

School District Paraeducator Assessment Pathway

School districts may use their locally developed assessment to meet the Title I Paraeducator requirements. If a district chooses to use their local assessment, that assessment must be approved by OSPI to ensure comparability in meeting the federal requirement.

The assessment must align with Washington Paraeducator Knowledge and Skill Requirements in reading, writing, and mathematics and the Title I Paraprofessional Guidance of March 1, 2004, to meet the requirements.

The approval for all school district assessments will be based on the Washington Paraeducator Knowledge and Skills Requirements in reading, writing, mathematics, and assisting with instruction in these areas. It is the school district's responsibility to provide evidence that the assessment meets the same comparable criteria of knowledge and skills.

Assessments must include measurement of:

1. Paraeducator knowledge of reading, writing, and mathematics, *and*
2. Paraeducator knowledge of assisting with instruction in each area of reading, writing, *and* mathematics, *and*
3. Paraeducator skill in assisting with instruction in reading, writing, *and* mathematics.
4. Measurement of skill in assisting with instruction must include the following four components (to identify subcomponents for each area see *Assisting with Instruction — Record of Experience* form of the Paraeducator Portfolio Process)
5. Planning with the teacher, *and*
6. Working with students, *and*
7. Communicating the performance of students to the teacher, *and*
8. Self Assessment related to the performance of working with teachers and students related to instructional sessions

Approval Process for School District Assessment

To facilitate the approval process the following procedures must be followed:

1. The school district must complete the *Washington School District Paraeducator Assessment Preliminary Approval Process* form to determine if their assessment is eligible for approval.
2. If the assessment meets the criteria, then the school district submits documentation and evidence to support each component to OSPI for review and approval by a panel.
3. Complete *Record of Verification of NCLB Title I Paraeducator Requirements* form.

Washington School District Paraeducator Assessment Preliminary Approval Process Form

School districts may submit their locally developed assessment for approval to meet the Title I Paraeducator requirements. To facilitate this process, the school district must review their assessment to ensure all components of the Washington Paraeducator Knowledge and Skill Requirements in reading, writing, mathematics, and assisting with instruction are included. Upon completion of the assessment review, the school district submits this form and their evidence in each area to OSPI for panel review and approval. The contact person at OSPI is Mary Jo Johnson, 360-725-6340, mailing address PO Box 47200, Olympia, WA 98504-7200.

Knowledge and Understanding of Reading, Writing, and Mathematics			
		Yes	No
1.	Does the assessment measure the paraeducator's knowledge and understanding at the college level in:		
	Reading		
	Writing		
	Mathematics		
Knowledge and Ability to Assist with Instruction in Reading, Writing, and Mathematics			
		Yes	No
2.	Is the assessment aligned and include the components of the Washington Paraeducator Knowledge and Skill Requirements in:		
	Reading		
	Writing		
	Mathematics		
3.	Does the assessment measure the paraeducator's knowledge to assist with instruction in:		
	Reading		
	Writing		
	Mathematics		
4.	Does the assessment measure the paraeducators' skill to assist with instruction in:		
	Reading		
	Writing		
	Mathematics		
5.	Does the assessment which measures paraeducator skill to assist with instruction include: Follow requirements listed in the outline for the <i>Paraeducator Portfolio Assisting with Instruction — Record of Experience</i> for specific components in the following four areas:		
	Planning with teacher		
	Working with students		
	Communicating the performance of students to teachers		
	Reflection (self assessment) of the instructional sessions		