

TESTING GUIDELINES

A. Parent/Guardian Opt Out Wisconsin Knowledge and Concepts Examinations (WKCE)

Parents/guardians may request that the Board excuse their child from taking the state-required test. Upon such request, the student shall be excused.

B. Testing of Students with Disabilities

Students with disabilities attending district special education programs shall participate in state-wide testing, with appropriate modifications where necessary, or in alternative assessments as deemed necessary or appropriate

The individualized education program (IEP) process that serves as the basis for specifying a disabled student's educational program, including the student's present level of performance or competence, long-term and short-term objectives and the means of evaluating mastery of objectives, will serve as the vehicle for making decisions and determining a disabled student's participation in state-wide testing and the inclusion or exclusion of the student's testing scores for district reporting purposes. At the time of the IEP meetings, where parent/guardian involvement is required, a plan for the student's participation in state-wide testing shall be discussed, determined and stated in writing within the student's IEP. If the student cannot participate in state-wide testing, the IEP shall include a statement of why participation in state-wide testing is not appropriate for the student and how the student will be assessed through alternative means. Participants in the IEP meeting shall address whether the student's educational program is reflective of what is being tested, whether any modifications in testing need to be made and whether the student's scores should be included or excluded for district reporting purposes. Any testing modifications specified in the student's IEP should be such that what is measured by the test remains the same. Guidelines for the participation of students with disabilities are as follows:

1. A resident student with disabilities enrolled in regular academic classes as detailed in the student's IEP shall participate in state-wide testing in those academic areas.
2. A resident student with disabilities who has academic skills at or approaching his/her peers who is not involved in regular educational programs because of behavioral concerns may participate in state-wide testing in those academic areas. The IEP shall address what, if any, modifications or alterations may be necessary.
3. A resident student with disabilities enrolled in special education classes for academics may participate in state-wide testing if such testing is called for in the

student's IEP. The special education teacher shall consult with the building principal about this proposal as part of the IEP process. Considerations for the IEP team when making decisions on whether to include or exclude the student from state-wide testing are as follows:

- a. Does the student have the ability to remain on task for the length of time required?
 - b. What is the discrepancy between the student's instructional level and the reading level of the test?
 - c. Does the student possess skills to:
 - (1) Decode, analyze and apply meaning to words?
 - (2) Use inferential thinking skills?
 - (3) Analyze, interpret and attend to lengthy reading passages?
 - d. Can the student complete a test without prompting or special directions?
 - e. Does the student have the physical/motor/eye-hand coordination to take the test?
 - f. Are test modifications appropriate such as:
 - (1) Breaking up the test into smaller segments?
 - (2) Changing the setting (special class vs. regular class)?
4. A nonresident student with disabilities attending district special education programs shall be afforded the opportunity to participate in state-wide testing in like fashion as resident students with disabilities. However, test results shall not be used in the district's compilation of test scores. Rather, test results of nonresident students with disabilities shall be forwarded to the student's resident district for inclusion in that district's test reporting system. The home district's testing policy shall determine how these test results will be used.

The following additional guidelines apply to the WKCE and high school graduation test:

1. Test/alternative assessment results shall not be used as the sole criterion in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in post-secondary education opportunities.
2. If a student with disabilities is exempted from taking the required tests, the district may not penalize the student by denying grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in post-secondary education opportunities.
3. The parent/guardian of a student with disabilities shall be notified, in writing, at least 30 days prior to the administration of the test regarding the student's inclusion in or exemption from the test; the criteria used in determining the student's inclusion in or exemption from the test; and, an explanation of how the results of the test will be used, if tested.

The test/alternative assessment results of each student with disabilities shall also be provided to the student's parent/guardian as required by law.

All notices shall be provided in such manner so as to ensure that the student's parent/guardian understands them.

C. Identification and Placement of ELL (English Language Learners) also known as LEP (Limited English Proficiency).

1. Identification of LEP Students: Home Language Survey

A *Home Language Survey* is a district-developed tool to be given to all entering students and used to identify students who may not be proficient in English. The *Home Language Survey* is designed to identify, for possible further evaluation:

- Students who communicate in a language other than English; or
- Students whose families use a primary language other than English in the home;
- Students who use a language other than English in daily non-school surroundings.

2. Preliminary Evaluation: Academic History

The student's academic history should be thoroughly assessed including:

- Academic records from within or outside the United States
- Course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language acquisition
- Information on everyday classroom performance

An academic assessment may be administered to support educator judgment (e.g., locally developed, commercially available assessments, and/or reading inventories).

If the student's academic performance is on par with grade level peers, and there are no indications that limited English language proficiency has been a barrier to the student's learning, then this student does not need further evaluation of their English language proficiency. In such cases, the student should be given an ELP code 7 (fully English proficient, never ELL/LEP) in Wisconsin's Individual Student Enrollment System (ISES). These codes are used in mandated data collections and reporting, and as such, must reflect accurate district data.

3. Screener Evaluation for Instructional Placement

Students with limited English language skills who have recently arrived in the United States, or are newly enrolled in the school district and are potential ELLs, should be formally screened to help determine whether or not the student is in need of a language instruction educational program.

The *WIDA-ACCESS Placement Test*TM, or W-APT is Wisconsin's initial English language "screener." The W-APT score should be used to determine the initial tier placement for English

language assessment and assist in determining the student's initial English language proficiency (ELP) level.

If the student's *Grade Adjusted Composite Proficiency Level* on W-APT is less than ELP 6, then the student is identified as an ELL. The student should be offered an English language instruction educational program (also known as Bilingual, Bicultural, or English as a Second Language/ESL programs).

□ In sum, the screener serves to identify ELLs, and assists in placement into an appropriate language instruction educational program that meets the needs of the student. In addition, screener scores provide an initial tier/level placement on the annual ELP assessment, *ACCESS for ELLs*®. Finally, the ELP level determined on the screener identifies students as ELLs in student enrollment systems.

PLACEMENT IN LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS

Once identification occurs, districts should base their placement decisions on a holistic profile that:

- Summarizes results of multiple assessments (i.e., tests, classroom assessments, interviews, and teacher observations),
- Includes parental input,
- Attends to the multidimensional aspects of English comprehension skills (i.e., listening, speaking, reading, and writing).

Relationships among achievement scores, English language proficiency scores, and other relevant assessments should be examined to determine the student's interconnected educational and language development needs.

REQUIRED NOTIFICATION

ELL placement decisions must have a timely, built-in process for notifying parents and obtaining their permission for placement in language instruction educational programming. Schools must notify parents of children identified for participation in such a program no more than 30 days after the start of the school year. For a child identified as in need of an English language instruction educational program after the start of the school year, parents must be notified within two-weeks of placement in the program. For specific requirements see *Overview of Parent Notification Requirements in NCLB* at http://dpi.wi.gov/esea/pdf/bul_0303.pdf.

ANNUAL ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY

Students identified as an ELL must be assessed using *ACCESS for ELLs*® during the next test administration window regardless of their participation in an English language instruction educational program. *ACCESS for ELLs*, Wisconsin's English language proficiency (ELP) examination, is a valid and reliable assessment of the progress and attainment of English language proficiency and is to be given each year that a student remains classified as ELL (ELP codes 1-5).

ELL students must continue to take *ACCESS for ELLs*® until they score a 6.0 or are reclassified to an ELP 6 language code (former ELL).

Students scoring an overall composite proficiency level of 5.0 or higher should be evaluated to see if they meet the reclassification (exiting) criteria.

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