

Component 1: Assessment of Students with IEPs				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Students with disabilities are not included in state and district wide assessments. 	<ul style="list-style-type: none"> Students with disabilities are included on state-wide assessments, but not district wide assessments. 	<ul style="list-style-type: none"> All students with disabilities, except for students with significant cognitive disabilities, are assessed on state and district wide assessments according to grade level content standards or alternate achievement standards aligned to grade-level content standards. 	<ul style="list-style-type: none"> All students with disabilities are assessed on state and district wide assessments according to grade level content standards or alternate achievement standards aligned to grade-level content standards. 	<ul style="list-style-type: none"> All students with disabilities are assessed on state and district wide assessments according to grade level content standards or alternate achievement standards aligned to grade-level content standards, <i>ensuring that assessment decisions are made on an individual basis.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

Component 2: Assessment Decisions for Students with IEPs				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Assessment decisions are not made on an annual basis. The <i>Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments</i> is not used to determine if alternate assessments are appropriate. Decisions regarding assessment are not made by IEP teams. 	<ul style="list-style-type: none"> Assessment decisions are not consistently made on an annual basis. The <i>Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments</i> is not consistently used when determining if students should be assessed according to alternate achievement standards. Decisions regarding assessment are made by IEP teams. 	<ul style="list-style-type: none"> Assessment decisions are made on an annual basis. The <i>Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments</i> is not consistently used when determining if students should be assessed according to alternate achievement standards. Decisions regarding assessment are made by IEP teams. 	<ul style="list-style-type: none"> Assessment decisions are made on an annual basis. The <i>Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments</i> is used when determining if students should be assessed according to alternate achievement standards. Decisions regarding assessment are made by IEP teams. 	<ul style="list-style-type: none"> Assessment decisions are made on an annual basis. The <i>Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments</i> is used when determining if students should be assessed according to alternate achievement standards. Decisions regarding assessment are made by IEP teams. <i>Assessment decisions reflect considerations of changes that could be made to LRE, accommodations, and other services that would enable students to participate in the regular assessment format.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

Component 3: Assessment Accommodations				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Accommodations are not provided to students in assessment or instructional settings. 	<ul style="list-style-type: none"> Accommodations are provided but are not individualized. The IEP team relies on district prescribed accommodations. The IEP team does not review accommodations on an annual basis. 	<ul style="list-style-type: none"> Accommodations are provided to students on an individualized basis for assessment but are not provided in instructional settings. The IEP team reviews accommodations on an annual basis. 	<ul style="list-style-type: none"> The same accommodations are provided to students across all instructional and assessment settings. The IEP team determines appropriate accommodations based on individual need. Accommodations are reviewed on an annual basis. 	<ul style="list-style-type: none"> The same accommodations are provided to students across all instructional and assessment settings. The IEP team determines appropriate accommodations based on individual need. Accommodations are <i>continuously monitored, reviewed, and removed when no longer appropriate.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

Component 4: Formative Assessments				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Teachers do not use formative assessments to identify areas of deficit. 	<ul style="list-style-type: none"> Some teachers use formative assessments to identify areas of deficit. 	<ul style="list-style-type: none"> All teachers use formative assessments to identify areas of deficit Data is not used to prescribe interventions and instructional strategies. 	<ul style="list-style-type: none"> All teachers use formative assessments to identify areas of deficit Data is used to prescribe interventions and instructional strategies at least quarterly. 	<ul style="list-style-type: none"> All teachers use formative assessments to identify areas of deficit Data is used to prescribe interventions and instructional strategies <i>on a continuous basis.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

Component 5: Curricular Alignment				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Curriculum does not align to grade-level content standards assessed. 	<ul style="list-style-type: none"> Curriculum aligns to grade-level content standards assessed. Curriculum is not presented in a variety of formats to ensure student access. 	<ul style="list-style-type: none"> Curriculum aligns to grade-level content standards assessed. Curriculum is presented in a variety of formats to ensure student access. Collaboration between general and special education teachers does not occur. 	<ul style="list-style-type: none"> Curriculum aligns to grade-level content standards assessed. Curriculum is presented in a variety of formats to ensure student access. Collaboration between general and special education teachers occurs informally. 	<ul style="list-style-type: none"> Curriculum aligns to grade-level content standards. Curriculum is presented in a variety of formats to ensure student access. <i>Professional learning communities or other forms of formal LEA sponsored professional development opportunities are used to increase collaboration between general and special education teachers.</i>
<p>Comments/Documentation:</p>				
<p>Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.</p>				

Component 6: Assistive Technology				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Assistive Technology needs are not addressed. 	<ul style="list-style-type: none"> Assistive Technology needs are addressed and reviewed for some students to increase access to assessment and instruction. 	<ul style="list-style-type: none"> Assistive Technology needs are addressed and reviewed for all students to increase access to assessment and instruction. Assistive Technology used is dependent solely on resources immediately available. 	<ul style="list-style-type: none"> Assistive Technology needs are addressed and reviewed for all students on an annual basis to increase access to assessment and instruction. Assistive Technology needs are met through various resources. LEAs have written policies in place to ensure assistive technology needs are being met. 	<ul style="list-style-type: none"> Assistive Technology needs are addressed and reviewed for all students on an annual basis <i>and at various points in the curriculum</i> to increase access to assessment and instruction. Assistive Technology needs are met through various resources. LEAs have written policies in place to ensure assistive technology needs are being met and to collect data regarding the effectiveness of assistive technology.

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

Component 7: Parents Understand the Requirements and Purposes of Student Assessment				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Information is not provided to parents regarding the requirements and purpose of assessing all students. 	<ul style="list-style-type: none"> Information is provided to parents regarding the requirements, but not the purposes of assessing all students. 	<ul style="list-style-type: none"> Information is provided to parents regarding the requirements and purpose of assessing all students on an inconsistent basis. 	<ul style="list-style-type: none"> Information is provided to parents regarding the requirements and purpose of assessing all students on an annual basis. 	<ul style="list-style-type: none"> Information is provided to parents regarding the requirements and purpose of assessing all students on an annual basis. <i>Information is provided when weaknesses are identified through formative assessments, enabling parents to take a more active role in the remediation of those weaknesses.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

