

Student Name _____ Student ID _____

Participation in District and State Assessments of Student Achievement and Testing Accommodations

IDEA 2004 requires that ALL students with IEPs participate in state assessment programs. In Washington, this means participation in WASL or WAAS (Washington Alternative Assessment System) grades 3 through 8 and during high school. Moreover, students MUST participate in and pass tests during their high school years in order to earn a high school diploma. Students no longer can earn a diploma solely through the completion of their IEP.

IEP teams are responsible for determining how the student will participate in WASL/WAAS. The table below describes the five options available to students with IEPs for each subject area tested by the WASL/WAAS. The table lists the type of assessment completed (Options 1-5), the scores needed for passing, and statements that describe the alignment between the options and the student's current performance levels. IEP teams are also responsible for determining the appropriate accommodations necessary to measure the academic achievement and functional performance of the child on Washington state and districtwide assessments. An accommodation table follows the option table.

Directions for Testing Options

1. Write the grade level in which the student will be enrolled during the upcoming WASL/WAAS testing cycle: ____ grade
2. Declare whether the student qualifies (based on the most recent evaluation/reevaluation) for specially designed instruction (SDI) for each subject area by checking "yes" or "no." Note: Science is NOT an area of SDI, but is an area in which all students are to be tested.
3. Check ONE participation option for each subject area the student needs to complete during the upcoming testing cycle. (Refer to the first row of the table to determine which tests are completed at each grade level.) The option statement checked should match the rationale for student participation in that WASL/WAAS option. For subject areas in which the student is not qualified for SDI, IEP teams must declare whether the student will complete the WASL in that area *with* accommodations or *without* accommodations. Individual student's participation options may be different for each subject area (e.g., participate in Option 1 for Reading and Option 3 for Math).
4. BE SURE to complete the ACCOMMODATIONS table that follows.

NOTE: For students in 11th and 12th grade who have not yet met WASL/WAAS requirements, the Developmentally Appropriate WASL (WAAS-DAW) continues to be available. If this describes this student, complete only the section following the option table.

| | Subject: Reading Grades 3 – 8 & High School | Subject: Math Grades 3-8 & High School | Subject: Writing Grades 4,7, & High School | Subject: Science Grades 5, 8, & High School |
|--|--|--|--|---|
| Declare SDI | SDI Area: ___ Yes ___ No | SDI Area: ___ Yes ___ No | SDI Area: ___ Yes ___ No | Is NOT an SDI area, but is an area tested |
| Participation Option 1: WASL without accommodations -- Need "3" to pass | ___ student is working toward on-grade level GLEs* | ___ student is working toward on-grade level GLEs | ___ student is working toward on-grade level GLEs | ___ student is working toward on-grade level GLEs |
| Participation Option 2: WASL with accommodations -- Need "3" to pass | ___ student is working toward on-grade level GLEs supported with accommodations | ___ student is working toward on-grade level GLEs supported with accommodations | ___ student is working toward on-grade level GLEs supported with accommodations | ___ student is working toward on-grade level GLEs supported with accommodations |
| Participation Option 3: WASL- MO (Modified) without accommodations -- Completing on-grade level WASL -- Need "2" to pass | ___ student is working toward GLEs that are slightly below grade level | ___ student is working toward GLEs that are slightly below grade level | ___ student is working toward GLEs that are slightly below grade level | ___ student is working toward GLEs that are slightly below grade level |
| Participation Option 4: WASL- MO (Modified) with accommodations -- Completing on-grade level WASL -- Need "2" to pass | ___ student is working toward GLEs that are slightly below grade level supported with accommodations | ___ student is working toward GLEs that are slightly below grade level supported with accommodations | ___ student is working toward GLEs that are slightly below grade level supported with accommodations | ___ student is working toward GLEs that are slightly below grade level supported with accommodations |
| Participation Option 5: WAAS-Portfolio -- Completing a portfolio at student's current performance level as indicated in the PLOP** -- Need "3" to pass | ___ student is working toward GLEs that are <i>significantly</i> and <i>consistently</i> below grade level and the portfolio is the most appropriate option for demonstrating skill development | ___ student is working toward GLEs that are <i>significantly</i> and <i>consistently</i> below grade level and the portfolio is the most appropriate option for demonstrating skill development | ___ student is working toward GLEs that are <i>significantly</i> and <i>consistently</i> below grade level and the portfolio is the most appropriate option for demonstrating skill development | ___ student is working toward GLEs that are <i>significantly</i> and <i>consistently</i> below grade level and the portfolio is the most appropriate option for demonstrating skill development |

*GLE: Grade level expectations established by the Office of the Superintendent of Public Instruction; **PLOP: Present levels of performance

For 11th and 12th graders who have not yet passed WASL/WAAS requirements and the IEP team has determined that the WAAS-DAW is the appropriate option in one or more subject areas, please complete the following table.

| Reading (Available grades 3 –8) | Math (Available grades 3 –8) | Writing (Available grades 4 & 7) | Science (Available grades 5 & 8) |
|---|---|---|---|
| Grade level of the test the student will complete based on student's present levels of performance: _____ | Grade level of the test the student will complete based on student's present levels of performance: _____ | Grade level of the test the student will complete based on student's present levels of performance: _____ | Grade level of the test the student will complete based on student's present levels of performance: _____ |

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Directions for Individual Accommodations

For each subject area tested, select accommodations that are necessary to measure the academic achievement and functional performance of the student on State and districtwide assessments. Selected accommodations **MUST** be provided to the student on an on-going basis when involved in testing situations. All accommodations listed are available to students with IEPs; those in *italics* are specifically designed for students with IEPs.

| Accommodations | Reading | Math | Writing | Science |
|---|----------------|-------------|----------------|----------------|
| Breaks, Additional Time, and Additional Days for Administration | | | | |
| Provide additional breaks during testing session. | | | | |
| <i>Provide extended time - Specify: _____ _____</i> <i>(e.g., time and a half)</i> | | | | |
| Test at a time of day best suited for the student (NOT available at High School) | | | | |
| Administer test across the entire 3-week WASL window (not available at High School) | | | | |
| Location of Testing and Grouping of Students | | | | |
| Provide preferential seating, study carrel, or other school environment for testing | | | | |
| Test individually or in small groups | | | | |
| Provide special lighting, auditory, or furniture support (<i>e.g., easel, magnifier, text-talk converter, communication devices, sound amplification devices</i>) | | | | |
| <i>Test in student's instructional setting</i> | | | | |
| Managing Directions | | | | |
| Reread directions verbatim | | | | |
| Allow student to read directions aloud | | | | |
| Direct student to underline or mark assessment directions using a No. 2 pencil | | | | |
| Record directions for the student | | | | |
| Provide directions in student's primary language | | | | |
| Supports During Testing | | | | |
| Provide assistance in turning pages, handling booklets, etc. | | | | |
| Provide adapted pencil | | | | |
| <i>Use a dictionary and thesaurus in print or electronic form (no spell check)</i> | | | | |
| <i>Use math manipulatives (except calculators). Use calculators only as specifically permitted in test directions.</i> | | | | |
| Provide strip of heavy paper to assist in tracking or <i>isolate portions of the page to focus student's attention</i> | | | | |
| Reading Tests to Students | | | | |
| <i>Use a reader to read <u>mathematics</u> or <u>science</u> items VERBATIM</i> | | | | |
| Recording Student Responses (scribe and computer processing)* | | | | |
| <i>Allow student to answer orally, point, use voice recognition technology or sign. A scribe records the student's response VERBATIM without interpretations, translation or corrections. Scribes are to write down the student's answer without punctuation or capital letters and then ask the student to revise and edit the test by directing the scribe to add punctuation, capitalization, etc.</i> | | | | |
| <i>Use a computer or word processor for recording responses (no spell check or student-created dictionaries). Student responses must be transcribed VERBATIM with a No. 2 pencil into the test booklet. Added pages will NOT be scored.</i> | | | | |
| Braille or Large Print | | | | |
| <i>Use Braille or large print editions of the assessment. Transcribe all student response VERBATIM with No. 2 pencil into the test booklet.</i> | | | | |

* "Scribing was designed to be used with students with significant motor challenges who could not physically put pencil to paper. If a student can write independently the IEP team should consider other options such as transcription and extra time for writing. Scribing is NOT about: (a) poor handwriting, (b) poor spelling skills, (c) difficulty with organization in writing, (d) slow production, or (e) student resistance to performing writing tasks. Providing a scribe to lessen the effects of these issues (a – e above) would provide advantage rather than access" (OSPI, 2006).