The Office of Special Education Programs (OSEP) has identified 20 indicators to guide State Education Agencies (SEAs) in their implementation of the Individuals with Disabilities Act (IDEA) Part B. These indicators are also used by the SEA to report progress and performance to OSEP. This, in turn, allows OSEP to report concrete data back to Congress and to monitor and supervise State implementation in specific areas.

Indicator 3 is focused on including all students in state/district wide assessments. The indicator reads as follows:

Participation and performance of children with disabilities on statewide assessments:

A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.

B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards. (20 U.S.C. 1416 (a)(3)(A))

Driving Question: Are all students included in state/district assessments?

Instructions

Prior to beginning the self-assessment, the Local Education Agency (LEA) may need to gather and review educational records, processes, information and documents related to **participation and performance on statewide assessments** in the LEA. This information may include:

1) **Student Educational Records**
2) **District Level Testing Data**
3) **Components of Student IEPs**
4) **Teacher Lesson Plans**
5) **District-Level Assessment Data**
6) **Formative Testing Data**
7) **Policies and Procedures for Disseminating Assessment Information to Parents**

Each Component and best practice description is followed by a list of measures and examples of those measures. An LEA's stage of practice should be informed by these measures.

Stages of Practice

The self-assessment is intended to identify an LEA's stage of practice in the area of state/district wide assessment and provide guidance for LEAs in improving their practice. The Oklahoma State Department of Education – Special Education Services (OSDE - SES) envisions stages of practice along this continuum:

1) No or Little Knowledge
2) Basic Knowledge
3) Partial Application
4) Regular Practice
5) Best Practice

An LEA may assess its practice as "Best Practice" if the LEA has measurable/observable evidence of the practice and documentation of consistent use.

Components

For the area of **participation and performance on statewide assessments**, the Oklahoma State Department of Education, Special Education Services division (OSDE-SES) has identified 8 components. These components provide a comprehensive description of **participation and performance on statewide assessments** in the LEA.

1) **Assessment of Students with IEPs**
2) **Assessment Decisions for Students with IEPs**
3) **Assessment Accommodations**
4) **Formative Assessments**
5) **Curricular Alignment**
6) **Assistive Technology**
7) **Parents Understand the Requirements and Purposes of Student Assessment**
8) **Parents Understand the Types of Assessments and How they Align to the Standards**

Self-Assessment Team

A team consists of more than one person. The self-assessment should be completed by a team of at least 3-5 individuals. The Self-Assessment Team may include:

1) Director of Special Education Services
2) Special Education Teachers
3) General Education Teachers
4) Principals/Assistant Principals
5) Counselors
6) Related Services Personnel
7) Parents

List the team here:

Name	Role	Signature

Components

1) **Assessment of Students with IEPs**

Best Practice: All students with disabilities are assessed on state and district wide assessments according to grade level content standards or alternate achievement standards aligned to grade-level content standards, *ensuring that assessment decisions are made on an individual basis.*

Measures:

___ Students with disabilities participate in district wide assessments.

___ Students with disabilities participate in state wide assessments.

___ All students with significant cognitive disabilities are assessed through state and districtwide assessments.

- Ex. Student enrollment is compared to testing rosters.

___ State and districtwide assessments align to grade level content standards or grade level alternate standards.

- Ex. Grade level on student enrollment forms align with grade level tests administered.

___ Alternate assessment decisions are based on the criteria from the *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments.*

- Ex. *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments* has been completed for all students being assessed with the alternate assessment.

Comments/Documentation:

2) Assessment Decisions for Students with IEPs

Best Practice: Assessment decisions are made on an annual basis. *The Criteria Checklist for Assessing Students with Disabilities on an Alternate Assessment* is used when determining if students should be assessed according to alternate achievement standards. *Assessment decisions reflect considerations of changes that could be made to LRE, accommodations, and other services that would enable students to participate in the regular assessment format.*

Measures:

___ Alternate assessment decisions are made on an annual basis.
- Ex. Assessment page of the IEP is completed annually.

___ Alternate assessment decisions are based on the criteria from the *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments.*
- Ex. *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments* has been completed for all students being assessed with the alternate assessment.

___ IEP teams make all alternate assessment decisions.
- Ex. All members are present at the IEP meeting and documented on the signature page.

___ IEP teams consider state approved assessment accommodations.
- Ex. The accommodations section of the IEP is completed.

Comments/Documentation:

3) Assessment Accommodations

Best Practice: The same accommodations are provided to students across all instructional and assessment settings. The IEP team determines appropriate accommodations based on individual need. Accommodations are *continuously monitored, reviewed, and removed when no longer appropriate.*

Measures:

___ Assessment accommodations decisions are deemed appropriate by the team and based on individual student needs.

- Ex. The accommodations section of the IEP is completed, IEP team members are present at the meeting and documented on the IEP signature page.
- Ex. The IEP team utilizes the *Oklahoma Accommodations Manual.*

___ Assessment accommodation determinations are reviewed annually.

- Ex. Assessment page of the IEP is completed annually.

___ Assessment/instruction accommodations are reviewed at many points in the curriculum and removed when appropriate.

- Ex. Documentation of progress data directly related to the increase/decrease of instructional accommodations.

___ Assessment accommodations are also used in instructional settings.

- Ex. Accommodations are documented for use in instruction as well as assessment in the IEP.

Comments/Documentation:

4) Formative Assessments

Best Practice: All teachers use formative assessments to identify areas of deficit and to prescribe interventions and instructional strategies *on a continuous basis.*

Measures:

___ Teachers utilize formative assessments to identify weak areas.

____Some teachers ____All teachers

___ All teachers utilize formative assessments to identify weak areas.

____A least quarterly ____Continuously

- Ex. Formative assessment data.

___ Data from formative assessments drive prescribed strategies and interventions.
- Ex. Formative assessment data is compared to lesson/intervention plans.

___ Prescribed strategies and interventions are reviewed and reflect most recent data.
- Ex. Formative assessment data is compared to lesson/intervention plans.

Comments/Documentation:

5) Curricular Alignment

Best Practice: Curriculum aligns to grade-level content standards and is assessed in a variety of formats to ensure student access. *Professional learning communities or other forms of LEA sponsored formal professional development opportunities are used to increase collaboration between general and special education teachers.*

Measures:

___ Curriculum aligns to grade-level content standards.

- Ex. Lesson plans are compared to grade-level content standards.

___ Curriculum imbedded instruction is presented in multiple formats.

- Ex. Comparison of lesson/intervention plans to formative assessment data.

___ Collaboration occurs between general educators and special educators.

____informal (talking in hall) ____formal (LEA sponsored PD events)

- Ex. Sign-in sheets from PLCs or other professional development opportunities.

___ The LEA supports and facilitates formal avenues of collaboration between all educators.

- Ex. Advertisement/ correspondence of district offered PLCs or other professional development opportunities.

Comments/Documentation:

6) Assistive Technology

Best Practice: Assistive Technology needs are reviewed on an annual basis *and at various points in the curriculum* to increase student independence on assessments. Assistive Technology needs are met through various resources. LEAs have written policies in place to ensure assistive technology needs are **being** met *and to collect data regarding the effectiveness of assistive technology.*

Measures:

___ The IEP team reviews assistive technology needs to increase access to assessment and instruction.

____Some Students ____All Students

- Ex. Annual IEP
- Ex. The IEP team utilizes an assistive technology checklist such as the *SETT Scaffold for Consideration of AT Needs.*

___ Assistive technology is reviewed to ensure it is meeting students' needs. (For students who utilize assistive technology).

____Annual ____Continuously (*at various points in the curriculum*)

- Ex. Teacher/related service personnel document student success with assistive technology.

___ The LEA has established roles for staff members and procedures in ensuring Assistive Technology needs are being met.

____Policies address data collection ____Policies do not address data collection

- Ex. LEA has written policies regarding assistive technology referrals and reviews.

Comments/Documentation:

7) Parents Understand the Requirements and Purposes of Student Assessment

Best Practice: Information is provided to parents regarding the requirements and purpose of assessing all students on an annual basis. *Information is provided when weaknesses are identified through formative assessments, enabling parents to take a more active role in the remediation of those weaknesses.*

Measures:

___ Information is provided to parents regarding assessment requirements.

___ Information is provided to parents regarding the purpose of assessing all students.

___ Information is provided to parents regarding the requirements and purposes of assessing all students at every annual IEP meeting?

- Ex. District created pamphlet or other form of informational literature.

___ Are parents provided with formative assessment results?

- Ex. Formative assessment report

Comments/Documentation:

8) Parents Understand the Types of Assessments and How they Align to the Standards

Best Practice: Information regarding types of assessment and how they align to standards is provided to parents on an annual basis. *Information is provided regarding the differences in the curriculum associated with regular assessments versus alternate assessments.*

Measures:

___ Are parents provided information regarding different types of assessments?

____Some parents ____All parents

___ Are parents of students who are assessed with alternate assessments informed of the difference in achievement standards between regular assessments and alternate assessments **on an annual basis**?

____Some parents ____All parents

___ Are parents of students assessed with alternate assessments provided information describing the lower expectation of instructional curriculum linked to alternate assessments **on an annual basis**?

____Some parents ____All parents

- Ex. District created pamphlet or other form of informational literature.
- Ex. Informational handouts containing website and contact information for the Dynamic Learning Maps (DLM) and Oklahoma State Department of Education-Office of Accountability and Assessment websites.

Comments/Documentation: