



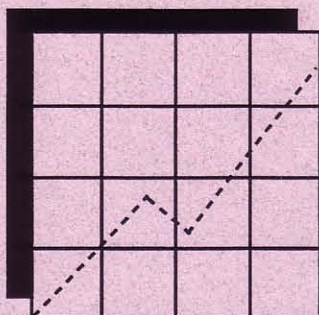
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Synthesis Report 15



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Statewide Assessments and Students with Disabilities*

**National Center on Educational Outcomes**



**The College of Education  
& Human Development**

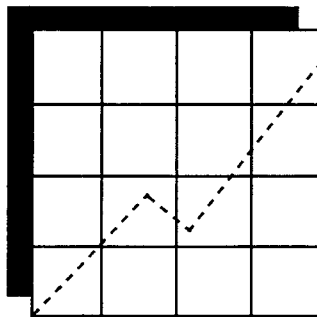
**UNIVERSITY OF MINNESOTA**

in collaboration with

**St. Cloud State University  
and**

**National Association of State Directors of Special Education**

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# **Recommendations for Making Decisions about the Participation of Students with Disabilities in Statewide Assessment Programs**

*A Report on a Working Conference to Develop Guidelines for  
Statewide Assessments and Students with Disabilities*

Prepared by:

James E. Ysseldyke, Martha L. Thurlow, Kevin S. McGrew, and James G. Shriner

## **National Center on Educational Outcomes**



The College of Education  
& Human Development

UNIVERSITY OF MINNESOTA

July, 1994

The National Center on Educational Outcomes (NCEO), established in 1990, works with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

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## Recommendations for Making Decisions about the Participation of Students with Disabilities in Statewide Assessment Programs

### Overview

This report is a summary of a meeting held in the Washington, DC area on May 17 and 18, 1994. The purpose of the meeting was to:

- Discuss participation of students with disabilities in state assessment programs.
- Discuss adaptations in assessments or assessment procedures to accommodate students with disabilities.
- Attempt to arrive at agreement on a reasonable set of practices in making participation and accommodation decisions.
- Identify major technical and implementation issues that might be part of state or federal research agendas on participation and accommodations in assessment programs.

In this report we provide background for the meeting, state the issues addressed, and summarize the major points of agreement reached. We propose a set of recommendations for making participation and accommodation decisions, and indicate the fundamental assumptions that underlie participation of students with disabilities in state assessment programs. We describe the rationale for the development of a consistent system for making decisions about participation and accommodations in state assessment programs.

### Background

Statewide assessment programs serve several purposes in our educational systems, but usually are not used for making instructional decisions. The major purposes for administering a statewide assessment are to:

- Make decisions about **student competence** (including minimum competency and high school graduation)
- Provide data for making **policy** decisions (with data in aggregate form)
- Make **comparisons** among local education agencies or schools
- Provide data for criterion-referenced **accountability**

The consequences associated with each of these purposes differ, and may apply to different entities in the educational system (the student, school, or local education agency). Consequences that have a significant impact on a person or organization are called "high stakes." The consequences of assessments are important to consider because as the stakes of the assessment increase, important decisions about who participates and the ways in which they do so often change.

Students with disabilities have been excluded to an unreasonable extent from state assessment programs. Exclusion rates range from 0% to 100%. With the increasing use of state assessments, and the increased emphasis that will be placed on them through recent legislation

(e.g., Goals 2000, Elementary and Secondary Education Act), it is important to recognize the extent to which state guidelines might influence the participation of students with disabilities in statewide assessments.

Researchers at the National Center on Educational Outcomes (NCEO) have demonstrated that states vary considerably in the guidelines they have for both (a) making decisions about the participation of students with disabilities in assessments and (b) determining the kinds of accommodations and adaptations that are used during assessments. Some state guidelines simply defer decisions to the team that develops a student's Individualized Education Program (IEP). Other state guidelines recommend participation and accommodation decisions be based on the student's category of disability. Possible accommodations are relatively broad in nature, and cover diverse types of changes, including modifications in presentation format, response format, timing or scheduling, and setting. Practices that are promoted in some states are specifically prohibited in others (Thurlow, Shriener, & Ysseldyke, 1994).

Existing state guidelines are problematic for a number of reasons:

- **Vagueness** in assessment guidelines leave the decision about student participation in the assessment up to a **local decision-making process**, such as the IEP, which leads to differential implementation of the guidelines
- **Incomplete or unsuccessful monitoring** of the extent to which the intent of the guidelines is followed
- **Sampling plans** that systematically exclude students who are in separate schools and students who are not in graded programs
- **Nonavailability of accommodations** in assessment materials and procedures
- **Altruistic motivations**, such as lessening the emotional distress to the student who is not expected to perform well

### **Importance**

Educational reform in the 1990s emphasizes assessment as a means to measure progress toward goals. The assessments may be either high stakes or low stakes, for students or for educational personnel. Low stakes assessment, although not resulting in direct consequences for individuals, is important for setting educational policy. Policymakers need information on all students to make decisions for all students. When students are excluded from assessments, policymakers have inaccurate or incomplete data for making decisions. Students who are left out of assessments tend not to be considered during reform efforts. Furthermore, educators, businesses, and others have poor or incomplete information on how we as a nation or individual states are doing in educating students with disabilities. When consistent and clear guidelines do not exist at the state level, local education agencies develop their own criteria for making decisions about the participation of students and the use of accommodations during assessments, or they inconsistently implement the state criteria, resulting again in questionable data for making policy decisions.

When an assessment is high stakes for students, it is extremely important to consider policies regarding participation in the assessment and accommodations that are used during the assessment. Exclusion from such assessments often means that the student is deprived of a

protected property, the high school diploma. If the policy of exemption from an assessment ensures that the student is awarded the high school diploma, this has other significant consequences. For example, increasing numbers of students (or their parents) may want to receive special education services so they can be exempted from graduation testing, and thereby automatically receive their diplomas.

When an assessment is high stakes for school or local education agency personnel, there are other possible consequences. Typically, there will be a tendency to not want students who are expected to do less well to be included in aggregated data (for either the school or the local education agency). To the extent that differential participation occurs and/or different accommodations are used, information will not be representative of all students and comparisons of one entity to the next will not be valid. It is important to consider participation and accommodations guidelines.

**Why Do We Need Consistent Participation and Accommodation Practices?** It is important to have consistency among states in the ways in which decisions are made about who participates in state assessments and in the kinds of accommodations permitted. Those in attendance at the meeting agreed that consistency was extremely desirable, for several reasons.

We want all students to achieve high standards. Comparisons are made among states and within states on the basis of how students perform on assessments. When such comparisons are made, it is important that there is consistency in sampling and inclusion practices. Unless there is consistency in participation practices, it is virtually impossible to aggregate data in any meaningful way across states.

But, comparisons and aggregation are issues secondary to equity. By law, students with disabilities have a right to participate in assessments, and they have a right to have their scores and performances considered when policy and accountability decisions are made. The word **all** is in federal legislation on assessments, and "all" is defined to include students with disabilities. If states and districts are not proactive in setting policies for participation and accommodations, it is certain that courts will act to enforce the provisions of law.

There are unanticipated consequences when students with disabilities are excluded from assessments. Such exclusion can lead to the belief on the part of educators that they are not responsible for the education of these students. It can also lead to lowered expectations for students with disabilities.

### **The May Meeting**

A meeting was held in Tyson's Corner, Virginia on May 17-18, 1994 and was attended by those individuals listed at the end of this report (see Appendix A). Prior to the meeting, participants were provided with copies of the following:

Guidelines for Inclusion of Students with Disabilities in Statewide Assessments, prepared by the National Center on Educational Outcomes (NCEO)

Also available to meeting participants were the following NCEO reports:

Testing Accommodations for Students with Disabilities: A Review of the Literature  
(Synthesis Report 4)

Views on Inclusion and Testing Accommodations for Students with Disabilities  
(Synthesis Report 7)

Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities (Synthesis Report 12)

Making Decisions About the Inclusion of Students with Disabilities in Large-Scale Assessments (Synthesis Report 13)

Compendium of States' Inclusion Guidelines (Draft Document)

Compendium of States' Accommodation Guidelines (Draft Document)

The Guidelines document provided to meeting participants included background information, a rationale for developing guidelines, a set of recommendations for practice, and a discussion of ways for states to get started. This pre-meeting document was developed by staff at NCEO based on written input from experts (see NCEO Synthesis Report 7) and from a previous meeting addressing the topics of participation and accommodations in national assessment programs (see NCEO Synthesis Report 13). The meeting agenda is included in Appendix B.

**Major Points Made at the Meeting**

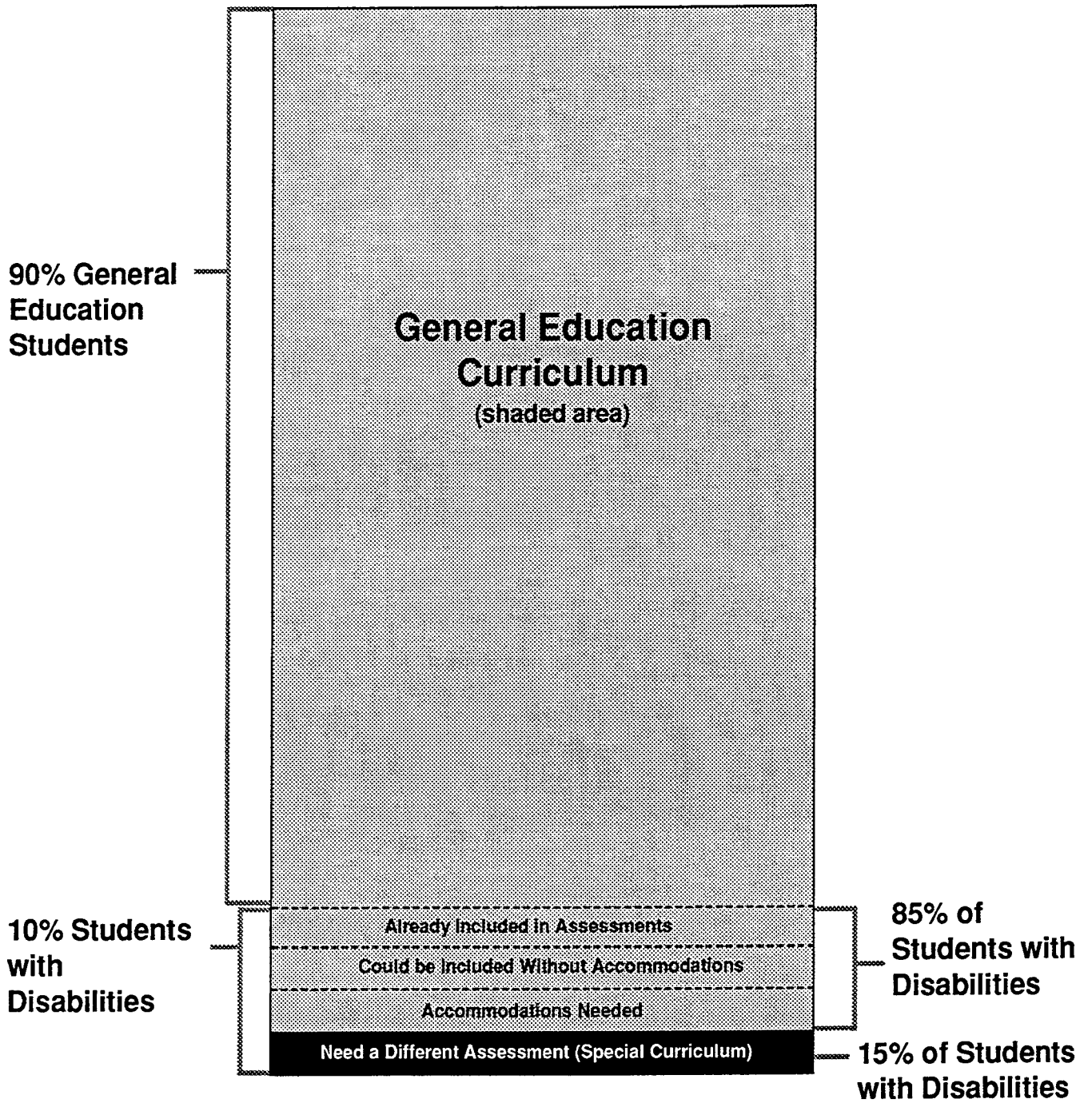
1. We do not have a good understanding of the magnitude of exclusion of students with disabilities in state assessment programs. We do know that there is considerable exclusion and that there is variability in exclusion rates and practices. For most states, we do not know how many students are being excluded.
2. There are three types of students with disabilities with regard to assessment: those who can take large-scale assessments with no accommodations, those who can be included in assessments with adaptations/accommodations, and those who need different assessments. The third group is made up of students who must take an different assessment because their curriculum differs from the curriculum of the test.

The approximate distributions of these students among the population of students with disabilities is shown in the diagram on the next page. Those students with disabilities who can participate in large-scale assessments with no accommodations should be included in statewide assessments now. Some of these students are already included in assessments.

Many students with disabilities can be included in statewide assessments with very minor adaptations that will not interfere with test validity (e.g., testing in a separate setting). Others can be included in statewide assessments with more significant adaptations (such as using Braille, or providing extended time for taking the assessment). Many states have an array of possible accommodations to use to facilitate the participation of most students in the second group. It will be important to begin to evaluate the effects of such accommodations on student participation and on the technical characteristics of an assessment.

There is clearly a need for significant empirical work to be done to develop methods for gathering data on the performance and achievement of students who are unable to participate in regular statewide assessments. These students typically have significant cognitive impairments, such that their educational program focuses on functional skills such as self-care. Several states are now undertaking the effort to develop a different





assessment and to incorporate the results from this different assessment with the results obtained from the traditional statewide assessment (e.g., Kentucky, Maryland).

3. Students with disabilities must be included in all reporting of results. Scores could be reported for subgroups of students: students without disabilities, students with disabilities who took the test with no accommodations, students with disabilities who took the test with accommodations, and students with disabilities who participated in a different assessment. Data could then be aggregated and reported separately by subgroup or for combinations of subgroups. This was viewed as a temporary solution to the participation and accommodation challenges. It was hoped that we can move quickly to the day when accommodations become an invisible means to enable students to participate in assessments, and data could be reported for all students in aggregate.
4. It is not a good idea to set percentage goals for exclusion from, or inclusion in, testing (e.g., only 2% will be excluded). It was thought that this type of guideline might produce unexpected consequences. For example, a percentage goal might lead to increased exclusion in states that now exclude a lower percentage than the 2% figure (as was the case in Kentucky, where it was found that only 0.5% of the population needed a different assessment).
5. We need to develop a clear definition of what is meant by a "different" assessment. It was thought that these assessments are those in which the content sampled is different. The term "alternative" assessment is not used to characterize this assessment, but rather is reserved for portfolios and other assessment procedures considered to be more authentic. Alternative assessment formats can be used for any of the assessments described here.
6. There is a need to be very clear about the characteristics of students we are talking about when we talk about students with disabilities. There are 13 federal categories of students with disabilities, and within each category students demonstrate a wide range of skills and abilities. It is estimated that as many as 85% of the nearly 5 million students who are now considered eligible for special education services (i.e., they are on IEPs) could take large-scale assessments, many of them without adaptations or accommodations. These students include many of the students with learning disabilities, emotional or behavioral disabilities, and some with mental retardation. One factor that limits the participation of some of these students is the lack of items appropriate for students currently functioning in the low range of performance. But, of course, not all students with disabilities are functioning at these lower levels.

Discussion focused as well on the importance of separating the notion of adding items appropriate for low-functioning students and the notion of high standards. The addition of lower level items to an assessment does not require that standards be lowered. The desired standards for students can remain the same. The addition of lower-level items simply assures that the full range of student performance can be accommodated in assessments. It was emphasized the students with disabilities should be considered and included during test development.

7. We should not wait for research advances in testing accommodations before making accommodations. If an adaptation is used, this should be noted in reporting results of student performance.
8. Appropriate research should be conducted on an ongoing basis to determine the effect of the adaptations on performance

9. It is important to have every state report the rate and magnitude of exclusion of students with disabilities in their assessment programs. And, it is important that this rate be based on all students with disabilities (i.e., the total number in the child count).
10. There is a need for studies of how specific kinds of disabilities interact with participation in assessment programs. Are students with certain kinds of disabilities excluded more often than other students?
11. It is not enough simply to include students with disabilities in current state assessment programs regardless of appropriateness, but state education agency personnel should strive to move to outcomes and assessments that include all students.
12. Every state needs to think carefully about the unintended consequences of exclusion of students with disabilities from assessments. Specifically, each needs to consider the extent to which exclusion leads to diminished feelings of responsibility for students' educational programs, and to exclusion of students with disabilities from the general education curriculum.
13. If students with disabilities are to be included in assessment programs, considerable attention needs to be given to preparing them to participate.
14. It would be a good idea to study how incentives and sanctions work in increasing participation, but also in improving educational outcomes for students with disabilities.
15. States should keep an informed public aware of participation/exclusion rates. National agencies could publish comparative statistics on state rates.
16. It would be a good idea to encourage those who participate in IEP meetings always to talk about participation and accommodation in assessment programs, and the relationship between the content of the curriculum and the content of assessments.
17. Considerable attention needs to be given to the relationship between the curriculum to which students with disabilities are exposed and the content of statewide tests. Those in attendance at the meeting expressed the belief that students should not be tested on content that they have had no opportunity to learn. At the same time, meeting participants also strongly believed that all students needed to be included in the accountability system. This way, questions could be raised about those students who were not being taught the content of the test and the appropriateness of the decision to have them in a different curriculum.
18. Accommodations in assessment should be linked to accommodations in instruction. It would be good practice to document the accommodations students receive in instruction and then permit these in assessment.
19. Given the variance among states in assessment programs and practices, it would be a good idea for NCEO to develop a Self-Study Guide to be used by states in formulating their guidelines for making decisions about participation and accommodation practices.

### **Issues to be Resolved**

Considerable discussion was held on three other issues, but consensus was not reached about ways to resolve them. These are unresolved issues that will have to be addressed in further discussions, particularly as individual states begin to consider their own guidelines.

**Parent Involvement.** Discussion focused on the role of parents in decisions about whether an individual student with a disability would participate in a specific statewide exam. On the one hand, there was concern about the rights of parents, and the belief that parents have absolute rights that cannot be ignored. The opinion was expressed that some form of informed consent should be obtained from parents both for their child to participate in the assessment and for any adaptations that might be used, and the underlying curricular standards assessed.

On the other hand the opinion was expressed that most parents do not have the knowledge base to make good decisions about the participation of their child in statewide assessments. The belief was expressed that parents often would make a decision that ignored the "big picture" importance of having all students participate in these assessments.

As initial steps toward a compromise, it was suggested that emphasis be given to the importance of encouraging parents to participate in deciding the outcomes and standards toward which their children work, and also in choosing the testing programs in which their children participate. Discussion on this topic emphasized the importance of working with parents so that they would understand the importance of participation in assessments, and so that they could be informed participants in decisions about participation and accommodations. This compromise was not viewed as acceptable by all of the participants at the meeting.

**Scoring Nonparticipants.** Much discussion focused on the suggestion that students with disabilities who do not participate in an assessment program should be given a score of zero, which then would be entered into the calculations of average performance. The concept of assigning a zero seemed to be too negative to many of the meeting participants. Some thought that it would be more acceptable to talk about including those students with disabilities who do not participate in the assessment in terms of being included in the denominator used to generate district or state average scores. Essentially, this is accomplished by giving a zero score to those students who do not participate in the assessment.

This type of approach was viewed as important because it creates a disincentive for excluding students when the goal of assessment is to profile the status of a state or local education agency. Still, meeting participants continued to be uneasy about the suggestion.

**Norm-referenced Versus Criterion-referenced Assessments.** Much discussion also focused on the need to make distinctions between the requirements of norm-referenced and criterion-referenced exams. Norm-referenced assessments are those in which the performance of an individual student or group of students is compared to the performance of a standardization sample. Criterion-referenced assessments are those in which the performance of a student or group of students is compared to a specific level of performance.

In general, it was agreed that adaptations in assessment were not appropriate for norm-referenced assessments unless students with disabilities using the same adaptations had been included in the norming (standardization) sample. This is because norm-referenced tests are traditionally timed tests, with strict requirements about administration procedures to assure adequate levels of reliability and validity. Similarly, for criterion-referenced tests, the opinion was expressed that adaptations would be okay if the assessment was a power test (untimed), but not if it was a timed test.

Still, there was uncertainty expressed about whether it was appropriate to make the deciding factor dependent on the type of test (norm-referenced or criterion-referenced). This issue was raised several times without any consensus.

### **Assumptions Underlying Participation and Accommodation Decisions**

It is important to state explicitly the assumptions that underlie our guidelines for making participation and accommodation decisions. The assumptions are:

1. All students should be included in assessment programs. Any time data are collected for the purpose of making policy or accountability decisions, include all students. Not all students need to take the same test.
2. The critical question to ask when considering the use of a different assessment is why the student is in a different curriculum. Inclusion in the curriculum is the first critical decision that is made for a student as an IEP is developed. If the student is not in the regular curriculum, it is important to ask why not. Then questions about the assessment can be asked.
3. State assessment programs are conducted for multiple purposes. There is a need to differentiate participation and accommodation decisions as a function of purpose.
4. Accuracy and fairness should characterize state assessment programs.
5. Assessment procedures should be sensitive to the needs of students with disabilities.
6. Accommodations are used for equity, not advantage. Students who use accommodations during an assessment do so to be able to take an assessment on an equal playing board as other students who do not need accommodations. Accommodations are not provided to help the student with a disability do better than other students.
7. Assessment programs should make clear that the same high standards are expected of all students. State advisory boards should decide the range of performance permitted for each content standard.
8. Assessment should be characterized by practicality and cost effectiveness.
9. Assessment should be consistent with students' instructional programs and accommodations.

### **Recommended Practice**

For the most part, students with disabilities have participated in statewide assessment programs more often than they have in national assessment programs such as the National Assessment of Educational Progress (NAEP). This is in part because states typically have recognized the value of using assessment accommodations and adaptations during assessments. For this reason, recommended practice can go beyond that proposed for national data collection programs. Based on interactions with numerous policymakers, assessment personnel, disability advocates, and others, and modified on the basis of input at the meeting held at Tyson's Corner, Virginia the following is recommended as a set of guidelines for statewide assessment programs to use to include students with disabilities in their assessments.

**Participation:** Including students with disabilities in statewide assessments needs to occur at three points: **instrument development, instrument administration, and reporting of results.**

1. **Include students with disabilities when trying out items** in order to identify problematic item formats and the need for more items at the lower end, for example. In this way, instruments can be modified during the development phase (e.g., items dropped

modified, or added) to allow greater numbers of students with disabilities to participate meaningfully.

2. **Include all students with disabilities in taking some form of the assessment.** When a sampling procedure is used for an assessment, the sample must be representative of all students. This can be accomplished by allowing partial participation and alternative assessments as specified in the section that follows on accommodations.
3. **Include students with disabilities in reports of results.** Data on the performance of all students are needed. Therefore, scores must be reported for all students. Reports of results from students taking different assessments and from information provided by informed respondents should be included in these reports. If a student is excluded from testing for any reason, that student should still be included in the denominator used when calculating averages.

**Accommodations and Adaptations:** Not all students with disabilities will need modified assessments. But modifications in assessments should be used when needed. Accommodations and adaptations that teachers currently use with students during instruction, and that are accepted in work and community environments, should be used during assessments. Among these possible modifications are the following:

- **Presentation adaptations** -- audiocassette, oral administration, amplification, magnification, large print, Braille version, augmentative communication, sign language
- **Response adaptations** -- dictate to scribe, Braille writer, sign language, word processor
- **Setting adaptations** -- individual administration, hospital administration, using carrels, separate room administrations
- **Timing/scheduling adaptations** -- extended time, multiple test sessions

It is recognized that some modifications may raise questions about the validity of measures. These modifications should still be used, with the scores from them flagged so that they can be examined further. Research on the effects of various accommodations in statewide assessments is needed. As new technologies and procedures for accommodations and adaptations are developed, they should be included in the array of possible accommodations and adaptations for instruction and testing.

It is particularly important for states to look at conflicting guidelines. For example, some states use accommodations that other states specifically prohibit. Among these are, for example, reading items to a student, allowing extended time, and out-of-level testing.

The following are ways in which states can increase participation of students in assessment programs.

- **Allow partial participation in an assessment.** Some assessments have several components (e.g., reading, math, writing). When a student can participate in one component but not in others, the student should not be excluded from the entire assessment, but rather included in that component in which the student can participate. In other words, include students with disabilities in component(s) of an assessment even if they cannot take the entire assessment.
- **Use a different assessment for some students.** Those students whose curriculum differs significantly from the content of the assessment should be assessed on a different

assessment. The decision about whether a student can participate in the regular assessment is to be made by responding to questions on a checklist (see Appendix C for an example of a checklist that was developed for reading). It is very important to assess critically the student's participation in the regular curriculum at this point. There must be justification for a student being placed in a different curriculum.

- Allow an **informed respondent** to provide information on what the student can do (i.e., information on the student's current level of functioning).

**Implementation Check:** Check on adherence to the intent of the recommendations by making sure that no student is excluded who could participate if accommodations and adaptations were used. Do this by requiring a specific person in the district to sign off for each student who does not participate in the regular assessment and by having the student complete a different assessment or having someone provide information about the student. In addition:

- **Conduct follow-up studies of excluded students** to verify that these students could not participate in the assessment with reasonable modifications, and report the results of the follow-up studies.
- **Conduct follow-up studies of included students** to determine what accommodations are being used.
- **Remove incentives for exclusion.** This may be accomplished in a number of ways, using either rewards or sanctions. The provision of information through the media is an effective way of promoting change. One strategy for removing incentives is to assign the lowest possible proficiency level score to all students who are excluded from assessments. The reporting of information on all students is a critical aspect of removing incentives for exclusion.
- **Set up a panel to review requests for new forms of testing modifications** so that decisions can be made about the reasonableness of the requested modifications, or a decision made about the need for research.

### **Getting Started**

It is recognized that a state might not be able to implement all aspects of the recommended practice at one time. For example, a state may have an existing assessment instrument that cannot be changed. It is still possible for the state to develop accommodations that would allow more students to be assessed, and to change its reporting procedures. States would benefit from examining other states' guidelines and by talking with each other.

Many states are now beginning to develop performance assessments, sometimes adding them to existing data collection instruments and sometimes replacing existing instruments with the "more authentic" performance assessments. States now developing assessments have an opportunity to implement all of the recommendations provided above, from instrument development to reporting of results. Initial surveys of those states that have developed statewide performance assessments, however, suggests that most states are relying on existing practices for making decisions about participation and accommodations (Shriner, Spande, & Thurlow, 1994).

Guidelines for making decisions about inclusion and accommodations could vary as a function of the impact of the assessment on the student. The changes in guidelines at the national level, for example, do not have a direct impact on the student and are therefore considered to be "low stakes." As states turn assessments into high stakes for a school or district or for the personnel in

them, the motivation increases to exclude those students who are perceived to bring average scores down.

When a statewide assessment is "high stakes" for the student, such as graduation exams are, then it is imperative that consideration be given to guidelines. This does not mean that students with disabilities should be excluded from the assessment, but rather that appropriate accommodations must be made.

#### References

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## APPENDIX B

### May 17-18 Meeting Agenda

**Agenda**

**Working Meeting  
May 17-18, 1994**

**Guidelines for Inclusion and Accommodations in  
Statewide Assessments**

**May 17, 1994**

- 9:00-10:00**      **Opening Comments**
- Jim Ysseldyke, NCEO  
Edward Roeber, CCSSO  
Lou Danielson, OSEP**
- Introduction of Participants**
- 10:00-10:15**      **Break**
- 10:15-12:00**      **Discussion of Guidelines for Making Inclusion Decisions**
- 12:00-1:00**      **Lunch**
- 1:00-2:45**      **Discussion of Guidelines for Making Accommodation Decisions**
- 2:45-3:00**      **Break**
- 3:00-4:00**      **Brainstorm Ideas for Research Needed to Enhance Inclusion and  
Accommodation in State Assessments**

**May 18, 1994**

- 9:00-10:00**      **Summary of Day 1**
- 10:00-12:00**      **Discussion of Future Directions**
- 12:00 - 1:00**      **Lunch  
(Summary of Guidelines for Inclusion and Accommodation, and  
Overview of Research Needs)**

## APPENDIX C

### Possible Checklist for Making Decisions about the Participation of Individual Students with Disabilities in Statewide Assessments

### Reading Assessment Participation Checklist

Student Name \_\_\_\_\_ School \_\_\_\_\_

#### Section I: Assessment Requirements

**Directions:** Answer the following questions for the student identified above. Be sure to complete all sections of the worksheet.

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 1. Can the student work independently?   | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 2. Can the student work with 25 to 30 other students in a quiet setting?   | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 3. Can the student work continuously for 20 to 30 minute periods.  | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 4. Can the student listen and follow oral directions given by an adult or an audio tape?                             | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 5. Can the student use paper and pencil to write short-answer or paragraph length responses to open ended questions? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 6. Can the student understand and answer questions in a multiple choice format?                                      | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 7. Does the student read, or has the student been taught how to read?  | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

#### Section II: Testing Accommodations and Adaptations

**Directions:** If the answer "NO" is given to any of questions 1 through 6 above, the student should be given an appropriate accommodation based on state guidelines.

If the answer "NO" is given to **question 7**, the student should be included in a different assessment.

#### Section III: Decision Summary

**Directions:** Based on the above questions, select the appropriate decision about participation listed below. *When in doubt, always choose in favor of the student participating in the statewide assessment.*

- The student should participate in the statewide reading assessment without special accommodations
- The student should participate in the statewide assessment with appropriate accommodations
- The student should be given an different assessment.