**ASSESSMENT**

Assessment needs should be considered for each IEP.

**Classroom-Based Assessment:** Check the appropriate boxes to indicate if the student requires any accommodations or alternate assessments/methods to participate in classroom-based assessments. If the box is checked “Yes”, identify the accommodations in the “Assessment Accommodations” section.

Please note that if no accommodations are needed in regular classroom assessment then no accommodations should be provided on district or state assessment.

**District-Wide Assessments:** Check the boxes to indicate whether or not the district administers a district-wide assessment and/or the district administers a district-wide assessment at the student’s particular grade level. If the district administers an assessment, the team should indicate whether or not the student requires accommodations to participate. If accommodations are needed, they should be identified in the “Assessment Accommodations” section. The accommodations should be appropriate for that particular assessment and be reflective of those already identified for the student in the “Supplementary Aids, Accommodations, and Modifications” section. If the student will not participate in the district-wide assessment(s), document the alternate assessment that will be used to assess the student.

**State Academic Assessments:** If appropriate, check the box to indicate that the State Assessment is not provided at the student’s particular grade level and indicate the grade level. Check the appropriate boxes to indicate the extent to which the student will participate in the State Academic Assessments.

*Illinois Alternative Assessment*

The Illinois Alternate Assessment (IAA) is used to measure the learning of students with significant cognitive disabilities (IQ below 55 is generally the level the state considers to be appropriate for the IAA). Students with severe disabilities take the IAA if participation in the state's regular assessmentis not appropriate, even with accommodations.

IAA Participation Guidelines Chart is on the VASE website.

When the IAA is being considered, teachers should become familiar with the Alternate Assessment Framework. Case managers should notify administrators prior to and following an IAA determination.

**State Assessment of Language Proficiency:** Check the boxes to indicate whether or not the student is an English Language Learner. If the student is an English Language Learner, and will be participating in ACCESS, check the appropriate box. If accommodations are needed, they should be identified in the “Assessment Accommodations” section.

**Assessment Accommodations:** If the student will participate with accommodations, document any needed accommodations. The team must address the student’s need for accommodations for classroom assessments, district assessments, and state assessments. Accommodations needed for the State Academic assessment should be reflective of those needed during the child's school day AND provided for classroom-based assessments. All accommodations should fall within the guidelines established by the Illinois State Board of Education. Accommodations should be appropriate for that particular assessment and be reflective of those already identified for the student in the “Supplementary Aids, Accommodations, and Modifications” section.

**Assessment Accommodations**

Accommodations/modifications can only be provided on state assessments if such accommodations/modifications are provided in classroom assessments.

Accommodations:

* Should link to the Present Levels of Academic Achievement and Functional Performance (PLAAFP) and the Disabilities Effect on Progress in the General Curriculum sections on the IEP. Must be based on data included in the PLAAFP.
* Must be individualized
* Must be clear and specific. **Statements should not include terms such as “as needed,” “when appropriate,” “upon student request,” “optional” or any other non-specific qualifier.** Each statement must indicate specifically when the accommodation, modification, or support will be needed, when it is appropriate, or when it should be provided.
* Must not leave room for interpretation
* Must not be blanket statements on all IEPs

**Selecting Assessment Accommodations**

*Questions to Consider:*

*Timing*

Does the student require extended time beyond that allowed for the regular test administration?

What is the reasonable length of time that will be required for the student to complete the test?

Has the student struggled with completing tests in the allotted time period in the past?

Is there previous evaluation data to support that the student does not complete tasks at the same rate as peers (e.g., reading/math fluency delays; processing speed deficits, etc.)?

Due to the need for extended time, will the student need to be moved to a different setting when the regular time has elapsed?

Due to the need for extended time, will the student need to be tested separately from other students?

*Scheduling*

Will tests need to be completed during the student’s optimal time of day?

Will the student require breaks during the test session administration?

Will the student require more than 10 minute breaks between test sessions?

Will breaks be in-seat or out-of-seat?

Will content area tests need to be presented in a different order, such as starting with the one the student is most comfortable with to ease some of the student’s apprehension?

Will the test session be stopped if the student’s frustration level gets too high?

*Setting*

Does the test need to be administered in a small group in a separate location?

Does the test need to be administered individually in a separate location?

Does the environment need to be adjusted (e.g., special lighting, adaptive or special furniture, noise buffers, location with minimal distractions, etc.)”

Does the environment need to provide opportunities for the student to stand, move, and/or pace during the test session?

*Presentation*

Does the student require the test in Braille or Large Print?

Does the student require visual assistance – abacus, graphic organizer, magnifier, templates, or test copied onto colored paper?

Does the student require auditory assistance – paraphrasing of directions, amplifiers, or student reading aloud to self?

Does the student require someone to use sign language for test administration?

Does the student required oral presentation of materials – readers script, audiocassette, or CD?

Does the student require fewer items on a page?

Does the student require use of a calculator?

Does the student require directions to be highlighted?

Does the student require cues such as arrows or stop signs on tests or answer documents?

Does the student require directions to be repeated, or should student understanding be verified by having the student repeat the directions?

Does the student require directions to be paraphrased?

 *Response*

Will the student need to point to or mark answers?

Will the student need to dictate answers to a scribe to record, or should answers be taperecorded, or both?

Will the student need to use assistive, adaptive, or augmentative technology during assessment?

Will the student need to write answers on large paper or large-spaced paper, use templates, rulers, or other devices to keep their place?