

Participation Guidelines for Students with Disabilities in CTE EOC Assessment

The Individualized Education Program (IEP) team must determine if a student with disabilities receiving special education services will participate in assessments under standardized conditions, with or without allowable accommodations. Decision-makers start from the premise that **ALL** students, including **ALL** students with disabilities, are to participate to the extent possible in the CTE EOC assessments. Decisions about how a student will participate must be made at the IEP meeting that precedes the next school year's administration of any statewide assessment.

However in absence of this being addressed in the IEP the following situations would exclude the student from taking the CTE EOC assessment:

1. Those students who have ever completed portfolio assessment for any end of course academic assessment

Or

2. Who do not take state STANDARDIZED assessments (depending on what the state may be using at the current time) by IEP exclusion

Please remember time limitations are not exclusions for our CTE EOC assessments – **THEY ARE NOT TIME LIMITED.**

Teachers will not be required to administer a portfolio assessment for those not taking CTE EOC assessments.

Allowable Accommodations for CTE EOC assessments:

1. **ET - extended time (IMPORTANT: *Each test must be concluded in one sitting. A student may not begin the assessment, close out of the assessment and begin the assessment at a later time.*)**

2. **WTWD - word-to-word dictionary: Limited English Proficient students may use an English/native language word-to-word dictionary that contains no definitions or pictures, if it is part of a student's LPAC Plan.**

3. **IS - individualized scheduling**

4. **PREF - preferential seating (study carrel)**

5. **INT - individual testing**

6. **R - reading of the test by any adult other than the subject matter teacher**

Accommodations that currently are NOT available include the following:

- limiting multiple-choice answers
- languages other than English

ELL Level 1 or Level 2 students should NOT be assessed on CTE EOC assessments.

All other ELL levels should be assessed!

Level 1 – Pre-functional indicates that the student who is limited English proficient:

- may understand some isolated spoken words, commands, and questions, but often requires non-verbal cues and
- frequent repetition
- may speak or repeat common phrases and words and can ask one- to two-word questions
- demonstrates an understanding of concepts of print (left to right, top to bottom) and can follow one-step directions
- depicted graphically
- achieves written communication only through drawing pictures; may be able to copy letters or words successfully;
- or may form letters from memory but is unable to transmit meaning

Level 2 – Beginning indicates that the student who is limited English proficient:

- understands short, simple oral statements on familiar topics; follows simple multi-step directions; requires frequent
- repetition and rephrasing
- predominantly uses formulaic speech patterns and memorized phrases; responds to questions with one- to two word
- answers
- begins to identify the names of letters; begins to recognize the different functions of words; can follow multi-step
- directions depicted graphically
- achieves written communication through drawing pictures or dictating words; can revise or edit with teacher
- support; commits frequent mechanical errors