

Equal Educational Opportunity

Indicator 3: Participation and Performance on Statewide Assessments

Driving Question: Do school/classroom structures support student's appropriate accommodations within the child's Least Restrictive Environment.

STAGES OF PRACTICE						
Components	Little or No Knowledge 0	Basic Knowledge 1	Partial Application 2	Regular Practice 3	Best Practice 4	SCORE
Assessment of Students with IEPs	Students with disabilities are not included in state and district wide assessments.	Students with disabilities are included on state-wide assessments, but not district wide assessments.	All students with disabilities, except for students with significant cognitive 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.	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.	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, <i>ensuring that assessment decisions are made on an individual basis.</i>	
Assessment Decisions for Students with IEPs	Assessment decisions are not made on an annual basis. The <i>Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments</i> is not used to determine if alternate assessments are appropriate. Decisions regarding assessment are not made by IEP teams.	Assessment decisions are not consistently made on an annual basis. The <i>Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments</i> is not consistently used when determining if students should be assessed according to alternate achievement standards. Decisions	Assessment decisions are made on an annual basis. The <i>Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments</i> is not consistently used when determining if students should be assessed according to alternate achievement standards. Decisions regarding assessment are made by IEP teams.	Assessment decisions are made on an annual basis. The <i>Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments</i> is used when determining if students should be assessed according to alternate achievement standards. Decisions regarding assessment are made by IEP teams.	Assessment decisions are made on an annual basis. The <i>Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments</i> is used when determining if students should be assessed according to alternate achievement standards. Decisions regarding assessment are made by IEP teams. <i>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.</i>	

		regarding assessment are made by IEP teams.				
Assessment Accommodations	Accommodations are not provided to students in assessment or instructional settings.	Accommodations are provided but are not individualized. The IEP team relies on district prescribed accommodations. The IEP team does not review accommodations on an annual basis.	Accommodations are provided to students on an individualized basis for assessment but are not provided in instructional settings. The IEP team reviews accommodations on an annual basis.	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 reviewed on an annual basis.	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 <i>continuously monitored, reviewed, and removed when no longer appropriate.</i>	
Formative Assessments	Teachers do not use formative assessments to identify areas of deficit.	Some teachers use formative assessments to identify areas of deficit.	All teachers use formative assessments to identify areas of deficit but data is not used to prescribe interventions and instructional strategies.	All teachers use formative assessments to identify areas of deficit and to prescribe interventions and instructional strategies at least quarterly.	All teachers use formative assessments to identify areas of deficit and to prescribe interventions and instructional strategies <i>on a continuous basis.</i>	
Curricular Alignment	Curriculum does not align to grade-level content standards assessed.	Curriculum does align to grade-level content standards assessed but is not presented in a variety of formats to ensure student access.	Curriculum aligns to grade-level content standards assessed and is presented in a variety of formats to ensure student access. Collaboration between general and special education teachers does not occur.	Curriculum aligns to grade-level content standards assessed in a variety of formats to ensure student access. Collaboration between general and special education teachers occurs informally.	Curriculum aligns to grade-level content standards and is assessed in a variety of formats to ensure student access. <i>Professional learning communities or other forms of formal LEA sponsored professional development opportunities are used to increase collaboration between general and special education teachers.</i>	
Assistive Technology	Assistive Technology needs are not addressed.	Assistive Technology needs are addressed and reviewed for some students to increase access to assessment and	Assistive Technology needs are addressed and reviewed for all students to increase access to assessment and instruction. Assistive Technology	Assistive Technology needs are addressed and reviewed for all students on an annual basis to increase access to assessment and instruction. Assistive	Assistive Technology needs are addressed and reviewed for all students on an annual basis <i>and at various points in the curriculum</i> to increase access to assessment and instruction. Assistive	

		instruction.	used is dependent solely on resources immediately available.	Technology needs are met through various resources. LEAs have written policies in place to ensure assistive technology needs are being met.	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.	
Parents Understand the Requirements and Purposes of Student Assessment	Information is not provided to parents regarding the requirements and purpose of assessing all students.	Information is provided to parents regarding the requirements, but not the purposes of assessing all students.	Information is provided to parents regarding the requirements and purpose of assessing all students on an inconsistent basis.	Information is provided to parents regarding the requirements and purpose of assessing all students on an annual basis.	Information is provided to parents regarding the requirements and purpose of assessing all students on an annual basis. <i>Information is provided when weaknesses are identified through formative assessments, enabling parents to take a more active role in the remediation of those weaknesses.</i>	
Parents Understand the Types of Assessment and How they Align to the Standards	Information regarding types of assessment and how they align to standards is not provided to parents.	Information regarding types of assessment, but not how they align to standards, is provided to parents.	Information regarding types of assessment and how they align to standards is provided to some parents on an annual basis.	Information regarding types of assessment and how they align to standards is provided to all parents on an annual basis.	Information regarding types of assessment and how they align to standards is provided to parents on an annual basis. <i>Information is provided regarding the differences in the curriculum associated with regular assessments versus alternate assessments.</i>	
COMMENTS:					TOTAL: Points possible = 32	
4 “Best Practice” requires a) observable/measurable evidence and b) documentation of consistent use.						