# RHODE ISLAND STATE ASSESSMENT PROGRAM HANDBOOK

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INTRODUCTION

This handbook is designed to give district and school administrators an understanding of the Rhode Island State Assessment System and its policies. If your district or school is responsible for educating a student enrolled in a Rhode Island district, then the information in this handbook is essential for ensuring that all state-mandated assessments are prepared for properly. It does not contain all of the information that administrators need in order to administer each assessment. However, it does tell administrators where to find all necessary information on testing window dates, training information for themselves and their teachers, and where to find more information on accommodations and determining eligibility for the alternate assessment. Many of the assessments have specific listservs that are an effective way to stay up-to-date on new developments related to that assessment. Any state policies common to all assessments are included in this handbook.

The Office of Curriculum, Instruction, and Assessment at the Rhode Island Department of Education is available to answer questions and assist district and school administrators in preparations, administration, and interpreting score results. Please use the contact information in this handbook to reach out to someone specific or use assessment@ride.ri.gov for our general email box. We hope you find this handbook helpful and informative.

NOTE on updates to this document: This document will be updated periodically as information about the testing programs is confirmed and finalized. Updated documents will be posted on www.ride.ri.gov and notices will be sent via the Test Coordinator listserv.
## STATE ASSESSMENTS BY GRADE

The table below provides an overview of all required state assessments by grade level. Additional information can be found in the following pages of this handbook.

<table>
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<tr>
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<th>ACCESS 2.0 for ELs</th>
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<th>Science: RINGSA</th>
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<th>Reading and Mathematics: PSAT™10</th>
<th>Reading, Mathematics, and Essay SAT® School Day</th>
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<tr>
<td>Kindergarten</td>
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## RIDE CONTACT INFORMATION

Updates and information on testing programs are shared through the Commissioner’s Weekly Field Memo and through various listservs. To be added to a Listserv, please contact the appropriate person for that testing program.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2018-19 Test Window</th>
<th>Web Address and Listserv Notice Information</th>
<th>Contact Information</th>
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<tr>
<td>All assessments</td>
<td></td>
<td>Listserv: Test Coordinator</td>
<td><a href="mailto:assessment@ride.ri.gov">assessment@ride.ri.gov</a></td>
</tr>
<tr>
<td></td>
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<td><a href="http://www.ride.ri.gov/assessment">www.ride.ri.gov/assessment</a></td>
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<tr>
<td>ACCESS for ELLs and Alt ACCESS for ELLs</td>
<td>Jan. 7 – Feb. 15, 2019</td>
<td>Listserv: EL Directors, Test Coordinator</td>
<td>Flavia Molea Baker - Program</td>
</tr>
<tr>
<td></td>
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<td><a href="http://www.ride.ri.gov/ACCESS">www.ride.ri.gov/ACCESS</a></td>
<td><a href="mailto:Flavia.MoleaBaker@ride.ri.gov">Flavia.MoleaBaker@ride.ri.gov</a></td>
</tr>
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<td></td>
<td></td>
<td><a href="https://wida.wisc.edu/assess/access">https://wida.wisc.edu/assess/access</a></td>
<td>(401) 222-8480</td>
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<td><a href="https://wida.wisc.edu/assess/alt-access">https://wida.wisc.edu/assess/alt-access</a></td>
<td>Ana Karantonis – Assessment</td>
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<td><a href="mailto:ana.karantonis@ride.ri.gov">ana.karantonis@ride.ri.gov</a></td>
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<td>(401) 222-8940</td>
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<tr>
<td>Dynamic Learning Maps (DLM) (all content areas and grade levels)</td>
<td>April 8 – May 24, 2019</td>
<td>Listserv: RIAA, Test Coordinator, Special Education Directors</td>
<td>Heather Heineke</td>
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<tr>
<td></td>
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<td><a href="http://www.ride.ri.gov/RIAA">www.ride.ri.gov/RIAA</a></td>
<td><a href="mailto:Heather.heineke@ride.ri.gov">Heather.heineke@ride.ri.gov</a></td>
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<td><a href="http://www.dynamiclearningmaps.org">www.dynamiclearningmaps.org</a></td>
<td>(401) 222-8493</td>
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<td>Eligibility for Alternate Assessments</td>
<td>ongoing</td>
<td>Listserv: RIAA Listserv, Test Coordinator, Special Education Directors</td>
<td>Heather Heineke</td>
</tr>
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<td><a href="http://www.ride.ri.gov/RIAA">www.ride.ri.gov/RIAA</a></td>
<td><a href="mailto:Heather.heineke@ride.ri.gov">Heather.heineke@ride.ri.gov</a></td>
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<td>(401) 222-8493</td>
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<tr>
<td>PSAT™10</td>
<td>April 9, 10, or 11, 2019</td>
<td>Listserv: Test Coordinators</td>
<td>Heather Heineke</td>
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<td>Make-up Day: April 23</td>
<td><a href="http://www.ride.ri.gov/SAT">www.ride.ri.gov/SAT</a></td>
<td><a href="mailto:Heather.heineke@ride.ri.gov">Heather.heineke@ride.ri.gov</a></td>
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<td>(401) 222-8493</td>
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<tr>
<td>Rhode Island Comprehensive Assessment Program (RICAS)</td>
<td>ELA: April 1 – May 3</td>
<td>Listserv: Test Coordinators</td>
<td><a href="mailto:assessment@ride.ri.gov">assessment@ride.ri.gov</a></td>
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<td></td>
<td>Math: April 2 – May 24</td>
<td><a href="http://www.ride.ri.gov/RIAA">www.ride.ri.gov/RIAA</a></td>
<td>(401) 222-8494</td>
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<tr>
<td>Rhode Island Next Generation Science Assessment (RI NGSA)</td>
<td>April 22 – May 24, 2019</td>
<td>Listserv: Test Coordinators, Science Coordinators</td>
<td><a href="mailto:assessment@ride.ri.gov">assessment@ride.ri.gov</a></td>
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<tr>
<td></td>
<td></td>
<td><a href="http://www.ride.ri.gov/NGSA">www.ride.ri.gov/NGSA</a></td>
<td>(401) 222-8494</td>
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</tbody>
</table>
| National Assessment of Educational Progress (NAEP) | Listserv: Test Coordinators [http://www.ride.ri.gov/InstructionAssessment/Assessment/NationalAssessmentofEducationalProgress(NAEP).aspx](http://www.ride.ri.gov/InstructionAssessment/Assessment/NationalAssessmentofEducationalProgress(NAEP).aspx) | Jackie Branco  
 [Jacqueline.branco@ride.ri.gov](mailto:Jacqueline.branco@ride.ri.gov)  
 401-222-4685 |
|---|---|---|
| SAT® School Day | School Day: April 9, 2019  
 Make-up Day: April 23 | Listserv: Test Coordinators [www.ride.ri.gov/SAT](http://www.ride.ri.gov/SAT) | Heather Heineke  
 [Heather.heineke@ride.ri.gov](mailto:Heather.heineke@ride.ri.gov)  
 401-222-8493 |
ROLES AND RESPONSIBILITIES OF DISTRICT AND SCHOOL STAFF

The four general roles must be filled for each of the state assessments in this handbook:

1. District Test Coordinator
2. School Test Coordinator
3. Test Administrator
4. Proctors (depending on the number of students being tested)

Below are descriptions of each role and their responsibilities.

ROLE OF DISTRICT TEST COORDINATOR

The District Test Coordinator is the one individual at the LEA/district level who is responsible for the overall coordination of test administration. Each test may have a different test coordinator depending on the organization of the district. The District Test Coordinator has the following roles:

- Develops local policies and procedures based on RIDE’s guidelines and test publisher’s directions to maintain test security.
- Supervises and monitors principals to ensure that they fulfill their specific roles and responsibilities for the administration of tests.
- Ensures all personnel involved with testing receive thorough training for each assessment given.
- Investigates any breach of security.
- Ensures that all student data submitted thorough the Enrollment Census, IEP Census, and LEP Census are up-to-date and accurate prior to student registration.
- Ensures that parent letters and student reports are provided to families in a timely manner.

ROLE OF SCHOOL TEST COORDINATOR

School Test Coordinators are responsible for the overall coordination, supervision, and administration of a specific test. A school may have more than one test coordinator depending on the number of assessments given. Responsibilities of the School Test Coordinator include:

- If not done at the district level, developing and coordinating the school’s test administration schedule, including the administration of make-up sessions.
- Ensuring test security protocols are followed; including implementing an electronic devices plan.
- Receiving, inventorying, distributing, and ordering additional test materials as necessary.
- Maintaining sign-out and sign-in sheets for test materials distributed to test administrators.
- Ensures that all school personnel are thoroughly trained on test administration procedures and policies for each assessment given in that school.
- Reports any breach of security or irregularity to the LEA Test Coordinator.
- Authorizes individuals to be involved in test administration.
- Prior to testing, informing students and staff about the schedule, cell phone policy, any materials they are allowed to bring, and other important information.
- Ensuring that all accommodations are administered properly.
- Ensure all materials are returned on time.
ROLE OF TEST ADMINISTRATORS

Test Administrators are responsible for administering the assessment according to the policies and procedures for that assessment. Role of the test administrator include:

- Attend any training sessions held by district or school.
- Read all test administration materials prior to testing.
- Follow all test security procedures and protocols; including the cell phone policy.
- Sign the Test Security Agreement and give to the school test coordinator.
- Actively supervise the test administration at all times.
- Know how to administer any accommodations students will be using in your classroom.

QUALIFICATIONS FOR TEST ADMINISTRATORS

The following individuals may serve as a test administrator:

- Individuals employed by the LEA as teachers
- LEA and school-level administrators (e.g., principals, assistant principals, directors, assistant superintendents, associate superintendents, superintendents) who hold certificates for their positions as administrators
- Long-term substitute teachers holding a teaching certificate, or state equivalent credentials, employed by the LEA as teachers
- School psychologists, school social workers, librarians, school guidance counselors, and speech pathologists who hold certificates for their positions
- Teachers employed by the LEA who hold provisional certificates

ROLE OF PROCTORS

Proctors assist a test administrator in monitoring a testing session; proctors cannot administer any part of the assessment nor can they be left alone in the classroom with the students; the test administrator must be present at all times. The function of the proctor is to ensure that students are not violating any test security protocols and to answer basic questions on test administration. If class size is larger than 25 students, a proctor is recommended.

QUALIFICATIONS FOR PROCTORS

Anyone serving as a proctor must be a school employee. Student teachers may not administer any test but they may serve as proctors.
PARTICIPATION REQUIREMENTS FOR STATE ASSESSMENTS

Please note the following policies and expectations for how students participate in state assessments:

- **All students are expected to participate**: With limited exceptions, it is expected that all students educated in Rhode Island public schools will participate in the state assessment program for their current grade level in English language arts, mathematics, and science assessments in one of the following ways:
  - Participate in general assessments *without* accommodation(s);
  - Participate in general assessments *with* accommodation(s); or
  - Participate in the alternate assessments which are available only for students with an Individualized Education Program (IEP) who meet specific eligibility criteria.

- **Grade level**: Students are expected to take the tests required for their current grade level, regardless of their grade level the previous year. In other words, if a student was in grade 6 last year and remains in grade 6 for the current year, they will take the grade 6 tests again. If a student skips from 6th grade to 8th grade, they would take the grade 8 tests.

- **Students who are English learners** and currently receiving or eligible for services are also expected to participate in either the ACCESS for ELs or Alternate ACCESS for ELs for their current grade level with or without accommodations.

- **Students who attend schools outside of Rhode Island** are expected to participate in the state assessments for their grade level. Scores of students attending schools outside of Rhode Island will be included in the district’s accountability calculations. Please ensure that you have discussed how the student will participate in the assessments required for their grade level. Students who do not participate in state testing will be counted as non-participants for accountability purposes.

- **Home-schooled students** may participate in any of state assessments. It is expected that home schooled students will come to a school within the district where they live to take the tests. Districts will not be held accountable for the results of students who are home schooled, however, it is very important that districts ensure the following for each home-schooled student wishing to participate in the state assessments:
  - have a valid SASID
  - have a current and active enrollment record in the Enrollment Census
  - have the enrollment code H (home schooled)
ACCESS FOR ELS 2.0

FULL NAME OF ASSESSMENT:
Assessing Comprehension and Communication in English State-to-State for English Learners

GRADES ASSESSED:
Kindergarten through grade 12

CONSORTIUM OR VENDOR INFORMATION:
WIDA is a consortium of thirty-nine states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. The ACCESS for ELs was developed by the Center for Applied Linguistics in collaboration with the WIDA Consortium and is headquartered at the University of Wisconsin, Madison.

Districts in Rhode Island utilize the online WIDA SCREENER to determine the English language proficiency of newly enrolling students identified as potential ELs. This screening tool is aligned to the WIDA English Language Development Standards and the ACCESS 2.0 for ELs. It produces a proficiency score that helps schools provide EL students with the most appropriate instruction for their English proficiency level.

FEDERAL REQUIREMENTS/ACCOUNTABILITY:
Federal and state laws require that English Learner (EL) students be assessed annually to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making in learning English. In fulfillment of these laws, EL students in grades Kindergarten through 12th grade in Rhode Island are required to participate in ACCESS for ELs testing while receiving EL program services at their school. Students who are eligible for service but whose families have declined services (waived) must also be assessed on ACCESS annually. Once they exit their EL program or reach designated exit criteria, they are no longer required to participate in ACCESS for ELs testing.

ASSESSMENT OVERVIEW:

Standards and Test Design: ACCESS for ELs tests are based on the WIDA (World-Class Instructional Design and Assessment) English Language Development standards and are criterion-referenced English language proficiency tests designed to measure students’ social and academic proficiency in English associated with the arts, mathematics, science, and social studies across the four language domains of speaking, listening, reading, and writing.

The listening and reading sections consist of multiple-choice questions. The writing and speaking sections are made of performance tasks that are scored according to specific rubrics. The listening, speaking, reading, and writing sections can be group-administered online and are centrally scored.

Proficiency or Achievement Levels: The ACCESS for ELs series spans six grade level clusters and six proficiency levels. The grade level clusters include: Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12. The six proficiency levels are:

1. Entering (Level 1)
2. Emerging (Level 2)
3. Developing (Level 3)
4. Expanding (Level 4)
5. Bridging (Level 5)
6. Reaching (Level 6)

**Using Data and Test Results:**

1. to determine the English language proficiency level of students;
2. to inform classroom instruction and assessment;
3. to aid in programmatic decision-making;
4. to provide data for meeting federal and state requirements with respect to student assessment.

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**ACCOMMODATIONS AND ACCESSIBILITY**

**Accommodations** are outlined in the *Accessibility and Accommodations Supplement* at [www.wida.wisc.us](http://www.wida.wisc.us). In order to be available to ELs on the day of testing, some accommodations must be selected in the WIDA Assessment Management System (AMS) prior to testing. Braille, large print, and paper copy versions of ACCESS 2.0 must be requested in advance in the EL Census. Embedded within the online test platform are various tools available to all students and possible accommodations that can be assigned to students during testing.

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**STUDENT REGISTRATION DATA:**

District data from the EL Census and Enrollment Census are used to create student registration files. Only students designated as active in the Enrollment Census will be included in the registration file. It is very important that all student data is accurate and have an active enrollment status.

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**TRAINING:**

**Test Coordinators:** Usernames and passwords to the training modules are assigned by School Test Coordinators. Coordination with the district technology coordinator will be necessary. A preparation checklist and the Technology User Guide is available at [https://portal.wida.us/client/TrainingResource/TechnologyCoordinator.aspx](https://portal.wida.us/client/TrainingResource/TechnologyCoordinator.aspx).

**Test Administrators:** To become certified to administer ACCESS 2.0 for ELs, the test administrator must successfully complete test administrator training by earning a passing grade on the quizzes that are a part of the test administrators’ online course. Test administrators must login at [https://portal.wida.us/ACCESSTraining/online/](https://portal.wida.us/ACCESSTraining/online/) and complete online training.

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**ONLINE RESOURCES:**

**WIDA:** Grades 1-12: [https://wida.wisc.edu/assess/access](https://wida.wisc.edu/assess/access)
Kindergarten: [https://wida.wisc.edu/assess/access/tests/kindergarten](https://wida.wisc.edu/assess/access/tests/kindergarten)
Standards: [https://wida.wisc.edu/teach/standards](https://wida.wisc.edu/teach/standards)
Training: [https://portal.wida.us/ACCESSTraining/online/](https://portal.wida.us/ACCESSTraining/online/)

**RIDE:**
[www.ride.ri.gov/ACCESS](http://www.ride.ri.gov/ACCESS)
[http://www.ride.ri.gov/StudentsFamilies/EnglishLearnerPrograms/ELPrograms.aspx](http://www.ride.ri.gov/StudentsFamilies/EnglishLearnerPrograms/ELPrograms.aspx)
ALTERNATE ACCESS FOR ELS

FULL NAME OF ASSESSMENT
Alternate Assessment of Comprehension and Communication in English State-to-State for English Learners

GRADES ASSESSED
Grades 1 - 12

CONSORTIUM OR VENDOR INFORMATION
WIDA is a consortium of thirty-nine states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. The ACCESS for ELs was developed by the Center for Applied Linguistics in collaboration with the WIDA Consortium and is headquartered at the University of Wisconsin, Madison.

FEDERAL REQUIREMENTS/ACCOUNTABILITY
Federal law requires that all students identified as English learners be assessed annually for English language proficiency. This requirement includes students who require special education services under the Individuals with Disabilities Education Act (IDEA). Alternate ACCESS is individually administered and is intended only for English learners with significant cognitive disabilities and who meet the Rhode Island eligibility criteria for alternate assessment. Alternate ACCESS is not intended for ELs who can be provided with accommodations on ACCESS 2.0 for ELs.

ASSESSMENT OVERVIEW

Standards and Test Design: Alternate ACCESS for ELs aligns with the WIDA Alternate English Language Proficiency (alternate ELP) levels. These levels were designed to expand upon Level P1 - Entering, by increasing the sensitivity of the measure for students who have significant cognitive disabilities. The alternate ELP levels give students a chance to demonstrate progress within Level P1 - Entering.

Test items are written from AMPIs (Alternate Model Performance Indicators) and MPIs (Model Performance Indicators) from four of WIDA’s English Language Development (ELD) standards:

1. Social and Instructional Language
2. Language of Language Arts
3. Language of Mathematics
4. Language of Science

Proficiency/Achievement Levels: Alternate Model Performance Indicators (AMPIs) provide expectations of what students should be able to process and produce at a given Alternate ELP level. AMPIs were developed for each language domain, standard, and grade-level cluster:

1. language function (e.g., indicate, match, locate),
2. example topic (e.g., text elements), and
3. form of support (e.g., sensory, graphic, interactive).
ACCOMMODATIONS AND ACCESSIBILITY

Accommodations are outlined in the Accessibility and Accommodations Supplement at www.wida.wisc.us. In order to be available to ELs on the day of testing, some accommodations must be selected in the WIDA Assessment Management System (AMS) prior to testing.

STUDENT REGISTRATION

District data from the EL Census and Enrollment Census are used to create student registration files. Only students designated as active in the Enrollment Census will be included in the registration file. It is very important that all student data is accurate and have an active enrollment status.

TRAINING

Test Coordinators: Online modules for Test Coordinators are available at https://portal.wida.us/ACCESSTraining/AlternateModule/index.aspx. Test Coordinators can monitor the training of Test Administrators in the Account Management & Training Status section of the WIDA website’s secure portal.

Test Administrators must complete online training and pass the Administration Quiz prior to giving the test to students. Test administrators must login at https://wida.wisc.edu/ and complete online training.

ONLINE RESOURCES

RIDE: www.ride.ri.gov/ACCESS:
- Full schedule of test information and ordering
- Test administrator training website
- Test ordering information
- Link to regulations and guidance

RIDE Regulations and Guidance:
http://www.ride.ri.gov/StudentsFamilies/EnglishLearnerPrograms/ELPrograms.aspx

WIDA assessment administration: https://wida.wisc.edu/assess/alt-access

DYNAMIC LEARNING MAPS (DLM) ALTERNATE ASSESSMENTS

GRADES ASSESSED
English language arts and mathematics: grades 3 - 8 and 11
Science: grades 5, 8, and 11

CONSORTIUM OR VENDOR INFORMATION
Rhode Island joined the DLM consortium of 19 other states.
The DLM assessments are developed by the University of Kansas and the consortium of states.

FEDERAL REQUIREMENTS/ACCOUNTABILITY
- Alternate assessment results will be combined with general assessment results to produce accountability determinations for districts and schools.
- Participation results are also calculated for ELA and mathematics by district and school.
- NEW: ESSA requires that states calculate how many students are determined eligible by district to ensure that the 1% cap is not exceeded.

ASSESSMENT OVERVIEW
Dynamic Learning Maps® (DLM®) assessments are designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in mathematics, English language arts, and science.

DLM assessments also help parents and educators establish high academic expectations for students with significant cognitive disabilities. Results from DLM assessments support interpretations about what students know and can do. Results can inform teachers’ instructional decisions while also meeting statutory requirements for reporting student achievement as required by state accountability programs.

Assessment Design:
The Dynamic Learning Maps team uses a cyclical, multi-step process to develop assessments. DLM assessments are delivered as “testlets” – short, instructionally relevant groups of items that share a common context. DLM testlets are developed using principles of evidence-centered design by subject-matter experts with additional expertise in instruction for students with significant cognitive disabilities.

Test items go through multiple rounds of review by DLM staff, internal item reviewers, editors, and educators in DLM states, who serve as external reviewers. Reviewers are carefully trained to look for potential problems with the items’ academic content and accessibility, as well as to identify potential bias or sensitive topics in the items. After testlets are reviewed, they are field tested in DLM states. Testlets that meet certain standards after field testing can then be included in DLM assessments.

» Released Testlets can be accessed here:
http://dynamiclearningmaps.org/about/tests/releasedtestlets
Standards and Content:

The DLM Alternate Assessment System helps educators facilitate student success by illustrating the interrelation among the knowledge, skills, and understandings necessary to meet academic content standards in a learning map model. The learning map model plots out individual concepts in nodes, and the connections among these nodes show the multiple ways that students’ knowledge, skills, and understandings develop over time.

By examining the learning map model and the relationships between its nodes, educators can better uncover reasons a student may be struggling with a particular concept and also see paths ahead for that student to continue to expand their knowledge and skills.

To connect the model’s extensive content to real-world expectations for students, certain nodes within the model are associated with Essential Elements (EEs). EEs are specific statements about what students should know and be able to do. They are linked to grade-level-specific expectations described in college- and career-readiness standards for students in the general population, and they provide a bridge between those standards and academic expectations for students with the most significant cognitive disabilities.

Assessment Administration

Dynamic Learning Maps assessments are delivered online through the Kite Student Portal. Member states choose from one of two models of assessment: integrated and year-end. Rhode Island will administer the year-end assessments.

In the year-end model, all students are assessed each spring, with all students in a particular grade being assessed on the same Essential Elements. Additionally, educators have the option to use instructionally embedded assessments during the year available through the KITE system.

Both models of assessment employ adaptive testlets in the spring. In adaptive testing, students receive testlets of varying difficulty depending on their previous answers.

Test Time

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>70-90 minutes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>35-60 minutes</td>
</tr>
<tr>
<td>Science</td>
<td>45-135 minutes</td>
</tr>
</tbody>
</table>

ACCOMMODATIONS AND ACCESSIBILITY

DLM assessments are designed to maximize accessibility for students with significant cognitive disabilities. Assessments are built to allow multiple ways for students to demonstrate their knowledge, skills, and understandings. Assessment design also incorporates current research on communication in such forms as the DLM core vocabulary (https://www.med.unc.edu/ahs/clds/resources/core-vocabulary), a list of words that have been determined to be highly useful for communicating in both social and academic contexts. At multiple points during the assessment development process, educators from DLM partner states who have expertise in accessibility review the assessments to ensure instructional relevance and minimize barriers for students with specific needs.

During assessment administration, students have access to unique accessibility tools and supports to fit each student’s needs and preferences. Some of these tools and supports are delivered through the online assessment system while others are provided outside the system, by the teacher. Decisions about
the use of these tools and supports are made for each student, typically with input from an Individualized Education Program (IEP) team.

Learn More about DLM Accessibility
» List of available tools and supports
» Accessibility Manual
» Informational video

STUDENT REGISTRATION
Registration files are created using the Enrollment Census and the Special Education Census.

- **Enrollment Census:** student enrollment records must be active and the grade level must be accurate. **NOTE:** Student enrollment records for students attending outplacement schools are the responsibility of the sending district. Please ensure all student records for outplacement students are active, have the correct grade level, and the correct school designation.

- **Special Education Census:** students taking the alternate assessments should have the Assessment Accommodations code of 3 (alternate assessment) or they will not be included in the student registration file.

TRAINING
Required training for new test administrators is available in self-directed and facilitated formats.

**Test Administrators:** Training is required for all educators who will administer Dynamic Learning Maps alternate assessments. New test administrators must successfully complete four modules with a passing score on each module’s post-test before beginning student assessment. Modules are available one at a time in sequential order. Trainees must pass the post-test at 80% or higher to access the next module.

Total training time for new test administrators is estimated at approximately two and a half hours. Total training time will be a little more than that for states that administer the DLM science alternate assessment. The timeframe includes videos and time to independently complete post-tests. Specific time estimates for each part of the required training are provided here:

TECHNOLOGY REQUIREMENTS
The Kite Student Portal must be downloaded to the device that will be used for testing. Instructions for downloading and installing the Kite Student Portal for Windows, Mac, iPAD, and Chromebook can be found here: [http://www.dynamiclearningmaps.org/requirements](http://www.dynamiclearningmaps.org/requirements)

ONLINE RESOURCES
**DLM:** [http://dynamiclearningmaps.org](http://dynamiclearningmaps.org)

» **Training information can be found here:** [http://dynamiclearningmaps.org/erp_ye](http://dynamiclearningmaps.org/erp_ye)

» **Moodle training site:** training.dynamiclearningmaps.org

» **More about Essential Elements:** [http://dynamiclearningmaps.org/about/model](http://dynamiclearningmaps.org/about/model)

**RIDE:** [www.ride.ri.gov/RIAA](http://www.ride.ri.gov/RIAA)
NAEP is the largest continuing and nationally representative assessment of what our students know and can do in various subjects. Rhode Island administers the Reading, Mathematics, and Science assessments.

NAEP’s major goals are to measure student achievement and report change in performance over time. NAEP provides results for states and the nation as a whole but does not provide scores for schools, classrooms, or individual students. NAEP only reports results at the state-level and for selected urban districts. Results are, however, disaggregated by race/ethnicity, gender, SD/EL status, and participation in the National School Lunch Program.

School Selection Criteria:

Participation in NAEP mathematics and reading in grades 4, 8, and 12 is mandatory for states receiving Title I funds pursuant to federal law. While NAEP is voluntary for students, school participation remains mandatory for selected public schools in Rhode Island per state law. Given that stakeholders across the education spectrum rely on NAEP results to guide their decisions at all levels, it is important that all selected students participate so that results are accurate and reliable for all subjects and grades.

NAEP is given in a sample of schools whose students reflect the varying demographics of a specific jurisdiction, be it the nation, a state, or a district. The selection process for schools uses a stratified random sampling design to create a list from which the schools are sampled. This list considers specific criteria such as school location, demographic composition, and a prior measure of achievement to group schools so that a representative sample of students can be drawn.

Although NAEP is administered to a sample of schools in each state, most elementary and middle schools in Rhode Island participate in NAEP by virtue of our relatively small student population and our small number of schools. Elected officials, policymakers, educators, and other stakeholders all use NAEP results to develop ways to improve education and to confirm results on state assessments. Therefore, participation is vital before information about the performance of Rhode Island students can be collected and shared.

The probability of a school being selected is calculated based on the size of its enrollment in relation to the size of the state’s student population. Therefore, schools with large enrollments will find that they are selected more frequently than smaller ones. For more information about NAEP’s sampling design, you may refer to this Fact Sheet.
Test Administration

Each student spends up to 90 minutes for the entire administration, which includes taking a background questionnaire on students’ educational experiences. Some specialized assessments, such as the hands-on science tasks or computer-based assessments, may require up to 120 minutes to complete.

ACCOMMODATIONS AND ACCESSIBILITY

Special-needs students use the same accommodations in NAEP assessments that they use in their usual classroom testing, with very few exceptions. For a complete list of all NAEP accommodations, go to: http://nces.ed.gov/nationsreportcard/about/accom_table.aspx

STUDENT REGISTRATION

Registration files are created using the Enrollment Census and uploaded by the RIDE on behalf of the selected schools.

TRAINING

Schools and teachers are not responsible for administering the assessment or for receiving or handling testing materials. Instead, each school works with a NAEP representative (Assessment Coordinator) to coordinate and organize the assessment. On assessment day, the NAEP Assessment Coordinator will arrive with all testing materials and a team of Assessment Administrators who will administer the tests. Teachers and administrators are encouraged to take an active role in observing the assessment and even administering the assessment to students who need certain accommodations.

ONLINE RESOURCES

- NAEP Results
- Nation’s Report Card: The homepage of NAEP where educators, parents, policymakers, and students can find more information about the assessments. http://nces.ed.gov/nationsreportcard/about/
- NAEP Data Explorer (NDE): The NDE is a tool that allows users to explore NAEP data and analyze students’ academic performance in mathematics, reading, writing, science, and other subject areas. The tool also allows users to compare state results, observe trends over time, and display data using custom tables, charts, and maps.
- NAEP Questions Tool (NQT): The NQT is a database of over 3,000 released questions from past NAEP assessments in all subject areas. Users can search for questions by grade level, difficulty, and item type. The tool also provides sample student responses, scoring guides, and performance data for individual questions.
- Item Maps: NAEP Item Maps illustrate the knowledge and skills demonstrated by students performing at different NAEP performance levels. The Item Maps answer the question, “What do students know and can do at Basic, Proficient, or Advanced?”
PSAT™10

GRADE ASSESSED
Grade 10

CONSORTIUM OR VENDOR INFORMATION
The PSAT™10 is designed and scored by College Board.

FEDERAL REQUIREMENTS/ACCOUNTABILITY
The PSAT™10 is part of the Rhode Island State Assessment Program and is required for all 10th grade students. The PSAT™10 will be used for accountability purposes, specifically for student growth calculations.

NOTES: Students eligible for the alternate assessments will not take the PSAT™10 in the 10th grade; they will take the DLM alternate assessments in the 11th grade. There are no alternate assessments offered in 10th grade.

ASSESSMENT OVERVIEW
2019 will be the first digital administration of the PSAT 10. For information on the digital assessment, please visit www.ride.ri.gov/sat.

The PSAT™10 assesses the same knowledge and skills as the SAT®. On the assessment, students will encounter:

- Emphasis on reasoning alongside a clearer, stronger focus on the knowledge and skills that are most important for college and career readiness and success.
- Emphasis on the meaning of words in a variety of contexts and on how word choice shapes meaning, tone, and impact.
- Focus on math that matters most, including problem solving, data analysis, algebra, and advanced mathematical concepts.
- Rights-only scoring (a point for a correct answer but no deduction for an incorrect answer; blank responses have no impact on scores).

Test Time

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Actual Test Time</th>
<th>Administration Activities Time</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT™10</td>
<td>3 hours and 50 minutes</td>
<td>50 minutes (approximately)</td>
<td>4 hours and 40 minutes</td>
</tr>
</tbody>
</table>
ACCOMMODATIONS AND ACCESSIBILITY

www.collegeboard.org/students-with-disabilities
ride.ri.gov/sat

Accommodations must be entered into the College Board’s Services for Students with Disabilities (SSD) office using the web address above. Additional information, included recorded webinars and presentation slides, are available at the RIDE web address above.

STUDENT REGISTRATION

RIDE will use the Enrollment Census data to identify 10th grade students eligible for the PSAT™10. RIDE will use the IEP Census to identify any 10th grade student identified for the alternate assessment (even though there is no alternate assessment at this grade level) and remove them from the registration file for the PSAT™10. Please make sure that all 10th grade students eligible for the alternate assessment have a code of 3 (alternate assessment) in the IEP Census.

TRAINING

The 2018-19 training schedule for PSAT10 and SAT can be found at www.ride.ri.gov/SAT and click on TRAINING INFORMATION

Test Coordinators/Supervisors: Training is delivered in person and online and will cover the following topics:

- Planning and staffing to support the test administration
- Understanding assessment sections and timing
- Administering the assessment with SSD accommodations
- Ensuring test material security
- Packaging and returning test materials
- Managing and reporting testing issues and irregularities
- Following the remittance process

Test Administrators: Test Coordinators are responsible for training test administrators.

ONLINE RESOURCES

RIDE: ride.ri.gov/InstructionAssessment/Assessment/PSATandSAT.aspx
College Board: collegeboard.org
RHODE ISLAND NEXT GENERATION SCIENCE ASSESSMENT

GRADES ASSESSED
5, 8, and 11

CONSORTIUM OR VENDOR INFORMATION
Rhode Island and Vermont collaborated with the American Institutes of Research (AIR) to develop this assessment.

ASSESSMENT OVERVIEW

Standards and Test Design:
- Standards: Next Generation Science Standards (NGSS)
- Test format: Online. Two sessions.
- Item types: Technology-enhanced items with interactive student-generated responses, multiple choice and short constructed responses. Mostly interrelated item clusters, some standalone items.

Proficiency or Achievement Levels: TBD after census field testing in 2018 and standard setting in 2019.

Data and Test Results: Results will be available after the first operational test administration in 2019.

FEDERAL REQUIREMENTS/ACCOUNTABILITY
- State, district, and school-level data and results are released to schools and the public.
- Student-level reports are produced and shipped to districts. Districts must mail these reports to parents and guardians.
- Participation calculations are released to the public.
- Science results are not included as part of the federal accountability system at this time.

ACCOMMODATIONS AND ACCESSIBILITY
Accommodations information can be found in the RISAP Accommodations and Accessibility Manual.

STUDENT REGISTRATION

Enrollment Census: Data will be linked directly to registration system for nightly roster updates during testing.

NOTE: If student information is not accurate or a student is not registered for this assessment during testing, then changes must be made in the Enrollment Census.

TRAINING

Test Coordinators: RIDE will offer in-person workshops for district and school test coordinators. Details will be released in the Field Memo, email, and posted on the RIDE website.
Test Administrators: Districts and/or schools are responsible for training test administrators. There will be online test administrator training modules available.

TECHNOLOGY REQUIREMENTS
Up-to-date information on technology requirements can be found here: https://ri.portal.airast.org/get-started/technology-setup-guidance

ONLINE RESOURCES
RIDÉ Science Assessment: ride.ri.gov/ngsa
Ruí NGSA Portal: https://ri.portal.airast.org/
RIDÉ NGSS Assessment Resources www.ride.ri.gov/ngsa
RHODE ISLAND COMPREHENSIVE ASSESSMENT SYSTEM (RICAS)

GRADES ASSESSED
Grades 3–8

CONSORTIUM OR VENDOR INFORMATION
Measured Progress is the vendor for RICAS

FEDERAL REQUIREMENTS/ACCOUNTABILITY
RICAS assessments are administered to fulfill testing requirements of the Federal Every Student Succeeds Act (ESSA), which requires annual assessments in English language arts and mathematics for students in grades 3–8. In Rhode Island, all students in grades 3–8 are expected to participate in RICAS English language arts and mathematics testing unless they are eligible for the alternate assessments.

ASSESSMENT OVERVIEW

English Language Arts Assessments
The RICAS English language arts assessment asks students to read literary and informational texts as well as write effectively when analyzing text. It is comprised of two sessions for students in grades 3–8. Within each session, students will read either a single text or a pairing or tripling of texts. Students will then answer questions associated with the texts. Students will be expected to write a short response or essay associated with the texts.

Sessions/Testing Time for English Language Arts
Grades 3–8: 2 sessions; 120-150 minutes per session

Mathematics
The RICAS mathematics assessment is designed to provide strong indicators about students' readiness for the next grade and being on track for college and career. RICAS places an emphasis on the interaction between the content standards and the standards for mathematical practice. Students encounter real-world and mathematical problems that require them to demonstrate conceptual understanding, application, and procedural fluency as well as the ability to reason, justify, and communicate with sound mathematical language. Each grade level assessment is comprised of two sessions and contains an assortment of items types including selected response, short answer, constructed response, and technology enhanced items. All sessions for grades 3 through 6 are non-calculator, while grades 7 and 8 each have a non-calculator and a calculator session.

Test Times for Mathematics
Grades 3 – 8: 2 sessions; 90 minutes per session
ACCOMMODATIONS AND ACCESSIBILITY

A complete list of accommodations and accessibility features can be found in the RISAP Accommodations and Accessibility Manual.

- Read aloud for the mathematics assessments is an accommodation on RICAS, not an accessibility feature for all students. Any student needing a read aloud for the mathematics test must have it documented in their IEP and have evidence that the effect of their disability requires a read aloud for the mathematics tests.
- Paper-based editions of the assessments are accommodations.
- Extended time is available for all students.
- Graphic organizers and non-standard mathematics reference sheets are accommodations.

STUDENT REGISTRATION

Registration files are created using the Enrollment Census and the Special Education Census.

**Enrollment Census**: student enrollment records must be active and the grade level must be accurate.

**NOTE**: Student enrollment records for students attending outplacement schools are the responsibility of the sending district. Please ensure that all student records for outplacement students are active, have the correct grade level, and the correct school designation.

**Special Education Census**: students taking the alternate assessments should have the Assessment Accommodations code of 3 (alternate assessment). Any student with this designation will be removed from the student registration file for RICAS.

TRAINING

**Test Coordinators**: Test Coordinator workshops will be held in February 2019.

**Test Administrators**: Test Coordinators are responsible for training test administrators.

TECHNOLOGY REQUIREMENTS

The technology requirements for RICAS have not changed from those of PARCC.

ONLINE RESOURCES

**RIDE**: [www.ride.ri.gov](http://www.ride.ri.gov)

**RICAS Resource Center**: [http://ricas.pearsonsupport.com](http://ricas.pearsonsupport.com)
SAT® SCHOOL DAY

FULL NAME OF ASSESSMENT
SAT® School Day

GRADE ASSESSED
Grade 11

CONSORTIUM OR VENDOR INFORMATION
The SAT® School Day is designed and scored by College Board.

FEDERAL REQUIREMENTS/ACCOUNTABILITY
Last year, the SAT® was given to Rhode Island students free of cost. This year, the SAT® will be part of the Rhode Island State Assessment Program and is required for all 11th grade students. The SAT® will be used for accountability purposes.

NOTES:
- Students eligible for the alternate assessments will take the DLM Alternate Assessments in the 11th grade.

ASSESSMENT OVERVIEW
While taking the SAT®, students will encounter:
- Emphasis on reasoning alongside a clearer, stronger focus on the knowledge and skills that are most important for college and career readiness and success.
- Emphasis on the meaning of words in a variety of contexts and on how word choice shapes meaning, tone, and impact.
- Focus on math that matters most, including problem solving, data analysis, algebra, and advanced mathematical concepts.
- Rights-only scoring (a point for a correct answer but no deduction for an incorrect answer; blank responses have no impact on scores).

Test Time

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Actual Test Time</th>
<th>Administration Activities Time</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT School Day with Essay</td>
<td>3 hours and 50 minutes</td>
<td>50 minutes (approximately)</td>
<td>4 hours and 40 minutes</td>
</tr>
</tbody>
</table>
ACCOMMODATIONS AND ACCESSIBILITY

www.collegeboard.org/students-with-disabilities
ride.ri.gov/sat

Accommodations must be entered into the College Board’s Services for Students with Disabilities (SSD) office using the web address above. Additional information, included recorded webinars and presentation slides, are available at the RIDE web address above.

TRAINING

Test Coordinators (Test Center Supervisors) are required to complete and pass (with a score of at least 80% correct) the College Board’s online “SAT® School Day Supervisor Training,” which covers the fundamental aspects of administration, including:

- Planning and staffing to support the test administration
- Preparing for the logistics of testing day
- Understanding assessment sections and timing
- Administering the assessment with SSD accommodations
- Ensuring test material security
- Packaging and returning test materials
- Managing and reporting testing issues and irregularities
- Following the remittance process

ONLINE RESOURCES

College Board : https://info.assessmentportal.collegeboard.org/

Accommodations: collegeboard.org/students-with-disabilities

Calendar for submitting accommodations: collegeboard.org/students-with-disabilities/calendar

RIDE: ride.ri.gov/sat
APPENDIX A: TEST SECURITY BEST PRACTICES

The need to be very careful regarding test security is critical. Test coordinators should be certain that they are aware of their responsibilities and have made everyone who assists them aware of their responsibilities. Paraprofessionals, custodial staff, and others in the school who may be in classes during testing or may be in the area where tests are stored, even though they do not have direct access to tests, should be aware of security rules.

NOTE: If, at any time, there is a question that you feel cannot be answered by the test materials for a specific assessment or this handbook, please contact RIDE at assessment@ride.ri.gov.

Keeping Test Materials Secure:

- Keep any test materials stored in a secure place accessible only by the school’s test coordinator.
- Distribute testing materials as close to the actual testing time as possible.
- Use a sign-out and sign-in sheet for any staff receiving and returning test materials. This sheet should show date and time.
- Make certain that all materials are returned immediately after the testing session.
- Follow instructions in the test administration manuals exactly. Manuals do change each year and not reading them thoroughly each year may invalidate test scores.

Training:

- Each assessment included in the state assessment program has a Test Administration Manual that must be read and understood prior to testing.
- Be certain that everyone involved in the testing process has been properly trained and informed of responsibilities in the area of test security. Provide sign-in sheets and rosters as well as training agendas. Attendance at training must be mandatory and well-documented. Untrained examiners must not be allowed to test.
- Make certain that everyone involved in testing is aware of professional practices and the consequences of violations.
- Make certain that everyone, including students, understand what is and is not allowed during testing (e.g., cell phones are not allowed during testing).
- Make certain everyone who attends training signs the necessary Test Security Agreement forms. Keep all signed forms on file for one year.

Examples of Test Administration Irregularities:

- coaching, erasing, altering, or interfering with students’ test responses in any way;
- giving students access to test questions or prompts prior to testing;
- questioning students about test content after the test;
- copying, reproducing, or using any test materials in a way that is inconsistent with test administration or security policies;
- making notes on any test content that students see; this includes test items, reading passages, and science scenarios;
- failing to follow security procedures for receiving and returning test materials as directed, or failing to account for all secure test materials before, during, and after testing;
- failing to follow test administration directions;
- failing to provide a documented accommodation or providing an accommodation not documented in the student’s IEP.
REPORTING A TESTING IRREGULARITY

Follow these steps to report a test irregularity.

1. All test irregularities must be reported by the Test Administrator to the School Test Coordinator.
2. The School Test Coordinator must collect any information and/or documentation and inform the LEA or District Test Coordinator.
3. The LEA or District Test Coordinator must contact Phyllis Lynch, Director, Office of Instruction, Assessment, and Curriculum at 401-222-4693 to discuss the incident and provide any documentation, as necessary.
4. The Office of Instruction, Assessment, and Curriculum will inform the local LEA/District if it is required to submit a formal investigation report of the irregularity to RIDE.

CELL PHONE USE ON STATE ASSESSMENTS

Districts/LEAs and schools must have a plan in place so that electronic devices such as cell phones, PDAs, cameras, or any device that permits recording or playback, are not accessible to students during testing. Unless it is a device allowed by the test or required for the administration of an accommodation, students may not have access to it during testing. Announcements must be made prior to testing that such devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the district’s student code of conduct and/or test invalidation procedures.

If a test administrator confirms that a student is using a device to access, retain, or share information during testing, the Test Administrator must, with minimal disruption:

- collect the device,
- stop testing that student,
- remove the student from the testing session, and
- notify the School Test Coordinator immediately.

The School Test Coordinator must contact the District Test Coordinator.

In the event such actions are suspected, but not yet confirmed, the Test Administrator, must with minimal disruption:

- collect the device,
- allow the student to complete testing,
- notify the School Test Coordinator immediately, and
- as soon as it is appropriate, confirm whether or not the device was used during testing.
- Notify School Test Coordinator immediately if use of a device during testing was confirmed.

If it is confirmed that the student did use the device to access information and/or to photograph, post, retain, share, or transmit information/images from any portion of a secure test booklet and/or answer document the test for that student will be invalidated. Students who receive, from another party, messages/posts/texts that contain secure test information may also have their test invalidated if the information received is used by them to gain an advantage.
APPENDIX B: ELIGIBILITY CRITERIA FOR ALTERNATE ASSESSMENTS:

Alternate Assessments are designed for students with significant cognitive disabilities. The structure of an alternate assessment is designed around the students’ physical and cognitive disabilities in a way that allows them to answer test questions and participate in the test as independently as possible. The IEP Team Guidance on the Alternate Assessments provides all members of a student’s IEP Team with the information needed to help them determine if a student meets the three eligibility criteria. This guidance document also contains the form that IEP Team members must read and include with the student’s IEP confirming that the student meets all of the following eligibility criteria. All eligibility decisions must be done prior to the start of testing.

1. **Student has a disability, or disabilities, that significantly impacts cognitive function and adaptive behavior.** Review of student records and other evidence indicate a disability or multiple disabilities that prevent the student from meaningful participation in the standard academic core curriculum or achievement of the standards at their enrolled grade level. Additionally, the student’s disability causes dependence on others for many, and sometimes all, daily living needs, and the student is expected to require extensive ongoing support in adulthood.

2. **As documented in the IEP, the student’s present levels of academic achievement indicate their ability to make progress through the alternate achievement standards (EEs) and the short term objectives include skills and concepts reflected in the steps found in the alternate achievement standard (EEs) learning maps, and the annual academic goals are closely aligned to grade-level alternate achievement standards.** IEP teams should review the student’s present levels of performance, short-term goals and objectives, and the performance targets for the student to ensure that the concepts and skills the student is working on not only reflect the skills and concepts in the EEs but that the short-term goals closely align with the learning maps that will lead to grade-level performance targets.

   - The **present levels of performance** described in the IEP indicate that the student:
     - Can make adequate progress through the most complex alternate achievement standards
     - Will need substantial supports and scaffolding to make progress through the least complex achievement standards
   - The **short-term goals and objectives** reflect the skills and concepts contained in the learning map steps.
   - The **annual academic goals** are closely aligned to the alternate achievement standards for the student’s current grade level.

3. **The student is unable to apply academic, life, and job skills in home, school, and community without intensive, frequent, and individualized instruction and supports in multiple setting.** The student’s demonstrated cognitive functioning and adaptive behavior across these settings is significantly below age expectations, even with program modifications, adaptations, and accommodations. This covers the three aspects of learning:

   a) **What the student needs in order to learn.** In other words, the student **requires** extensive, repeated, individualized instruction and supports from teachers and other professionals.
b) The types of materials required in order for the student to learn. Materials are significantly modified, customized, and adapted in order to facilitate understanding.

c) How the student demonstrates their learning. His or her need for substantial supports to achieve gains in the grade-and-age-appropriate curriculum requires substantially adapted materials and customized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.
APPENDIX C: TEST ADMINISTRATION MONITORING VISITS

RIDE conducts test administration monitoring visits to ensure that testing procedures are followed and to obtain feedback for improvement. These visits provide RIDE with important information and feedback that will allow us to improve and clarify future test protocols, procedures, and policies.

The process itself is fairly simple. First, RIDE selects the schools and schedules a conference call with school and district staff to ensure schools have the information needed to successfully administer state-required assessments and to answer any questions they may have about any part of the test administration process. The questions on the Statewide Monitoring Visit Form on the following page are also reviewed. During this call, the date, time, and details of the visit are also discussed.

School Selection Process

Schools can be selected for a monitoring visit in several ways:

- randomly from a pool of schools not selected in the previous two years
- reported testing irregularities the previous year
- LEA or school requested a monitoring visit from RIDE

The Visit

Below is a general framework for a monitoring visit. This may change given the type of test, school, and any specific questions/issues that arise.

1. RIDE staff meet with the principal and/or test coordinator
2. At least two regular classrooms should be visited by RIDE staff and at least one accommodation session, if possible.
   
   **NOTE:** During the visit, the principal (or his/her designee) is not expected to accompany RIDE staff around the building. However, it is helpful to have someone to assist RIDE staff in finding classrooms. If that is not possible, please provide RIDE staff with a map of the school and a list of the teacher’s names and types of classrooms they will be visiting.
3. During the visit, RIDE staff quietly enter and exit classrooms so as not to disturb students during testing.
4. After the visit, if the principal and/or test coordinator did not accompany RIDE staff, it is helpful to have a short debrief meeting to discuss any issues or questions.
# Statewide Assessment Monitoring Visit Form

**DATE:** ________________  
**GRADE(s):** ________________

**DISTRICT:** __________________  
**SCHOOL:** __________________

**ASSESSMENT(s):**  
- [ ] ACCESS for ELs  
- [ ] ALT ACCESS for ELs  
- [ ] RICAS ELA  
- [ ] RICAS Mathematics  
- [ ] DLM ELA  
- [ ] DLM Mathematics  
- [ ] DLM Science  
- [ ] RI NGSA  
- [ ] PSAT™10  
- [ ] SAT®  
- [ ] NAEP

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How did the Test Coordinator prepare for testing?</strong></td>
<td></td>
</tr>
<tr>
<td>✅ Did you find the Test Coordinator Manual helpful? Were there any questions the manual could not answer for you?</td>
<td></td>
</tr>
<tr>
<td>✅ Do you understand the process and requirements for submitting a Medical Exemption?</td>
<td></td>
</tr>
<tr>
<td>✅ Did you find the materials on accommodations helpful? Were there any questions the materials could not answer?</td>
<td></td>
</tr>
<tr>
<td>✅ Did you find either the in-person Test Coordinator Workshop and/or the online training modules helpful?</td>
<td></td>
</tr>
<tr>
<td>✅ Describe the process you used to review the registration file to ensure all of your students are registered for testing and are assigned the correct grade-level test(s)? Do you know who to contact to correct student information?</td>
<td></td>
</tr>
<tr>
<td>✅ Describe how you prepared your school and the test administrators to administer accommodations. Describe any challenges.</td>
<td></td>
</tr>
<tr>
<td>✅ Describe the protocol for distributing, collecting, and tracking test materials each day.</td>
<td></td>
</tr>
<tr>
<td>✅ If you called the Service Center or Help Desk for this test, were they able to answer your question and/or resolve your issue?</td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>How did Test Administrators prepare for testing?</strong>                                         |       |
| ✅ Describe the opportunities they had to try the practice tests, accessibility features, and any tutorials? Are there any materials you feel you need to help test administrators prepare? |       |
| ✅ Describe the training opportunities test administrators had and how the Test Administration Manual was reviewed during training. What were common questions or issues they had? |       |
| ✅ Were they trained on accommodations/accessibility features?                                 |       |
| ✅ What is the process for reviewing the effectiveness of the accommodations/accessibility features used for each student? |       |
| ✅ Which technical issues were they trained to resolve on their own?                           |       |
| ✅ Were Test Security Agreements for this test signed and submitted to the test coordinator?  |       |
| ✅ What are test administrators most concerned/anxious about?                                 |       |
| ✅ What are test administrators most confident about?                                          |       |</p>
<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How did you prepare students for testing?</strong></td>
<td></td>
</tr>
<tr>
<td>✓ Describe the opportunities students had to try the practice tests,</td>
<td></td>
</tr>
<tr>
<td>accessibility features, navigating the test, and any tutorials?</td>
<td></td>
</tr>
<tr>
<td>✓ Are there any materials you feel you need to help students prepare?</td>
<td></td>
</tr>
<tr>
<td>✓ Describe the messages you send to parents and students regarding</td>
<td></td>
</tr>
<tr>
<td>testing.</td>
<td></td>
</tr>
<tr>
<td>✓ How do you handle student anxiety over testing?</td>
<td></td>
</tr>
<tr>
<td>✓ Are there any materials you developed or opportunities you provided</td>
<td></td>
</tr>
<tr>
<td>for parents regarding testing or reporting?</td>
<td></td>
</tr>
<tr>
<td><strong>Describe your process for correcting and updating student data</strong></td>
<td></td>
</tr>
<tr>
<td><strong>prior to testing.</strong></td>
<td></td>
</tr>
<tr>
<td>✓ Do you know who maintains the LEP Census, IEP Census, and</td>
<td></td>
</tr>
<tr>
<td>Enrollment Census for your school/district?</td>
<td></td>
</tr>
<tr>
<td><strong>Preparing for the Monitoring Visit:</strong></td>
<td></td>
</tr>
<tr>
<td>✓ The date and time of the monitoring visit is:</td>
<td></td>
</tr>
<tr>
<td>✓ Where should I park?</td>
<td></td>
</tr>
<tr>
<td>✓ Who will I be asking for at the school office?</td>
<td></td>
</tr>
<tr>
<td>✓ Will someone be accompanying me around the school? If not, will a map</td>
<td></td>
</tr>
<tr>
<td>and list of room numbers and teachers’ names be provided?</td>
<td></td>
</tr>
<tr>
<td>✓ Can you describe the classrooms I will be visiting?</td>
<td></td>
</tr>
<tr>
<td>✓ Which accommodations can I expect to see being administered during my</td>
<td></td>
</tr>
<tr>
<td>visit?</td>
<td></td>
</tr>
<tr>
<td>✓ Is there anything else I should be aware of before the visit?</td>
<td></td>
</tr>
</tbody>
</table>

Any additional comments/questions/concerns? (use other side if necessary)
APPENDIX D: REQUESTING MEDICAL EXEMPTIONS FROM STATEWIDE ASSESSMENTS

Medical exemptions can be requested for the following assessments:

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Last Day to Submit Exemption</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS for ELLs</td>
<td>March 1</td>
</tr>
<tr>
<td>Alternate ACCESS for ELLs</td>
<td>March 1</td>
</tr>
<tr>
<td>DLM Alternate Assessment for English Language Arts</td>
<td>June 7</td>
</tr>
<tr>
<td>DLM Alternate Assessment for Mathematics</td>
<td>June 7</td>
</tr>
<tr>
<td>DLM Alternate Assessment for Science</td>
<td>June 7</td>
</tr>
<tr>
<td>PSAT™10</td>
<td>June 7</td>
</tr>
<tr>
<td>RICAS English Language Arts</td>
<td>June 7</td>
</tr>
<tr>
<td>RICAS Mathematics</td>
<td>June 7</td>
</tr>
<tr>
<td>RI NGSA</td>
<td>June 7</td>
</tr>
<tr>
<td>SAT®</td>
<td>June 7</td>
</tr>
</tbody>
</table>

WHAT IS A MEDICAL EXEMPTION

ALL Rhode Island students, including students receiving education services at any out-of-state school or program, are expected to take part in Rhode Island’s statewide academic assessment program in one of the following ways:

1. Participate in general assessments without accommodation(s);
2. Participate in general assessments with accommodation(s); or
3. Participate in the alternate assessments which are available only for students with an Individualized Education Program (IEP) who meet specific eligibility criteria.

Each year, students with serious and chronic medical or other conditions can and do participate successfully in Rhode Island’s statewide assessments. However, there are rare and unique situations in which a student is unable to participate in statewide assessments due to a documented, significant, and incapacitating emergency that extends across the entire (or remaining) test window. In these instances, districts may request a medical exemption. To apply for a medical exemption, districts must gather written assurances and documentation that the student meets two criteria:

1) The student’s situation is so severe the student cannot receive instruction in any setting (such as at home, school, or outplacement facility) and
2) The student cannot participate in any assessments, even with adjustments or accommodations.

If these conditions are not met, then he/she is able to participate in state assessments.

GENERAL RULE: If the student is able to receive instruction, then he/she is able to participate in state assessments.

The decision to test or not test a student should never depend solely on the outcome of the exemption request to RIDE. It is incumbent upon the requesting district to provide RIDE with evidence to justify approval of the request.
DEFINITION OF SERIOUS ILLNESS
Rhode Island defines a serious illness as one that prevents the student from receiving instruction and from participating in assessment for the remainder of the testing window.

DEFINITION OF MEDICAL EMERGENCY
Rhode Island defines a medical emergency as an incident involving a medical condition, injury, or crisis requiring hospitalization, clinical care, or treatment in response to the incident. Typically, a medical emergency prevents the student from receiving instruction and from participating in assessment for the remainder of the testing window.

Conditions that may not qualify for exemption:
- Medical fragility – unless a significant and documented medical emergency or condition exists in addition to medical fragility
- Short-term illnesses, minor injuries, or broken arms
- Certain mental health conditions that permit students to receive instruction
- Pregnancy

CONCUSSIONS
Due to the specialized care concussions require, even with accommodations, the student may not be able to participate fully in instruction or in statewide assessments. Because of the nature of concussions and how important it is to care for a concussion correctly, this injury is the exception to the rules above. The exemption request process must be followed and evidence from the physician must be provided.

OVERVIEW OF THE PROCESS FOR SUBMITTING A MEDICAL EXEMPTION
There are five steps for submitting an exemption to RIDE:

1. **District:** Complete Form 1 (District Assurances Form) and fax to 401-222-3605. Incomplete forms and forms submitted after the deadline will not be accepted.
2. **School:** Complete Forms 2 and 3 and retained by the District.
3. **District:** Submit request through the eRIDE Medical Exemption System.
4. **RIDE:** reviews Form 1 and verifies that the request has been logged through the eRIDE system. If needed, RIDE will contact the principal or the superintendent for clarification if the information submitted is insufficient.
5. **RIDE:** emails final decision to the superintendent.

DESCRIPTION OF FORMS
There are three forms required for submitting a request for a medical exemption. All forms are available at: ride.ri.gov/InstructionAssessment/Assessment/AssessmentExemptions.aspx and in this manual.

**Form 1: District Assurances Form.** This form ensures that the district has gathered the necessary evidence, completed forms, and that the superintendent reviewed the information before submitting a medical exemption request for approval. **This form must be signed and faxed to RIDE at: 401-222-3605.** Incomplete forms and forms submitted after the due dates listed above will not be accepted.

**Form 2: Parent/Guardian Consent Form** (available in English, Spanish, and Portuguese). Have parent/guardian complete and sign a hard copy of Form 2. Retain original with student records; do not send copy to RIDE.
Form 3: Treating Physician/Mental Health Professional Form. Have physician/mental health professional complete and sign a copy of Form 3. Retain original with student records; do not send copy to RIDE.

OTHER IMPORTANT REMINDERS

- **Outplacement schools and out-of-state schools** must contact the sending district of the student and explain the nature of the request. The outplacement/out-of-state school is responsible for submitting completed forms and other evidence to the sending district’s superintendent. The sending district’s superintendent is responsible for making a final decision on whether or not to submit a medical exemption and for submitting all necessary forms to RIDE.

- **Missing deadline for submitting request:** If you feel that you may miss the deadline for submitting a request, please contact RIDE as soon as possible.

- **Students identified as English learners (ELs)** are exempt from taking ELA general education and alternate assessments if they entered the U.S. after April 1st, 2018. They must take the Mathematics and Science assessments regardless of when they entered the U.S. **DO NOT submit an exemption for EL students meeting this criteria.**

- **ACCESS for ELLs and Alternate ACCESS for ELLs:** Exemptions for these assessment are now included in this online process.

- **Accountability Implications:** Students who do not participate in state assessments and who do not receive an approved exemption are included as nonparticipants for school accountability.

- **TestNav Non-Tested Codes for RICAS assessments:** Entering the non-tested code for approved exemption in TestNav does not indicate an exemption was submitted or approved by RIDE.

- **Auditing of Forms:** RIDE reserves the right to audit districts to ensure compliance with the requirement to retain signed copies of all applicable forms.
**Request for Medical Exemption from Testing**

**FORM 1: DISTRICT ASSURANCES FORM**

**Directions:** There are three steps for submitting an exemption to RIDE:

1. **All information on Form 1 must be completed and faxed to 401-222-3605.** Incomplete forms and forms submitted after the deadline will not be accepted.
2. **Request must be logged through the eRIDE State Assessment Exemption Request System**
3. **Forms 2 and 3 must be completed and retained by the District.**

---

<table>
<thead>
<tr>
<th>Assurances by District</th>
<th>Yes</th>
<th>No</th>
<th>n/a</th>
<th>Comment(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The <strong>student was consulted</strong> prior to submitting this request.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The <strong>student agrees</strong> with this request.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The <strong>parent(s)/guardian(s) was consulted</strong> prior to submission of request.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. A <strong>parent/guardian signed a Form 2</strong> to document their participation in the request for exemption.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. A <strong>parent/guardian indicated</strong> on Form 2 that he/she gives permission for district staff to share relevant information about the request for exemption with RIDE.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. There is a <strong>serious illness or medical emergency</strong> that prevents this student from receiving <strong>instruction</strong> during the remaining test window.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. A treating physician/licensed mental health professional signed <strong>Form 3</strong> indicating that this student <strong>cannot participate in instruction</strong>, even with accommodations, during the remaining test window.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. A treating physician/licensed mental health professional signed <strong>Form 3</strong> indicating that the student <strong>cannot participate in assessment</strong>, even with accommodations, during the remaining test window.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I certify that the information contained within this request is **complete** and **accurate**.

---

| Superintendent’s Name (print) | Superintendent’s Signature | Date | District | Phone Number |
|------------------------------|---------------------------|------|----------|--------------|--------------|

*Rhode Island State Assessment System: Test Coordinator’s Handbook 2018-2019*
Request for Medical Exemption from Testing

FORM 2: PARENT/GUARDIAN CONSENT FORM

**District Directions:** Give this form to the parent/guardian of the student. Once signed, retain with the student’s records. Do not send this form to RIDE.

**Parent/Guardian Directions:** Please read and complete this form and return it to your child’s school or district office.

Student Name (print): ____________________________________________

I have consulted with the school or district regarding the request to exempt my child from the ________________ assessments.

I understand that this means I will have either no test scores or partial test scores, depending on circumstances, for my child for the exempted assessment(s). By signing this request, I acknowledge that:

1. I WAS (or) WAS NOT (circle one) involved in the decision for the district to seek an exemption for my child from the statewide assessment.
2. I DO (or) DO NOT (circle one) give permission for the school or district to discuss the reason for the request with Dr. Phyllis Lynch, Director of Instruction, Assessment and Curriculum at the Rhode Island Department of Education.

____________________________________________
Parent/Guardian Full Name (please print)

____________________________________________  _____/_____/_____
Parent/Guardian Signature Date
CONSIDERACIONES ESPECIALES APROBADAS POR EL ESTADO

FORMULARIO 2: FORMULARIO DE CONSENTIMIENTO DE LOS PADRES/ TUTOR

(Nota al Distrito: no enviar el Formulario 2 a RIDE. Por favor retener en el registro del estudiante)

Nombre completo del alumno:
(en letra de imprenta)

He consultado al distrito escolar con respecto a la solicitud de exceptuar a mi hijo de la/s evaluación/es ________________

[por favor indique el/los examen/es específico/s por el/los cual/es solicita la exención]

Comprendo que esto significa que no tendré datos de la evaluación a nivel estatal (o sólo datos parciales, según las circunstancias) con respecto a mi hijo sobre las evaluaciones exceptuadas. Al firmar esta solicitud, reconozco que:

Yo PARTICIPÉ (o) NO PARTICIPÉ (marcar una opción) en la decisión para que el distrito conceda una excepción a mi hijo de la evaluación a nivel estatal por razones médicas u otras circunstancias atenuantes.

y

Yo AUTORIZO (o) NO AUTORIZO (marcar una opción) al distrito a analizar el motivo que fundamenta la solicitud con Phyllis Lynch, Director de Instrucción, Evaluación y Prograr del Departamento de Educación de Rhode Island.

Nombre completo del padre/ madre/ tutor (en letra de imprenta) ________________________________

___________________ ____________________
Firma del padre/ madre/ tutor Fecha
CONSIDERAÇÃO ESPECIAL APROVADA PELO ESTADO

FORMULÁRIO 2: FORMULÁRIO DE CONSENTIMENTO DOS PAIS/GUARDIÃES
(Obs. Ao Distrito: Não envie o Formulário 2 ao RID. Mantenha com o arquivo do aluno)

Nome completo do aluno:
(Em letra de forma)

Entrei em contato com o distrito escolar a respeito da requisição para isentar meu/minha filho(a) da(s) avaliação(ões) _____________________________.

[Indique o(s) teste(s) específico(s) para o(s) qual(is) está solicitando isenção]

Entendo que não terei nenhum dado da avaliação estadual (ou apenas alguns dados dependendo das circunstâncias) sobre meu/minha filho(a). Ao assinar esta requisição, entendo que:

Eu FUI (ou) NÃO FUI (circule um) envolvido(a) na decisão do distrito de obter uma isenção para meu/minha filho(a) não participar da avaliação estadual devido a motivos médicos ou outras circunstâncias extenuantes.

E

Eu DOU (ou) NÃO DOU (circule um) permissão para que o distrito discuta o motivo da requisição com Pyliss Lynch, Diretora da Instruction, Assessment and Curriculum do Rhode Island Department of Education (Departamento de Educação de Rhode Island).

__________________________
Nome completo do Pai/Guardião (Imprimir)

__________________________
Assinatura do Pai/Guardião

__________________________
Data

Form 2 Portuguese Version
Request for Medical Exemption from Testing

FORM 3: TREATING PHYSICIAN/MENTAL HEALTH PROFESSIONAL FORM

Student Name: ________________________________

Directions for District: Give this form to the physician/mental health professional. Retain with student’s records. Do not send to RIDE.

Directions for Physician or Mental Health Professional: You are in a position to advise the parents and the student’s educational team regarding this request. After reading the information below, indicate whether or not you agree or disagree with each assurance, initial each statement, and sign and date the bottom of this form.

What is a Medical Exemption? Each year, students with very serious and chronic medical or other conditions can and do participate successfully in Rhode Island’s statewide assessments. However, there are rare and unique situations in which a student is unable to participate in statewide assessments due to a documented, significant, and incapacitating emergency that extends across the entire (or remaining) test window. In these instances, districts may request a medical exemption. To apply for a medical exemption, districts must gather documentation that the student meets two criteria: 1) that the student’s situation is so severe, the student cannot receive instruction in any setting (such as at home, school, or outplacement facility) and 2) they cannot participate in any assessments, even with adjustments (accommodations). If either of these conditions are not met and the student is able to receive instruction, then he/she is able to participate in state assessments.

Serious Illness: a serious health condition that prevents the student from receiving instruction and from participating in assessment for the remainder of the testing window.

Medical Emergency: an incident involving a medical condition, injury, or crisis requiring hospitalization, clinical care, or treatment in response to the incident.

Conditions that generally do not qualify for exemption:
- Medical fragility – unless a significant and documented medical emergency or condition exists in addition to medical fragility
- Short-term illnesses or minor injuries
- Certain mental health conditions
- Pregnancy

<table>
<thead>
<tr>
<th>Treating Physician’s/Mental Health Professional’s Assurances:</th>
<th>AGREE (y/n)</th>
<th>DISAGREE (y/n)</th>
<th>INITIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 This student is experiencing a serious illness or medical emergency.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 This student cannot participate in instruction, regardless of setting, even with accommodations, during the remaining test window.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 This student cannot participate in assessment, even with accommodations, during the remaining test window.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Physician/Mental Health Professional’s Name (print) ________________________________ Signature __________________ Date __________________

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USING ERIDE TO SUBMIT A MEDICAL EXEMPTION

Step 1: The Superintendent (or his/her designee) must log into eRIDE at www.eride.ri.gov/default_secure.asp.

Step 2: Select the “State Assessment Exemption Requests” icon. If this icon is not visible, please contact Mario Goncalves (401-222-8968; Mario.Goncalves@ride.ri.gov) to obtain access.

Step 3: Input the student’s SASID and click on the “Verify” button. If you receive no error messages, then the system will automatically populate the student’s gender, name, grade, and date of birth. If you receive an error message, double-check the SASID you used was correct.

Step 4: Select Assessment(s) from which exemption is being requested by checking the box next to the name of the assessment and then click the button for the grade level:
Step 5: In the School and District Contact Information table, use the pull-down menu to select the district of enrollment, school of enrollment, and sending district name. The sending district superintendent’s name and contact information will automatically populate. Then click “Submit”.

Step 6: Once the online form and Form 1 are received by RIDE, the information will be reviewed and an email will be sent to the superintendent of RIDE’s decision. Both the online form and Form 1 must be received before the request will be evaluated.
For almost all of the assessments in this handbook, RIDE prepares, checks, and uploads the student registration. This is an effort to lift some of the burden of preparing for the assessments from schools and districts. However, in order to ensure that the data RIDE uploads is correct, the data we receive from the districts needs to be accurate. It is important to remember that RIDE does not have the ability to change any of the data we receive from districts.

Below is a diagram of how RIDE receives data from the districts. Each district has a Student Information System (SIS) in which they gather and store student data. Most districts in Rhode Island use an automatic link to RIDE that transmits the necessary student data on a regular basis to each of the three main RIDE databases (Special Education Census, Enrollment Census, and LEP Census). Some districts download templates and then upload the student data manually into each RIDE system. Whichever method is used by the district, transmitting accurate and up-to-date information is essential for accurate student rosters, accountability, growth, and state funding calculations. Inaccurate data costs both the state and the districts valuable time and money. Below are common errors in the data.

1. **Inaccurate Grade Level**: Student test scores will be invalidated because they were tested at the wrong grade level. For example, if a student’s grade level in the Enrollment Census is grade 3 but the student was tested at grade 5, which is considered being tested off-grade level.

2. **Closed Enrollment Status**: A student’s status in the Enrollment Census is closed when the student is attending a school. This often occurs for students attending outplacement schools and home-schooled students who participate in the state assessments.

3. **Inaccurate coding of accommodations in the Special Education Census**: To create student rosters for the alternate assessment, RIDE uses the Special Education Census and the Enrollment Census. The Special Education Census accommodations designation Alternate Assessment must have the code 3 selected. Any other code (1 or 2) means that the student takes the general education assessment. This information is cross-referenced with the Enrollment Census to make sure the student is actively enrolled. If not, the student is dropped from the registration file and not registered for the assessment.