

**SERIES 300
INSTRUCTION**

Board Rule 346

ASSESSMENT GUIDELINES

A. General Guidelines

1. Assessment of Students with Disabilities

The Board recognizes that there are students who have disabilities that warrant special education services. As such, their learning experiences may be significantly different than a student who is in regular education. Therefore, the Board believes that in the interest of fairness, students who have been identified as having a disability shall have available modifications/accommodations made in the assessment situation.

- a. The individualized education program (IEP) process shall serve as the vehicle for making decisions about the inclusion or exclusion of a student in the district achievement testing program (including state-required tests) and on any modifications that need to be made in test administration.
- b. Factors considered in the decision-making process may include, but are not limited to, area of disability, amount to which the student has been exposed to the material prior to testing, percentage of time in regular education and content of the IEP.

2. Assessment of Limited-English Proficient (LEP) Students

The Board recognizes that not all students enrolled in school have a strong English language background. Because of the language barrier encountered in the classroom, the Board believes that in the interest of fairness these students shall have available the option to be exempted from participation in part or all of the district's assessment program (including state-required tests).

- a. Students who speak a non-English language, whose families use a non-English language or in whose daily non-school surroundings a non-English language is used shall be identified. Each identified student shall be assessed using documentation data as it relates to reading, math, other course grades, everyday classroom performance and language used at home. Each student shall then be classified according to levels of proficiency as follows:
 - (1) Entering – knows and uses minimal social language and minimal academic language with visual and graphic support.
 - (2) Emerging – knows and uses some social English and general academic language with visual and graphic support

- (3) Developing – knows and uses social English and some specific academic language with visual and graphic support
 - (4) Expanding – knows and uses social English and some technical academic language
 - (5) Bridging – knows and uses social and academic language working with grade level materials
 - (6) Reaching – knows and uses social and academic language at a high level
- b. Decisions regarding participation, exemption and/or modification in testing shall be made on an individual case basis by the building principal, or his/her designee, with input from the student's teacher(s).
- (1) A LEP student who meets the level of proficiency outlined in section A-2a(6) above shall be expected to participate in the district's assessment program. Modifications in the format and administration of the assessments may be provided based on the student's needs.
 - (2) The district may choose among the following options for those students who meet the levels of proficiency outlined in section A-2a(1) through (4) above.
 - (a) Exempt the LEP student from the subtest or test;
 - (b) Permit the LEP student to be tested in the math portions in his/her native language;
 - (c) Permit the LEP student to be tested in the reading or language arts portion in his/her native language;
 - (d) Modify the format and administration of the test or subtest;
or
 - (e) Use a combination of options as appropriate.
- c. Parents/guardians of a LEP student shall be notified in writing regarding the student's inclusion or exemption from testing. The notice shall be provided in both English and the parent's/guardian's native language.

B. State of Wisconsin Testing (grades 3-8 and 10)

1. The state of Wisconsin allows parents/guardians to "opt out" their child from taking the state-required test. Parents/guardians wishing to choose this option must file a written notice with the building principal prior to the exam.
2. Assessment of Students with Disabilities
 - a. Decisions regarding participation, exemption and/or modification in testing shall be made in accordance with section A-1 above.

- b. Students with disabilities shall participate in state-wide testing, with appropriate modifications where necessary, or in alternative assessments as deemed necessary or appropriate.
- c. Decisions regarding assessment shall be documented in the student's IEP.
- d. Participants at the IEP meeting should determine whether the student's education program is reflected in the tests, that is, whether the material taught is the material covered by the tests, and whether any modifications in testing, such as large print editions, answers recorded by an aide, or small group or individual administration need to be made.

Modifications that might be needed in the test administration or format should become part of the IEP. Any modifications should be such that what is measured by the tests remains the same.

If the IEP team determines that a student with a disability shall not participate in a particular state-wide assessment, or part of such an assessment, a statement of why that assessment is not appropriate for the student and how the student shall be assessed through alternative means shall be included in the student's IEP.

- e. Test/alternative assessment results shall not be used as the sole criterion in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in post-secondary education opportunities.

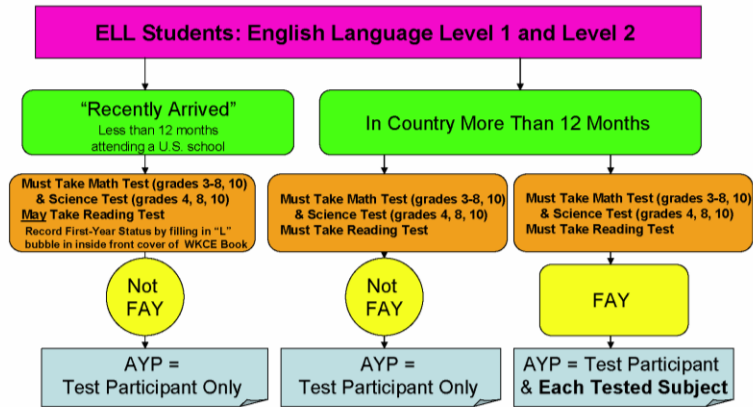
The test/alternative assessment results of each student with disabilities shall also be provided to the student's parent/guardian as required by law.

All notices shall be provided in such manner so as to ensure that the student's parent/guardian understands them.

3. Assessment of LEP Students

When determining whether to administer state-required tests to LEP students, school staff shall follow the guidelines below:

ELL Decision Process



The test results of each LEP student shall also be given to the student's parent/guardian.

All notices provided to parents/guardians of LEP students shall be given in such manner so as to ensure understanding of the notices. They should be provided in English, the parent/guardian's native language or any other means to convey the required information.

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