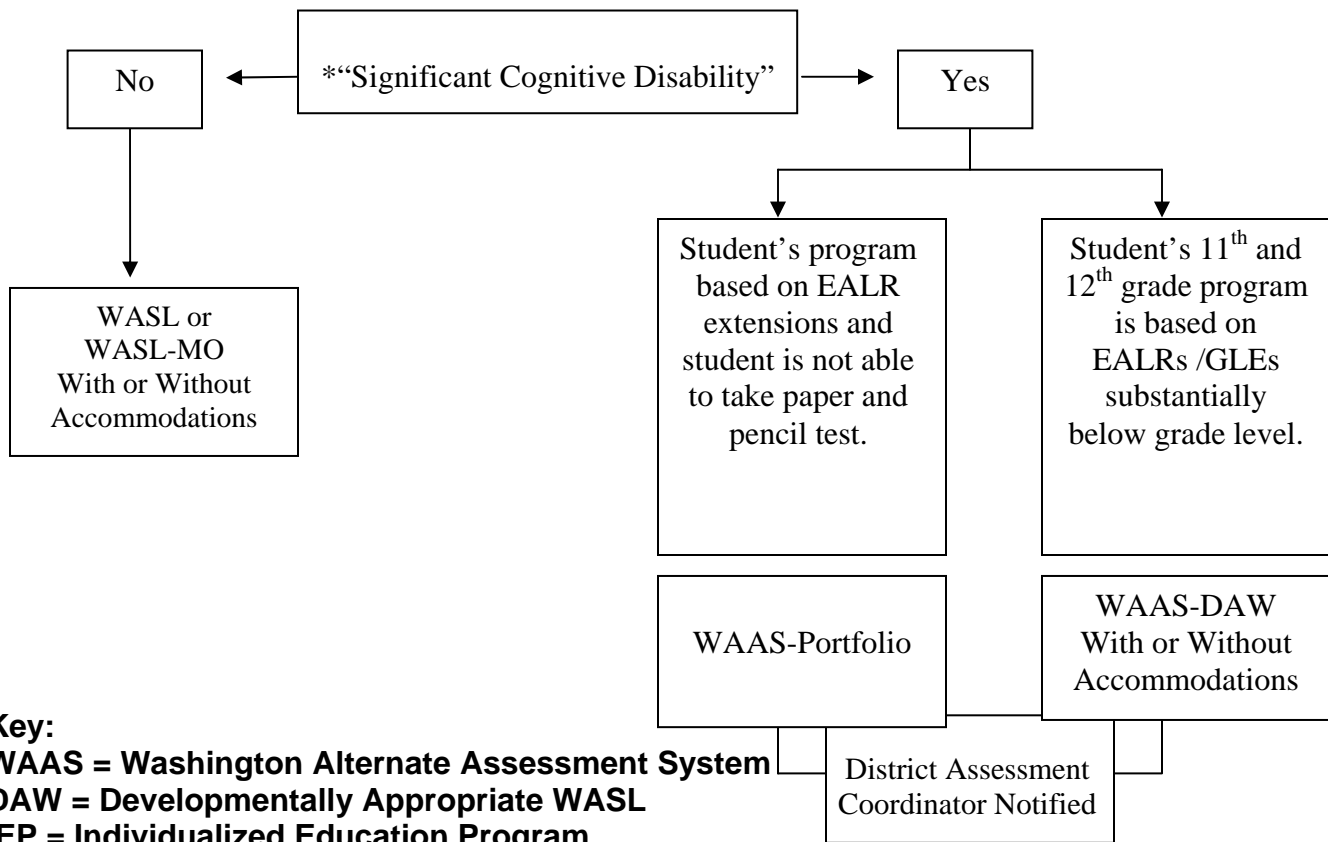
Normative Assessment: Sources of review for the normative assessment should include results from standardized evaluations in cognitive abilities, adaptive behavior, social-emotional development, academic skills, and/or language development. Many of these measures can provide information about student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

Post-School Outcome: Sources of review for post-secondary outcomes might include this section of the current IEP, particularly for a student in middle school or high school. Review of the high school student's transition plan may also provide the IEP team with information about instructional and/or developmental levels.

Participation in State Wide Assessments

IEP Team Determination for Each Content Area

- Instructional Program
- Progress Monitoring
- Statewide Assessment
- District-wide Assessment
- Normative Assessment
- Post School Outcome



Key:

WAAS = Washington Alternate Assessment System

DAW = Developmentally Appropriate WASL

IEP = Individualized Education Program

WASL-MO = Washington Assessment of Student Learning - Modified

*See definition and case studies for description of a student with a “Significant Cognitive Disability.”

APPENDIX B

Case Study 1 **WASL or WASL-MO** **with or without Accommodations Option** **Guidelines for Determination**

Below are indicators in six 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-Portfolio Option

Guidelines for Determination

Below are indicators in six areas which may be used to determine that a student will participate in the WAAS portfolio. 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 (GLEs) 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 GLEs even with program modifications and adaptations.
- 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, WASL MO or the 11th or 12th grade Developmentally Appropriate WASL (WAAS-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.

Case Study 3

Developmentally Appropriate WASL 11th and 12th Grade (WAAS-DAW) Option Guidelines for Determination

Below are indicators in six areas which may be used to determine that an 11th or 12th grade student will participate in the WAAS-DAW, with or without accommodations. This determination is made in each IEP content area for the 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 respond to a paper-and-pencil test under routine conditions.

Statewide Assessment: The student has not met standard (Level 3) on previous statewide assessments up to and including 10th grade. 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. Achievement skills on multiple measures indicate student performance has been substantially below the student's grade level.
2. Scores have been at least 1.0 or more standard deviations below the mean on two 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 more likely include some combination of community college or vocational education with competitive employment and independent 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 Statewide Assessment and HB2195 flowcharts and the case studies, the decision should be recorded in the student's IEP.

An additional decision remains for IEP teams who determine that the best assessment option for an 11th or 12th grader is WAAS- DAW: selecting the most appropriate developmental 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.

The grade level decision must be recorded on the IEP and can only be determined in content areas where the student receives specially designed instruction. For example, if a student receives specially designed instruction (reflected in IEP goals) in reading, he/she may not be assigned the WAAS-DAW in math. However, this student may take the grade level Mathematics WASL with a reader as an accommodation.

Taking the WAAS-DAW in science is the **only** exception to the content area participation decision rule. After careful consideration about whether the student can access the grade level science test with or without accommodations, the IEP team may determine that the reading, writing or math requirements of the science grade level test are inappropriate related to the student's skill levels in these areas. Only in this instance, a more developmentally appropriate science test may be determined.

APPENDIX C

High School Graduation Options for Students in Special Education

IEP teams should be aware that 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 may be affected by IEP decisions made in earlier grades.

IEP teams should be clearly aware that if the student in special education is proficient on the high school WASL-MO or CAA. Obtaining the CIA will indicate that the student was successful in meeting alternate achievement standards in the statewide assessment system. IEP teams should also note that the legislation requires that the results of assessments used for CAA or CIA will be included in the student's transcript.