

IEP TEAM GUIDANCE FOR SELECTING THE APPROPRIATE ASSESSMENT TO EARN A CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (CIA)

To be eligible to graduate in Washington, all students must pass state exams in each of the required content areas to meet requirement to earn a Certificate of Individual Achievement (CIA). There are multiple assessment options available to students with IEPs. A determination as to how a student with an Individual Education Plan (IEP) is assessed to meet the graduation requirement will be made by the student’s IEP team.

When making the determination as to which assessment option is the most appropriate, there are many factors the IEP team should consider. These considerations include:

- The student’s Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- The student’s transition plan and post-secondary goals
- The student’s current course of study, including participation in the general education curriculum
- The student’s previous testing history

ASSESSMENT OPTION	DESCRIPTORS OF STUDENTS FOR WHOM THE ASSESSMENT MIGHT BE APPROPRIATE
<p>Basic (L2) Cut Score on a General Assessment:</p> <p>The student takes one of the general assessments, with or without accommodations, under standard testing conditions. S/he is considered having met standard at a Level 2 (Basic) instead of the Level 3 (Proficient).</p> <p>The option is available on the following assessments:</p> <ul style="list-style-type: none"> ○ English language arts Exit Exam (replaces HSPE spring 2015) ○ Math End of Course Exams ○ Biology End of Course Exam ○ Smarter Balanced graduation cut score (Spring 2015) ○ Collection of Evidence – any content area <p>All state testing accommodations are applicable if selected as appropriate by the IEP team. This option is available to any student receiving special education services.</p>	<ul style="list-style-type: none"> • Student is receiving the vast majority of her/his instruction in the general education setting. • Student is demonstrating knowledge and skills close to that of her/his grade level peers • Student is preparing for post-secondary education <p style="text-align: center;"><i>Level of Cognitive Development</i></p> <p><i>Abstract Conceptual: Comprehends, interprets, and analyzes grade-level text; understands and applies grade-level mathematics concepts and skills; communicates ideas in writing using elaboration and complex structures.</i></p> <p><i>Concrete Conceptual – on Grade-Level: Reads and comprehends on-grade level text; masters a limited number of on-grade level mathematics concepts and skills; communicates ideas in writing with limited elaboration and simple structures.</i></p>
<p>Off-Grade Level Assessment:</p> <p>The student takes a standards based test in a specific content area (mathematics, English Language Arts, Science) at an elementary or middle grade level. The student must meet the established cut score for proficiency.</p> <p>This option is available:</p> <ul style="list-style-type: none"> ○ Smarter Balanced: English language arts and Mathematics (<i>Spring 2015</i>) ○ Washington DAPE for science (<i>Continuing until NGSS</i>) 	<ul style="list-style-type: none"> • Student is instructed on academic content that is several years below his/her chronological peers • Student has not demonstrated proficiency on grade level high school assessments <p style="text-align: center;"><i>Level of Cognitive Development</i></p> <p><i>Concrete Conceptual – on or below grade level: Reads and comprehends below-grade level or modified on-grade level print text; masters below grade level or a very limited of on-grade level mathematics concepts and skills; communicates basic ideas in writing using simple structures.</i></p>

Locally Determined Assessment:

For mathematics and English language arts, the student takes one of several approved published achievement tests for each content area assessment. For each content area, specific subtests are designated for each of the approved achievement tests and the selected assessment is administered by a trained professional at the local level and then scores submitted to the OSPI with the appropriate documentation from district administration.

For science, teachers may submit documentation of a student’s academic accomplishments, including assessment experiences and classroom based projects, which are aligned to the biology standards. This option will take the form of a rubric which will be submitted to the state with the appropriate documentation from school and district based personnel.

- Student is instructed on academic content that is several years below his/her chronological peers
- Student’s learner characteristics make it difficult for the student to demonstrate his/her knowledge in a typical testing environment.

Level of Cognitive Development

Concrete Conceptual – on or below grade level:
Reads and comprehends below-grade level or modified on-grade level print text; masters below grade level or a very limited of on-grade level mathematics concepts and skills; communicates basic ideas in writing using simple structures.

****Alternate Assessment:** The student takes the alternate assessment for accountability purposes. The student may also retake the alternate assessment for purposes of meeting the CIA requirement.

*****Please see guidelines for participating in the Alternate Assessment. *****

- Student requires extensive, direct, individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.
- Student has previously been assessed with the alternate assessment.

Level of Cognitive Development

Abstract Symbolic: *Reads sight words and picture symbols; writes using sight words or picture symbols to communicate; counts objects and recognizes symbolic numbers; comprehends modified texts composed of sight words and picture symbols.*

Early-Symbolic: *Recognizes pictures; may also use a range of picture/objects to communicate ideas.*

Pre-Symbolic: *Uses objects or gestures to communicate, relies on immediate context and uses objects to communicate.*

Awareness: *Limited consciousness.*