

Participation

The State is required to establish and monitor implementation of clear and appropriate guidelines for IEP teams in determining how students will participate in statewide assessments per IDEA §612 (a) (16) and §200.0 Title I. Students with disabilities participate in the STAR program in the following ways:

- CST, with or without accommodations and/or modifications
- CMA with or without accommodations
- CST/CMA combined – subject specific
- CAPA only



How can I find out more?

The following tools have been developed to assist in IEP team decisions about student participation in statewide assessments:

- Legal Overview
- The STAR Program
- Accommodations and Modifications
- IEP Team Decision-Making Process
- A Guide to Writing Grade-Level, Standards-Based Goals

Go to the following web sites

for more information

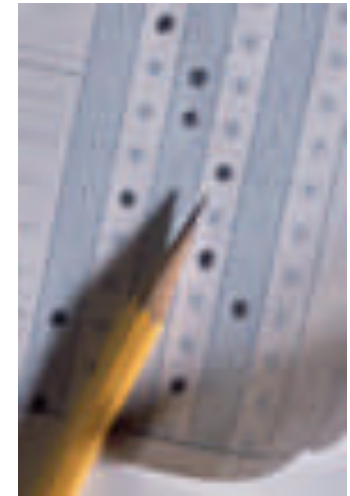
www.cde.ca.gov

www.startest.org



**California Department of Education
~ Special Education Division ~**

1430 N Street, Ste 2401
Sacramento, CA 95814
Phone: 916-319-0800



Student Participation in Statewide Assessments: Guidelines for IEP Team Decision- Making

Special Education Division
© California Department of
Education
2007

Why include students with disabilities in statewide assessments?

- The No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) both very clearly promote high expectations for academic learning and access to the general curriculum for every child.
- IDEA and NCLB each require that students with disabilities be included in statewide assessment systems with or without accommodations.
- The State of California requires statewide assessment of students in grades two to eleven to be tested each year in both English-language arts and math. Assessments help identify the educational needs of the student and track how well the schools and the teachers are performing in teaching these subjects.
- There is a strong link between access to general education curriculum and student performance on statewide assessments. It is crucial that students with disabilities are provided the same opportunities to learn the core content as their peers.
- Individualized Education Programs (IEP) provide a structure for setting high standards and measuring student outcomes by defining and documenting how students with disabilities will participate and progress in the general education curriculum as well as how they will participate in statewide assessments.

What are the assessments for IEP team decision-making?

California Standards Test (CST) (with or without accommodations and/or modifications)

The CST is the assessment in which most students participate. Students with IEPs may take the CST with or without accommodations and/or modifications. These tests were developed specifically to assess students' knowledge of the California content standards.

California Modified Assessment (CMA)

The alignment of the CMA with grade-level content standards is the foundation of this alternate assessment, and must cover the same content as the CST. The CMA may be taken with accommodations. Since the CMA is a modified assessment already, additional modifications are not allowed. The CMA is operational for grades three, four and five in 2008. In 2009 grades six, seven and eight will be added, with grades nine, ten and eleven added in 2010.

California Alternate Performance Assessment (CAPA)

An alternate assessment is linked to grade-level content standards, but does not represent the full range of grade-level content. This alternate assessment is intended to make grade-level content accessible for students with the most significant cognitive disabilities.



How do you determine the most appropriate assessment?

The following questions may assist in determining how the student can best participate in the STAR Program assessments:

- To what extent does the student access the general education curriculum and grade level instruction in each subject area?
- What does assessment data show in regard to the student's progress in the general education curriculum?
- If the student received intensive grade-level instruction in one or more subjects, would the student be able to achieve grade level within the school year?
- What special education and related services have been included in the student's IEP and to what extent do these services support access to grade-level standards in the general education curriculum?
- Are the student's IEP goals based on grade-level academic content standards?
- What progress has the student made toward IEP goals and how has that progress been demonstrated?