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# **IEP GUIDELINES FOR STATEWIDE ASSESSMENT OPTIONS (SED-P024)**

WENATCHEE SCHOOL DISTRICT

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## **1.0 SCOPE:**

- 1.1 This outlines the process consistent throughout the district, for the selection of the appropriate state assessment options for students with disabilities. Those options are: assessment without accommodations or participation in the Washington Alternative Assessment System.

**The online version of this procedure is official; therefore, all printed versions are unofficial copies.**

## **2.0 RESPONSIBILITY:**

- 2.1 Director of Special Education, Assistant Director of Special Education, Building Principals, Special Education Teachers, School Psychologists, other staff that may be working with the individual student.
- 2.2 **APPROVAL AUTHORITY:** Director of Special Education or Assistant Director

## **3.0 DEFINITIONS:**

- 3.1 MSP – Measurement of Student Progress
- 3.2 HSPE – High School Proficiency Exam
- 3.3 WAAS- Washington Alternative Assessment System
- 3.4 DAPE- Developmentally Appropriate Proficiency Exam
- 3.5 IEP – Individualized Education Plan
- 3.6 PWN – Prior Written Notice

## **4.0 PROCEDURE:**

- 4.1 Prior to the annual IEP meeting, the IEP coordinator will collect all relevant information needed for the team to review and determine assessment options for the student. Information may include past testing outcomes, most recent evaluations and informal assessments completed by the instructor, NWEA assessments, etc.
- 4.2 At the annual IEP meeting, the team will review data and make a determination on the assessment option for the student. The team will consider the following information:
  - 4.2.1 Special Education accommodations and alternative assessment methods may only be provided in the student's academic areas of qualification for special education
  - 4.2.2 The student's rate of progress and anticipated outcomes
  - 4.2.3 Achievement skills (student is/is not working near grade level)

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- 4.2.4 Level of support needed to engage in the general education environment
- 4.2.5 Post secondary outcome
  - 4.2.5.1 4-year college
  - 4.2.5.2 2-year college or trade school
  - 4.2.5.3 Competitive employment and independent living
  - 4.2.5.4 Supported living and employment
- 4.3 State Assessment Options for students identified in Special Education
  - 4.3.1 MSP/HSPE without accommodations
  - 4.3.2 WAAS Alternative Assessment System
    - 4.3.2.1 MSP/HSPE with accommodations
    - 4.3.2.2 MSP/HSPE Basic
      - 4.3.2.2.1 Student completes the MSP/HSPE with/without accommodations and is determined proficient if he/she receives a score of 2 or better on the assessment.
    - 4.3.2.3 WAAS Portfolio
      - 4.3.2.3.1 For students with significant cognitive disabilities
      - 4.3.2.3.2 Collection of data aligned to specific set of skills the student is learning in the classroom.
- 4.4 Graduation Options for students who do not meet standard on the HSPE during their sophomore year.
  - 4.4.1 WAAS- Developmentally Appropriate Proficiency Exam (DAPE) is a for 11<sup>th</sup> and 12<sup>th</sup> grade students only.
    - 4.4.1.1 The IEP team must determine whether the student will take the elementary or middle school version of the state assessment.
    - 4.4.1.2 Student must score at or above level 3 to be considered proficient.
    - 4.4.1.3 Student may access this option for reading, writing and/or mathematics based on special education qualification.

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4.5 WAAS Locally Determined Assessment (LDA) used scores attained on a standardized measure in the content areas of reading, writing, and math.

4.5.1 Student requirements for participation in the LDA

4.5.1.1 LDA is accessible to 12<sup>th</sup> graders only, for the purpose of meeting graduation requirements (recent transfers may also be considered for this option)

4.5.1.2 Students must have participated in the HSPE and generated a score.

4.5.1.3 Student must be on track to meet all other state and district graduation requirements by the end of his/her planned graduation year.

4.5.1.4 The assessment is given by the school psychologist

4.5.1.5 Students must score at or above the established minimum grade equivalency of the prescribed test.

4.5.2 Assessment requirements:

4.5.2.1 The assessment option must be delivered by a district school psychologist

4.5.2.2 Approved LDA assessments are the Woodcock Johnson Achievement Test, 3<sup>rd</sup> Edition (WJAT III), Kaufman Test of Educational Achievement, 2<sup>nd</sup> Edition (KTEA-II), and the Wechsler Individual Achievement Test, 2<sup>nd</sup> Edition (WIAT-II).

4.5.2.3 Student must meet the minimum grade level equivalency score outlined in the application phase of the LDA..

4.5.3 Student is assessed and IEP team verifies his/her scores meet the minimum requirements

4.5.3.1.1 The IEP case manager fills out and signs the LDA application and sends it on to the Director.

4.5.3.1.2 The Special Education Director reviews the document, if appropriate, signs the document and sends it on to the District Assessment Coordinator.

4.5.3.1.3 District Assessment Coordinator reviews the document, if appropriate signs it and faxes the application and score report on to OSPI.

4.5.3.1.4 OSPI will notify the District Assessment Coordinator and the building principal when the application is recorded.

4.5.4 School notifies the students and makes preparation to move towards graduation.

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# IEP GUIDELINES FOR STATEWIDE ASSESSMENT OPTIONS (SED-P024)

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## 5.0 ASSOCIATED DOCUMENTS:

- 5.1 SED-F023 IEP
- 5.2 SED-025 Invitation to a Meeting
- 5.3 SED-040 Prior Written Notice

## 6.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
All documents listed in 6.0	Special Education cumulative file; student's building file	Six years after services end	Letter sent to student's last known address. If no response after 1 month, destroy	Fireproof

## 7.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev:</u>	<u>Description of Revision:</u>
02-Feb-06	A	Original Release
31-Aug 11	B	Rewrite due to changes in state assessment