Rhode Island State Assessment Program

District and School Testing Coordinators Handbook:
K-1 Assessment Program
2012

The Rhode Island Department of Elementary and Secondary Education

Office of Instruction, Assessment, and Accountability

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Commissioner

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http://www.ride.ri.gov/assessment/earlychildhood.aspx	

Introduction

DRA "Classic" vs. DRA 2: In the beginning of this program, teachers administered the DRA "classic" or the "purple box". Last summer, teachers were trained on the DRA 2, which is an improved and updated version of the classic. The classic version is no longer supported by this program. These two versions cannot be substituted as the DRA 2 is based on additional research and best practices that were not available when the "classic" DRA was developed. Be sure that your teachers have complete DRA 2 kits, which are in green boxes with bright purple lids.

This handbook will assist principals and school testing coordinators in implementing the May, 2012 administration of the *Developmental Reading Assessment 2 (DRA 2)*. Copies of this manual will also be available to district testing coordinators to help them support and monitor the testing process and extras can be downloaded and printed at: http://www.ride.ri.gov/assessment/earlychildhood.aspx

In addition to this handbook, district and school testing coordinators and teachers should review the Online Management System (OMS) manuals that can be downloaded from the Pearson website (https://secure.pearsonlearning.com) or from the RIDE web address above. Your passwords and logins to the DRA2 Online Management System that you used last year should still be valid. If you have any questions, please call the toll free Technical Support Hotline: 1-800-968-4558.

Teachers should also review the *K-3 Teacher Resource Guide* which can be found in their DRA2 kits.

Participation in the DRA2 is required for those schools that will not administer the grade 3 NECAP reading assessment in October or do not have 3rd grade scores attributed back to the 2nd grade. Because the scores from the grade 3 NECAP reading assessments will be attributed *back to the 2nd grade,* second graders do not need to take the DRA2 for accountability purposes. The following table shows which grade level is required to participate in this K-1 system according to the school's configuration.

School Configuration	Accountability Grade	DRA2
K – 1	1	√
K	K	√

The Facts

- **Administration Window:** May 1 – 31, 2012
- **Last day for entering scores/correcting student data in the OMS:** June 08, 2012
- **Student Scores and the OMS –** what to enter into the OMS
  - Enter the DRA2 **Independent Level** at which the student reads. Entering any level other than the Independent Level will result in invalidation of scores.
  - Level of success is the level at which the student achieves **94% accuracy rate and adequate comprehension or better.**
  - Administration of the DRA2 should not exceed one grade level beyond the current student grade level placement. This ceiling will capture the student's capacity to read independently and will be taken into account when reporting student performance for accountability.

Grade Level	CEILING FOR ASSESSMENT
Kindergarten	Level 16 (top of 1st grade)
Grade 1	Level 28 (top of 2nd grade)

- **Observation Guides:** Hard-copies of the Observation Guides must be kept at the school site as documentation of assessment administration and in the case of an investigation into testing irregularities.

- **Reporting:** The analysis of student performance will be conducted at RIDE. For more information on the accountability process that was developed for the K-1 schools please read the *K-1 Technical Manual* available on the RIDE website at this address: http://www.ride.ri.gov/assessment/accountability.aspx

- **DRA2 Kits:** One kit per classroom was purchased by RIDE for required schools. These kits are the property of the school and should be retained by the school should a teacher leave. If the teacher took the kit when he/she left the school, it is the responsibility of the school to get that kit back. However, if your school has added a classroom at a tested grade and requires another kit, please contact Dr. Kevon Tucker-Seeley via phone: 222-8494 or email: Kevon.Tucker-Seeley@ride.ri.gov .

- **The DRA2 Online Management System (OMS):** RIDE will continue to pay for the subscriptions of mandated schools in grades K and 1. Access to the OMS is available to all teachers required to administer the DRA 2. Schools must purchase OMS subscriptions for additional teachers at other grades on their own. Contact Megan Mybeck at 888-977-7900, ext. 6239 or by email at megan.mybeck@pearson.com to purchase OMS subscriptions or to order kits for additional grades.

- **If You Have Questions:**
  - **Technology questions:** Pearson Technical Support Hotline: 1-800-968-4558
  - **Student Demographic Information:** Please review your enrollment information submitted by your district data manager and correct any information in order to make the data as accurate as possible. This is critical because RIDE will match the student scores to their corresponding demographic information via the SASIDs. Incorrect information will slow this process and may result in an incorrect accountability rating for your school. Below are the District Data Managers for your districts:

District/LEA	Name	Email
Blackstone Valley Prep	Silvia Cuello	scuello@rimabv.org
Burrillville	Paul Barrette	barrettep@bsd-ri.net
Central Falls	Peter Wood	woodp@cfschools.net
Johnston	Mike Neubauer	ride1236@ride.ri.net
Providence	Lou DiPaola	Lou.DiPaola@ppsd.org
Warwick	Lisa Sauer	sauerl@warwickschools.org

  - **Obtaining new SASIDs for students:** Mario Goncalves, RIDE, 222-8968, or mario.goncalves@ride.ri.gov (See page 5 for more information)
  - **Data, administration, other questions:**
    - Roz Poole, Pearson, 502-718-9422 or Roslyn.poole@pearson.com
    - Dr. Kevon Tucker-Seeley, RIDE, 222-8494 or Kevon.Tucker-Seeley@ride.ri.gov
  - **Logins and passwords** for the DRA2 OMS system were emailed to you in April. If you forgot your password, please contact your District Administrator. If you have further questions, call the Technical Support Hotline at (800) 968-4558. Additionally, as a refresher, you can watch the short tutorial at: http://www.brainshark.com/pearsonlearning/DRAOMS.

1 - Scheduling

- The administration window is May 1 - 31, 2012. Teachers have the entire month to administer the DRA 2 to students.
- Make sure each teacher in the mandated testing grade in the school has access to a complete DRA2 kit.
- Teachers should have the ability to administer the DRA 2 in the manner in which it was designed relatively free from distraction, to the extent possible given the circumstances of the school.

2 - Identify Primary Test Administrators

- Determine the primary test administrators for the DRA2. A primary test administrator will administer all portions of the DRA2 to students. Primary test administrators are typically regular classroom teachers, special educators, teachers of students with limited English proficiency, guidance counselors, and other certified school personnel. Only trained personnel may administer the DRA 2 to students. Do not give a substitute teacher or student teacher administration responsibilities unless they have been trained in administering the DRA 2.
- Determine who will provide testing accommodations to students and where the accommodated testing will occur.
- Determine your district's policy regarding the testing of each home-schooled student. If testing is required, develop a
  - method for contacting families to arrange for home-schooled students;
  - list of students you must test;
  - schedule for testing;
  - procedure for entering student scores into the OMS.

3 - Plan for Supplemental Test Administration

- Plan for the possibility that a test administrator may be absent.
- Determine who:
  - will substitute for primary test administrators in case of absence,
  - may need to assume other partial test administration roles, such as entry of DRA2 scores into the OMS, and
  - will assess any home-schooled students requiring testing.
- Do not give a substitute teacher or student teacher test administration responsibilities. All test administrators need to be familiar with the students, have received the DRA2 training, and are familiar with the security procedures.
- All test administrators must be briefed about all of the security procedures and must sign a **Fidelity of Implementation Form** prior to testing.

4 - Review Your DRA2 OMS Data

It is critical that your roster of students in the OMS and the eRIDE system match. It is the responsibility of the school and the district to maintain these rosters. Detailed instructions concerning the maintenance of the student data in the OMS are in the District Administrator Guide that can be downloaded from the Pearson website at https://secure.pearsonlearning.com (use your login and password from last year) or the RIDE website where there is an excerpt of the Administrator Manual explaining how to upload student information and how to "release" a grade of students. There is also a short online tutorial at http://www.brainshark.com/pearsonlearning/DRAOMS.

SASIDs: Each student must have a State Assigned Student ID (SASID) entered in to the OMS. The SASID is a 10-digit number that begins with 100 and is *not* your school or district ID number. RIDE uses the SASID to match the student with their demographic information submitted by your school district through eRIDE. If you need help obtaining a SASID or need to verify a SASID for a student, please call Mario Goncalves, RIDE, 222-8968, or mario.goncalves@ride.ri.gov.

Student Lists in the OMS: Included in the Administrators Guide are instructions that will help you update your student lists in the OMS. All teachers who completed the DRA2 training were instructed in how to manage their student lists.

There are two options for updating your list but first you will need to add any new teachers that are going to be using the OMS who are not presently in the system. For the system to work, each student must be assigned to a teacher. Option 1 is releasing last year's students and moving them to the next grade and Option 2 is uploading this year's new students. Option 1 is discussed in Appendix D and Option 2 is discussed in detail in the Administrator's Manual that can be downloaded from the DRA2 OMS after you log in at https://secure.pearsonlearning.com.

Your login and password from last year should still be valid. Contact your DRA2 District Administrator to lookup your password or login or email Dr. Kevon Tucker-Seeley at Kevon.Tucker-Seeley@ride.ri.gov If you have any other questions, please call the Technical Support Hotline at (800) 968-4558. Additionally, as a refresher, you can watch the short tutorial at: http://www.brainshark.com/pearsonlearning/DRAOMS.

5 - Review Your Enrollment Roster

Student enrollment as of May 1, 2012 is what RIDE uses to determine who should be tested in your school. Accurate enrollment rosters for each school are crucial for the accurate calculation of participation rates and index scores for subgroups of students. Discrepancies in school enrollments between scores entered into the OMS and the enrollment rosters will result in "**No Scores**" being added to accountability calculations. A test score must be entered for each student enrolled for the required grade in your school no later than June 08, 2012. **For special-needs students, the front cover of the IEP must specify each student's grade designation.**

Students Eligible for the RI Alternate Assessment (RIAA): The RIAA is not available as a way to assess students at the Kindergarten or first grades. If you feel that a student would qualify for the RIAA if it were available, please complete the RIAA Participation Criteria found in Appendix C of this document. Forward the completed Participation Criteria to Dr. Kevon Tucker-Seeley so the student can be removed from the accountability calculations. Also make sure that this determination is documented in the student's IEP. **You will not be penalized in your school's accountability calculations for students who would take the Alternate Assessment.**

6 -Plan for Testing Accommodations

- ✧ Remember that the goal of the DRA2 is to find out how well students can read on their own, without assistance from the teacher. The DRA2 test design has many features that incorporate what would be considered accommodations on a standard paper-and-pencil test.
- ✧ Plan with school staff for any students who need testing accommodations, including reviewing IEP and 504 Plan accommodation requirements. Any student, regardless of his/her IEP or 504 status, may receive the same accommodations that he/she regularly receives during classroom testing unless such accommodations violate the purpose of the test. For example, reading the DRA2 book aloud to the student or translating the DRA2 book into Spanish would violate the purpose of the DRA2; which is to find out if a child can read and comprehend on his/her own in English. If you have

questions regarding accommodations, please call Dr. Kevon Tucker-Seeley at 222-8494 or email Kevon.Tucker-Seeley@ride.ri.gov with questions or concerns.

- Refer to the *Table of Assessment Accommodations and Codes,* located in Appendix B, to be sure that the accommodations being planned will result in valid test scores for your students.
- Make a list of these students and indicate the accommodation(s) required.

7 – State-Approved Special Considerations

- RIDE will consider exceptional medical and other situations that may make it impossible (or not advisable) for a student to be given the DRA2. The special consideration exemption would most likely apply to acute (rather than chronic) or unanticipated situations. Illness of a routine nature (e.g., the flu) is not a basis for requesting an exemption. Special consideration may be allowed on a case-by-case basis and must be approved by RIDE.
- Use the following procedure **prior to May 1st, 2012**, to request a medical exemption for a student who has a severe medical emergency that will prevent him/her from participating in DRA 2 testing at any time during the scheduled or make-up testing window.
    1. Write a letter explaining the circumstances of the student's condition and include medical or other documentation if possible. Send the letter to Dr. Phyllis Lynch, Director, Office of Instruction, Assessment, and Curriculum, 255 Westminster St., 4th Floor, Providence, RI 02903. The letter must include the superintendent's signature.
    2. RIDE will review each request to determine if the student meets the criteria for this exemption. A letter will be sent to the superintendent explaining the decision.
    3. Students who are exempted will be removed from the demographic file at RIDE and will not be considered for accountability calculations.

8 - Develop a Plan to Complete Accountability Reporting Codes

Plan how to code each student in the highest grade in your school in the DRA2 OMS. *It is critical that this data is accurate since it will be used for accountability purposes.*

The following is a list of data required for **every student in the tested grade**. Schools are responsible for keeping this data current and up-to-date. **The fields in bold must be accurate.** In previous years, we have aggregated student scores to determine the school index score. Only the highest grade in each school is required to enter these data.

- **School Name**
- **School Code**
- Teacher First Name
- Teacher Last Name
- **Student First Name**
- Student Middle Name (optional)
- **Student Last Name**
- **Student Birth date**
- **SASID** (For assistance in obtaining the State Assigned Student Identification number, contact Mario Goncalves at 222-8968 or by email at mario.goncalves@ride.ri.gov)
- Student Grade

There are a variety of reporting options available through the OMS and we encourage schools to take advantage of them. For more information on these reports, please read the *Report Analyst's User Guide* that can be found either on the Pearson website or on the RIDE website.

9 – Score Entry into the DRA2 OMS

Following the administration of the DRA 2, make sure all data is entered into the OMS System. If teachers give assessment results to someone for entry into the OMS, teachers must review the entries for accuracy. **It is critical that this data is accurate since it will be used for accountability purposes.**

All required data for the DRA2 should be uploaded into the DRA2 Online Management System. The data fields must be reviewed prior to June 08, 2012, the last day to upload student scores.

No Scores will be given to students who do not have a score entered and are still enrolled in your school. RIDE will use this information to remove any student still on the enrollment list or OMS list at the time of accountability classifications.

10 - Test Security and Fidelity of Implementation Form

The DRA 2 is a secure assessment and must not be used as part of classroom instruction. Appropriate test administration procedures are described in the test administration manual and teachers were trained by Pearson in the proper administration of the DRA 2. Failure to administer the DRA 2 in accordance with its intent will result in an investigation and possible nullification of student scores. However, all staff involved with the DRA2 must sign and return the Fidelity of Implementation to their school test coordinator.

- Inform **every member of your staff (certified and support staff)** about the security procedures, and obtain relevant signatures on the appropriate forms.
- Provide **all** staff with copies of *Test Security and Fidelity of Implementation*. All test administrators should sign in the Test Security box after reading the form. After testing, test administrators should sign the Fidelity of Implementation box. Test administrators should return their forms to the principal and the principal should sign and forward a copy of the form to the district testing coordinator.

- Provide all potential test administrators and **any relevant support staff who may handle test results** with the *Test Security and Fidelity of Implementation* form. Relevant support staff include:
  - any others, including substitute teachers, who become involved with test administration, or who may have, at any time, possession of test materials during the May testing window.

NUMBER OF COPIES TO KEEP AT SCHOOL*	NUMBER OF COPIES TO FORWARD TO DISTRICT TESTING COORDINATOR	DOCUMENTS
1	0	Hard copies of all Observation Guides/student scores.
1	2	Written explanation(s), IF ANY, for missing student scores in the Online Management System or Observation Guides.
1	2	Written details, IF ANY, about issues or concerns regarding potential violations of test procedures.
1	1	Signed Test Security and Fidelity of Implementation.

**Keep on file by the school until the close of next year's test administration*

At the conclusion of testing, the principal will photocopy *Test Security and Fidelity of Implementation* attesting that the Developmental Reading Assessment was administered in accordance with the testing procedures and accurate data and scores were entered into the DRA2 Online Management System. This should be forwarded to the district testing coordinator.

11 – Collection and Return of Test Materials

DRA2 materials used for the K-1 State Assessment System remain in the district. These materials may be re-used in the next school year under the current assessment system. They can be used three times per year for progress-monitoring purposes: at the beginning of the year for baseline information, the middle of the year for progress monitoring, and the end of the year for outcome evaluation. **THE DRA2 IS A SECURE TEST AND MAY NOT BE USED AS PART OF REGULAR CLASSROOM INSTRUCTION.**

12 - Reporting Testing Discrepancies and Potential Security Violations to RIDE

Provide written details to your district testing coordinator if there are any other issues or concerns regarding potential violations of test security procedures.

It is the responsibility of the superintendent, on behalf of any and all school principals, to report in writing, all discrepancies in test material delivery and collection, as well as issues and concerns regarding potential violations of the Rhode Island Department of Education's test security procedures, to:

Dr. Phyllis Lynch, Director
Office of Instruction, Assessment, and Curriculum
Rhode Island Department of Elementary and Secondary Education
telephone: 401-222-4693
fax: 222-3605
OR
email: Phyllis.Lynch@ride.ri.gov

The Rhode Island Department of Education shall investigate all potential violations.

Appendix A: Security Process Forms

This copy to be submitted to and filed by the district testing coordinator.
(This form must be completed by all staff administering the DRA2 or otherwise come into contact with any test materials during the May 1st – 31st testing window.)

TEST SECURITY AND FIDELITY OF IMPLEMENTATION
DEVELOPMENTAL READING ASSESSMENT 2
RHODE ISLAND STATE ASSESSMENT PROGRAM
SPRING 2012

It is essential to follow security measures before, during, and after testing in order to ensure the validity, reliability, and fairness of the assessment results. Tests must be administered strictly in accordance with the instructions and procedures set forth in the test administration manuals and the assessment security instruction and procedures provided by the Rhode Island State Assessment Program.

The educational testing instruments used in the Rhode Island State Assessment Program are considered secure materials. Security of these testing materials is the responsibility of all school district employees who come into contact with or are assigned responsibility for the receipt, inventory, administration, storage, and return of these materials. **Failure to safeguard these test materials or to comply with standardized test administration procedures could adversely affect an individual's employment and/or certification status.** (Refer to the Assessment Security Notice below).

This information is provided to assist you in determining what activity might constitute a breach of security. This list is not intended to include every possible circumstance where a security breach might occur.

- ✓ All completed Observation Guides must be kept in a locked and secure area except during actual test administration. This includes time periods 1) prior to the beginning of testing; 2) at the close of each testing session, and 3) following completion of all testing and prior to the uploading of student scores from the Observation Guides into the Online Management System (OMS).
- ✓ Only persons explicitly designated to administer tests to students, provide special codes for or technical assistance for the Online Management System, or otherwise to handle completed Observation Guides may have, at any time, possession of the Observation Guides.
- ✓ All persons are prohibited from providing students with the answers at any time (before, during, and after test administration has been completed). This includes provision or cues, clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form.
- ✓ Responses to test items must represent the student's own independent and unaided thinking and must remain unchanged after test administration is complete. All persons are prohibited from changing students' responses, either by providing hints or clues to wrong answers during test administration or by erasing wrong responses from the Observation Guides. Allowable testing accommodations (refer to appendices in the Test Administration Manuals) remove barriers to participation so that these students may provide their own responses without giving them an advantage over other students.
- ✓ The Test Administrator should be able to focus on the student being tested. We recognize that the DRA2 is meant to be administered in a classroom setting; however, to the extent reasonable for the school and the teacher, the test administrator should be free from classroom duties.
- ✓ Use of test materials at times and for purposes other than those approved by the Rhode Island Department of Education is strictly prohibited. The DRA 2 is a secure test and should not be made available to students outside of the testing windows as designated by RIDE or by the school.

ASSESSMENT SECURITY NOTICE

Each assessment instrument in the Rhode Island State Assessment Program is procured and disseminated to local school districts by the State of Rhode Island under the authority of the Commissioner of Elementary and Secondary Education and the Board of Regents for Elementary and Secondary Education. The assessment materials and booklets are the property of the State of Rhode Island and may not be retained by school personnel. All test booklets, answer booklets, and all drafts and manuals must be returned as directed by the State of Rhode Island Department of Education at the close of test administration.

It is the position of the Department of Education that falsifying or altering assessment results, or any other compromise of the validity, reliability, or fidelity of implementation of the DRA, constitutes unprofessional conduct which could lead to the suspension or revocation of your certification. Under R.I.G.L. 16-11-4, certificates may be revoked "for cause".

All certified educational personnel who administer tests and support staff who handle Observation Guides or student scores are required to sign a Fidelity of Implementation Form that they understand test security expectations. Furthermore, district testing coordinators and principals are required to sign a Fidelity of Implementation Form providing assurances that, to the best of their knowledge, the test procedures have been followed; that no falsification or alteration of test scores has occurred, and that test administration guidelines and procedures set forth in the *District and School Testing Coordinator's Handbook; K-1 Assessment Program* have been followed and specifically noting any exceptions or problems. Should such fidelity and assurances be intentionally false, submission of the Fidelity of Implementation Form may constitute submission of a false document to a public agency in violation of R.I.G.L. 11-18-1. Such violation may also constitute cause for the suspension or revocation of your certificate under R.I.G.L. 16-11-4.

Test Security: sign *before* test administration

I affirm that I have read and understand these Test Security Expectations.

Name (printed): _____

Signature: _____

Date: _____

School: _____

Grade(s): _____

Position: _____

Fidelity of Implementation: sign *after* administration

I affirm that I have administered the DRA 2 in accordance with the guidelines set forth in the test administration manual, the training I received, that I followed all test security procedures, and that all student scores that I entered into the OMS reflect the Independent Reading Level.

Name (printed): _____

Signature: _____

Date: _____

School: _____

Grade(s): _____

Position: _____

Appendix B: Table of Assessment Accommodations and Codes

CODE	ACCOMMODATION	DRA2
	SETTING	
11	Alternate location: individual, small group, one-to-one with support	NS
12	Environmental: lighting, adaptive furnishings	Y
13	Environmental: minimal distractions, noise buffers, special acoustics	Y
14	Preferential seating	NS
	PRESENTATION	
21	Audio tape	NS
22	Braille	*N/A*
23	Large print	*N/A*
24	Reading all or part of test questions or reading passages to students (Do not code if you read directions only)	NS
25	Reading all or part of test questions or reading passages to students in another language (Do not code if you read directions only)	NS
26	Directions: signed, repeated, simplified, clarified	Y
27	Audio: amplification devices, hearing aids	Y
28	Visual aids: magnification devices, templates to reduce visible print; key words or phrases in directions highlighted	Y
	SCHEDULING	
31	Specific time of day/days	Y
32	Subtests in different order	Y
	TIMING	
41	Extended time (beyond recommended testing time)	Y
42	Flexible schedule-extended test sessions over several days	Y
43	Frequent breaks during testing	Y
	RESPONSE	
50**	Use of Brailler, word processor, computer, typewriter	Y

CODE	ACCOMMODATION	DRA2
51*	Oral response into tape recorder transcribed into written English	Y
52*	Use of scribe (transcription of student's writing)	Y
53*	Signed response – written verbatim by test administrator	Y
54**	Communication device	Y
55	Pencil grips, large diameter pencil	Y
56	Paper secured to work area with tape/magnets, special paper	Y
57	Resources: dictionaries, thesaurus, word banks, glossaries, spell checkers, etc.	NS
58	Oral or written response in language other than English	NS

Y *Yes*, this accommodation may be used for this assessment.
NS Use of this accommodation for this assessment means the score will be considered invalid and will result in a "*No Score*."
N/A *Not Applicable*

* Must include specific reference to grammar, spelling, and punctuation
** Except for those that self-correct

Appendix C: Criteria for Participation in the Rhode Island Alternate Assessment System (RIAA); Revised May 2009

Student Name_____ DOB_____ IEP DATE_____

The Individualized Education Program (IEP) team, including the parents/guardians, determines on an individual basis how a child with an IEP participates in state assessment. This determination should be made at every *annual* IEP review. Student participation decisions must be made by September 15th of each school year to assure that the student participates in the state assessment system in the most meaningful and appropriate manner. For some students, this determination is that the student will participate in the state assessment with or without accommodations. If the team determines that the general assessment, i.e., New England Common Assessment Program even with accommodations, may not be the most appropriate means of assessment for a particular child, the team must discuss the participation criteria, listed below, for alternate assessment.

The alternate assessment is the state assessment for students with a significant cognitive disability and measures student achievement based on alternate academic achievement standards. Students eligible for special education services under any of the thirteen disabilities categories identified by IDEA may participate in the RIAA if they have a significant cognitive disability and meet all participation criteria. Students who meet the participation criteria for the alternate assessment will be assessed in grades 2-8, 10 and 11.

To verify that a child should participate in the RIAA, the IEP team must review all important information about the child over the years and in a variety of settings (i.e., home, school, community), and determine and document that the child meets the following criteria and team decision making factors. Only those students who meet *all* the criteria and factors participate in RIAA. If the team cannot answer 'yes' to all the criteria and factors, they must determine what accommodations are necessary for the student to participate in the general assessment. The team may refer to the NECAP accommodations manual (http://www.ride.ri.net/assessment/NECAP.aspx.) for further information in this area. IEP teams must document assessment decisions on the IEP form and attach this participation criteria form to the student's IEP.

The IEP team must inform parents of students who participate in the RIAA that their child's achievement will be measured based on alternate academic achievement standards. In addition, the IEP team must inform parents of any implications, including any effects of State or local policies on the student's education resulting from taking an alternate assessment based on alternate achievement standards.

For questions about the RIAA, contact Heather Heineke at 222-8493 or heather.heineke@ride.ri.gov

RIAA PARTICIPATION CRITERIA

YES	CRITERIA	NO	DOCUMENTATION *must be provided for each criterion*
	Student has a disability that significantly impacts cognitive function and adaptive behavior.		
	The student's instruction is aligned to the RI Alternate Assessment Grade Span Expectations, includes academic skills and short-term objectives/ benchmarks.		
	The student is unable to apply academic skills in home, school and community without intensive, frequent and individualized instruction in multiple settings.		

TEAM DECISIONS

YES	FACTORS	NO
	The decision to administer the RIAA is *not* based solely on the fact that the student has an IEP.	
	The decision to administer the RIAA is *not* based solely on the fact that the student's instructional reading level is below grade level expectations.	
	The decision to administer the RIAA is *not* based solely on the fact that the student is not expected to perform well on state assessment.	
	The decision to administer the RIAA is *not* based solely on the fact that the student is expected to experience distress under testing conditions.	
	The decision to administer the RIAA is *not* based solely on the fact that the student has excessive or extended absences.	
	The decision to administer the RIAA is *not* based solely on the fact that the student has a visual or auditory disability, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, economic or language differences.	

The IEP team has informed the parent(s) or guardian(s) of students who participate in the RIAA

1. that their child's achievement will be measured based on alternate academic achievement standards and
2. of any implications of that assessment including any effects of State or local policies on the student's education resulting from taking an alternate assessment based on alternate achievement standards.

Name of the IEP Team LEA Representative: _____

Signature of the LEA Representative: _____ Date: _____