

Delaware Student Testing Program

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GUIDELINES

**GUIDELINES FOR THE INCLUSION
OF STUDENTS WITH DISABILITIES
AND STUDENTS WITH LIMITED
ENGLISH PROFICIENCY (Revised
April 14, 2004)**

This Yellow Covered Document covers the period *April 15, 2004 to
April 14, 2005*

Prepared by the Assessment and Analysis Group
Assessment and Accountability Branch
Delaware Department of Education

April 14, 2004

STATE OF DELAWARE

The Honorable Ruth Ann Minner
Governor

The Honorable John C. Carney
Lieutenant Governor

Valerie A. Woodruff
Secretary of Education

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Section I: Students with Disabilities

Please destroy the 2003-2004 light blue-covered document. This document replaces it.

This section will guide Delaware educators through the decision-making process for participation in the DSTP for students with disabilities and for students who are dually eligible as a student with a disability and limited English proficient (SD/LEP).

Changes and Clarifications in Section I

Several accommodations have been clarified:

Accommodation #5

Accommodation #5 has been clarified: **Simplifying language is not allowed** for this accommodation.

Accommodation #49

Accommodation #49 has been clarified: **Arithmetic tables can include those with whole numbers and those for addition, subtraction, and multiplication and division.**

Clarification of accountability consequences for aggregable scores and non-aggregable scores for students, schools, and school districts

An **aggregable score** results when a student takes the DSTP under standard conditions (without accommodations), or with an accommodation that does not change the test construct. Students who have accommodations that produce aggregable scores will have those scores included in the **State Summary Report** with scores of students who took the DSTP under regular conditions (with no accommodations). Students receive an individual score report.

A **non-aggregable** score results when an accommodation changes the test construct (what the test is measuring) or modifies the test in such a way, that the score can no longer be directly compared to scores of students testing under standard conditions (i.e., under testing conditions 1 and 2). The non-aggregable scores are **not** reported in the **State Summary Report** with scores of students taking the DSTP under standard conditions. Students receive an individual score report.

Consequences of testing with aggregable/non-aggregable accommodations:

- For student accountability purposes, the student gets the DSTP score earned no matter whether the student has taken the test with aggregable or non-aggregable accommodations. For accountability purposes, the student's score is not affected in any way by taking the test with aggregable or non-aggregable accommodations.
- For school and district accountability purposes, the school and district receives the same credit for a student's non-aggregable score as it does for an aggregable score.

Alternate Assessment for SD/LEP Students

A new alternate assessment to the DSTP-1 reading and writing tests will be used during the 2004-2005 testing year. The Stanford English Language Proficiency (SELP) test should be used for SD/LEP students who, in the past, would have exempted them from the DSTP -1 ELA tests because of low English language proficiency.

Audio Tape Non-Availability

Audio tapes in English or Spanish will **NOT** be available for the DSTP-1 (grades 3, 5, 8, and 10 for ELA and math, and grades 4, 6, 8, and 11 for science and social studies) tests **nor** for the DSTP-2 (grades 2, 4, 6, 7, and 9 reading, writing, and math) tests. Accommodations #05, and/or #17 should be used instead.

Purpose of the Delaware Student Testing Program (DSTP)

The purpose of the DSTP is:

- To provide technically sound information about how well students are performing relative to Delaware content standards and to national norms.
- To serve as a primary indicator in the Delaware Educational Accountability System.

Overview of Inclusion Guidelines

This document provides guidelines for making decisions about the:

- inclusion of students with disabilities;
- provision of testing accommodations;
- the type of DSTP assessment for a student;
- participation of students with disabilities in the Delaware Alternate Portfolio Assessment (DAPA);
- participation of SD/LEP students in the alternate assessment, the Stanford English Language Proficiency (SELP) test; and
- exemption of the student with disabilities who is also a limited English proficient (SD/LEP) student from DSTP-2, grades 2, 4, 6, 7, and 9 reading, writing and mathematics tests and grades 4, 6, 8, and 11 science and social studies tests.

These guidelines are for students who:

- have disabilities designated under the Individuals With Disabilities Education Act (IDEA); and/or
- qualify under Section 504 of the Rehabilitation Act; and/or

- are SD/LEP students, that is, a student with disabilities and also identified as limited English proficient (LEP) by use of the home language survey and LAS English proficiency assessment according to the Delaware and U.S. DOE definitions.
- **A limited English proficient individual is one who:**
 - was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant **OR**
 - is a Native American, or Alaska Native, or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English proficiency **OR**
 - is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant **AND**
 - who has sufficient difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English, or to participate fully in society. Determining who is LEP is found on page 23.

Testing Conditions

Students may **1)** test under regular conditions; **2)** test with accommodations that permit aggregation of test scores; **3)** test with accommodations that do not permit aggregation of test scores; **4)** be included in the DAPA; **5)** be exempted from the science and social studies tests of the DSTP-1 (Grade 4, 6, 8, and 11). The students may also be exempted from part or all of the DSTP-2 tests (reading, writing, and/or mathematics) if the student is a SD/LEP student in grades 2, 4, 6, 7, or 9; or **6)** be administered the SELP, an alternate assessment to the DSTP reading and writing tests if the student is a SD/LEP student.

More specifically, for students with disabilities under IDEA, students who qualify under Section 504, and SD/LEP students, there are six types of testing conditions that may occur during the Delaware Student Testing Program:

Testing condition 1: Students may elect to test under regular conditions. Note that students may elect to test under regular conditions even if accommodations are being used in the classroom.

Testing condition 2: Students may test with accommodations that do not interfere with the comparability of their scores to the scores of students testing under regular conditions. These accommodations start in Section I (page 7) for students with disabilities, and Section II (page 27) for limited English proficient students. Accommodations used must be documented in the Individualized Education Program (IEP), or Section 504 plan, using the Student with Disabilities Form (pages 16-17) and on the Limited English Proficient Student Form (page 33) for SD/LEP students.

The scores for students testing with these accommodations will be included (be aggregated) in the school, district, and state test results in the State Summary Report. In addition, students will receive an individual score report.

Testing condition 3: Students may test with accommodations that interfere with the

comparability of their scores to the scores of students testing under regular conditions (i.e., testing conditions 1 and 2). These accommodations start in Section I (page 10) for students with disabilities, and Section II (page 28) for limited English proficient students. Accommodations must be documented in the Individualized Education Program (IEP), or Section 504 plan, using the Student with Disabilities Form on pages 16-17; and on the Limited English Proficient Student Form (page 33) for SD/LEP students.

The scores for students testing with these accommodations will **not** be included (not aggregated) in the school, district, and state test results in the State Summary Report; however, students will receive an individual score report.

Testing condition 4:

Students with disabilities and SD/LEP students may be included in the DAPA if they meet the criteria in Section I (page 11). The IEP team must document the criteria and the inclusion in the DAPA in the Individualized Education Program (IEP), and indicate participation on the Student with Disabilities Form (pages 16-17).

Testing condition 5:

The grade 4, 6, 8, or 11 SD/LEP student may be exempted **one-time only** from the DSTP-1 science and social studies tests, and the grade 2, 4, 6, 7, or 9 SD/LEP student may be exempted **one-time only** from part or all of the DSTP-2, if the criteria in Section I, pages 12 -14 are met. Educators may consider exemptions from the written test only after reviewing the criteria for exemption. Any exemption must be documented on the Unique Accommodation Form (pages 37-38) and approved by the DOE/DSTP Review Committee.

Testing condition 6:

SD/LEP students who in the past would have been exempted from the DSTP-1 reading and writing tests now have the Stanford English Language Proficiency (SELP) test as an alternate assessment. SD/LEP students in grades 3, 5, 8, and 10 no longer can be exempted from these DSTP-1 tests and should be administered this alternate assessment.

Absence, suspension, expulsion, transfer, withdrawal, or death, are treated in the same way for **all** students. These situations do not fall under the Inclusion Guidelines. Students in temporary placements such as DAPI should be tested using regular conditions, or accommodations if documented in the IEP or 504 plan.

Monitoring Implementation of Guidelines for Inclusion

The implementation of the guidelines in this document for students with disabilities is monitored at the local level as part of the Delaware Department of Education's oversight of the implementation of the Individuals with Disabilities Education Act (IDEA 97).

The Delaware Department of Education Program Specialist for ESL/Bilingual and Migrant Programs for Title III, monitors, at the local level, the implementation of the guidelines in this document for limited English proficient students.

For More Information

The following Delaware Department of Education staff are available to answer questions about these Guidelines:

- Questions about the Delaware Student Testing Program: Dr. Wendy Roberts. Telephone: 302-739-2771. E-mail: wroberts@doe.k12.de.us.
- Questions about students with disabilities and about these guidelines relating to students with disabilities: Brian Touchette. Telephone: 302-739-4667. E-mail: btouchette@doe.k12.de.us.
- Questions about Student with Disabilities Form: Lisa Marcum. Telephone: 302-739-4667. E-mail: Lmarcum@doe.k12.de.us.
- Questions about limited English proficient students and about these guidelines relating to LEP students: Margaret M. Loveland. Telephone: 302-739-2767. E-mail: mloveland@doe.k12.de.us.
- Questions about LEP data and the Limited English Proficient Student Form: Tony Ruggiero. Telephone: 302-739-2767. E-mail: truggiero@doe.k12.de.us

Accommodation, Participation and Exemption Decisions

All SD students in grades 2 through 11 will participate in the DSTP unless included in the DAPA using the criteria outlined on pages 11 and 12. SD/LEP students in grades 2 through 11 will participate in the DSTP unless included in the DAPA and/or in the SELP alternate assessment to the DSTP reading and writing tests using the criteria on pages 14.

Students who are both SD and LEP (SD/LEP) may be exempted:

- from the DSTP-1 science and social studies tests if they are in grades 4, 6, 8, and 11; and/or
- from part or all of the DSTP-2 reading, writing, and mathematics tests if they are in grades 2, 4, 6, 7, and 9; and
- by using the guidelines on pages 12 -14 of these guidelines.

Eligibility for Accommodations or Participation in the DAPA

School staff may consider providing accommodations on the DSTP only if students:

- are eligible for services under IDEA or Section 504 **and**
- have an IEP or 504 plan and instructional program that includes accommodations and/or assistive devices in the instructional process.

These students are eligible for the same accommodations in the test that are in their IEP or 504 plan. Students who have been formally identified through the IDEA or 504 process but do not have accommodations or assistive devices documented in their plans **are not** eligible for any accommodations during the Delaware Student Testing Program. The chart on page 15 summarizes the steps in the decision to provide testing condition(s) 1, 2, or 3 accommodations, testing condition 4 -- the participation in the Delaware Alternate Portfolio Assessment (DAPA), testing condition 5 participation in the DELLA, and exemption of SD/LEP students for some or all parts of the DSTP.

Directions for downloading the SD accommodation form and directions for entering/correcting/updating DSTP accommodations for SD students are found in Appendix C. All accommodations should be entered into DELSIS as soon as possible after the student's IEP is developed, or accommodations changes occur, or on or before the due date for the October, March or May testing periods, whichever comes first. The completed form must be kept with the student's IEP. **DO NOT SEND THE STUDENT WITH DISABILITIES FORM TO DOE, ENTER IT IN THE DELSIS MODULE "DSTP ACCOMMODATION UPDATE".**

Testing Condition 2: Accommodations That Permit Aggregation of Test Scores

The following accommodations produce aggregated scores. These accommodations do not change the construct(s) of the test, and as a result the test scores are comparable to scores earned by students who are tested under regular conditions (testing condition 1).

Reporting

The accommodations provided in this section are appropriate for the inclusion (aggregation) of student scores in school, district, and state test results in the State Summary Report. Thus, the scores of students testing under any of the following testing condition 2 accommodations will be included (aggregated) with the scores of students testing under regular conditions (testing condition 1), that is, without accommodations.

School/District personnel are responsible for completing the Student with Disabilities Form and attaching it to the IEP. For SD/LEP students the Limited English Proficient Student Form must also be completed and attached to the IEP. The data on the form(s) should be entered into DELSIS no later than the end of the month in which the IEP meeting was concluded or on or before the lock-down date for October, March or May testing periods, whichever comes first. DO NOT SEND THE STUDENT WITH DISABILITIES FORM (OR LIMITED ENGLISH PROFICIENT STUDENT FORM) TO DOE.

Allowable Accommodations that Produce Aggregated Scores

If multiple accommodations have been documented in the student's IEP or 504 plan, the student may test with multiple accommodations. Accommodations may differ for each test a student takes (e.g., reading, writing, mathematics, science, social studies).

- Staff may not provide additional clues or interpretations during the test beyond the allowable accommodations in this section. Such additional help will invalidate the comparability of the student's score with scores of students who tested under regular conditions.
- Likewise, teachers giving the test to students under regular testing conditions (testing condition 1) may not give additional clues or interpretations during the test beyond the administration directions.
- Responses from students who tested with accommodations under testing condition 2 will be accepted **only** if they are on appropriate DSTP response forms.

The following accommodations are allowable under testing condition 2 to produce aggregated scores.

Accommodations for the Presentation or Reception of the Test

01. Presenting the test in Grade 1 and/or Grade 2 Braille.
02. Presenting the test in larger print (18 point).
03. Enhancing lighting.
04. Using visual magnification devices.
05. Reading, re-reading or providing signed assistance of test items (including the multiple choice options), and writing prompts. Reading includes presenting material on audiotape or videotape. Signed assistance includes using a sign language interpreter, oral interpreter, cued speech interpreter or transliterator. Indicate with a v ____ all allowable items OR v ____ items requested by student. **(Simplifying language is not allowed)**
06. Using Assistive Listening Device, such as auditory trainer, classroom or personal amplification systems.
07. Providing special acoustics, such as buffers.
08. Providing signed assistance for directions. Signed assistance includes sign language interpreter, oral interpreter, cued speech interpreter or transliterator.
09. Presenting instructions, test items, and individual items via an overhead projector and transparencies.
10. Chunking or highlighting information in passages in a standardized format for students who use American Sign Language.

Accommodations for Interaction or Processing During the Test

11. Using preferential seating such as arranging the seat close to the test administrator.
12. For written responses, student uses an audio recorder as an organizational or pre-writing tool. Student must be tested individually.
13. For written responses, deaf student records a videotape as an organizational or pre-writing tool. Student must be tested individually.
15. Administering the test individually.
16. Administering the test in a small group.
17. Re-presenting (rereading or resigning) **directions** for each subtest anytime during the test.
18. Refocusing attention to test with use of intermittent verbal, picture symbol, signed, cued speech or physical prompts.
19. Using physical assistance from a test administrator such as direct assistance with turning pages or navigating in electronic format.
20. Providing adaptive or special furniture or equipment.
21. For the writing test, using an electronic dictionary or thesaurus whenever dictionary or thesaurus use is permitted for other students. Teacher may be used as a resource for spelling whenever dictionary or thesaurus use is permitted.

- 47**. Using a calculator on the two parts of the mathematics test for which calculators are not permitted.
- 48. Using an abacus, cubes and other like manipulatives. Also, using three-dimensional representations of pictures in the test such as supplying real coins when a picture of coins is presented.
- 49. Using arithmetic tables. **(This includes whole numbers, addition, subtraction, and multiplication and division)**
- 50. Using templates, graph paper, acetate color sheets, or other markers, if they are not part of the regular testing conditions.
- 53**. Extending the maximum allowable time to complete the SAT-9 reading and mathematics portions of the test.
- 54. Completing the test over multiple sessions. Testing can stop at any point and if necessary, be completed over several days.

Accommodations for Student Responses

- 14*. For written responses, use of supportive software and/or software features in combination with word processing, such as word prediction, grammar/spell check, outlining and auditory feedback/text to speech. Accommodation #26 must also be selected. Use for all tests **except reading and writing**.
- 26. For written responses, using individualized written communication system for word processing. Systems include Braille device, computer, AlphaSmart, adapted keyboard, voice recognition, AAC device.
- 27. For written responses, student dictates to a test administrator following the scribing protocol. Responses can be signed or verbal and can be done through audio or video taping. Use for all tests **except reading and writing**. (Scribing Protocol is in Appendix A)
- 28. For written responses, student dictates to a test administrator following the scribing protocol. Responses can be signed or verbal and can be done through audio or video taping. **Use for reading and writing tests**. (Scribing protocol is in Appendix A)
- 29. Records responses to multiple choice items directly in test booklet or dictates responses to a test administrator. Test administrator may transcribe responses onto answer sheet.
- 60*. For written responses, using supportive software and/or software features in combination with word processing, such as word prediction, grammar/spell check, outlining and auditory feedback/text to speech. **Use for the reading and writing tests**.

***Any audio or computer files generated must be deleted immediately after administration of the test.**

****Only the DSTP score will be aggregated; the SAT9 score will be non-aggregated.**

School/District personnel are responsible for completing the Student with Disabilities Form and attaching it to the IEP. For SD/LEP students the Limited English Proficient Student Form must also be completed and attached to the IEP. The data on the form(s) should be entered into DELSIS no later than the end of the month in which the IEP meeting was concluded or on or before the lock-down date for October, March or May testing periods, whichever comes first. DO NOT SEND THE STUDENT WITH DISABILITIES FORM (OR LIMITED ENGLISH PROFICIENT STUDENT FORM) TO DOE.

Testing Condition 3: Accommodations that Produce Non-Aggregated Scores

The following accommodations produce non-aggregated scores. These accommodations change the test construct(s) of the test, and as a result the test scores are not comparable to scores earned by students who have not taken accommodations or those students who used accommodations under condition 2.

Reporting

The accommodations provided in this Section are **not** appropriate for the inclusion (aggregation) of student scores in school, district, and state test results in the **State Summary Report**. Thus, the scores of students testing with any of the testing condition 3 accommodations will not be included (aggregated) with scores of students testing under regular testing conditions (testing condition 1) or testing under the testing condition 2 (aggregated) accommodations in the State Summary Report. Students will get an individual score report. Schools and districts receive credit for these student's scores as earned in the accountability system.

Eligibility

The accommodations for producing testing condition 3 non-aggregated scores consist of significant changes in the testing conditions. Students are eligible for these accommodations in **all** or **part** of the DSTP: reading, writing, mathematics, science, and/or social studies.

Allowable Accommodations

If multiple accommodations have been documented in the student's IEP or 504 plan, the student may test with multiple accommodations. Note that:

- Staff may not provide additional clues or interpretations during the test beyond the allowable accommodations in this section.
- Responses from students who tested under accommodations will be accepted **only** if the responses are on appropriate response forms.

The following accommodations are allowable under testing condition 3:

Accommodations for Interaction or Processing During the Test

46. Reading or signing passages or texts for the reading test (or using cued speech or oral interpreter). Indicate with a v ___ all allowable items OR v ___ items requested by student.

Unique Accommodations

61. Unique accommodations specific to the individual student as determined by the IEP team and approved by the DOE/DSTP Review Committee. The status (aggregation/ non-aggregation) of the accommodation will be decided by the Committee.

The Unique Accommodation Form

This form is used for requesting unique accommodations. The form is found in Appendix B. The Unique Accommodation form is due at DOE no later than the month prior to the month in which the student is tested: The respective due dates are: Jun 18, Sept 17, 2004, Feb 11, or Apr 15, 2005.

School/District personnel are responsible for completing the Student with Disabilities Form and attaching it to the IEP. For SD/LEP students the Limited English Proficient Student Form must also be completed and attached to the IEP. The data on the form(s) should be entered into DELSIS no later than the end of the month in which the IEP meeting was concluded or on or before the lock-down date for October, March, July, or May testing periods, whichever comes first. DO NOT SEND THE STUDENT WITH DISABILITIES FORM (OR LIMITED ENGLISH PROFICIENT STUDENT FORM) TO DOE.

Testing Condition 4: Participation in the Delaware Alternate Portfolio Assessment (DAPA)

Under testing condition 4, students may be included in DAPA. The student's IEP team must evaluate the possible inclusion of the student in each of the five parts of the DSTP: reading, writing, mathematics, science, and/or social studies.

Eligibility

To include the student in the DAPA, the student's IEP team must complete all of the following steps. Students must meet all specified criteria for inclusion.

Documentation

The IEP team must clearly document in the student's IEP the basis for its decision. School staff must support the inclusion decision by using current and longitudinal data, such as:

- performance data across multiple settings in the areas of academics, communication, cognition, social competence, recreation or leisure, domestic community living, and vocational skills.
- behavioral observations in multiple settings.
- adaptive behavior.
- continuous assessment of progress on IEP goals and objectives.

Such documentation will verify that the student meets the criteria listed below.

Criteria

The following are the participation guidelines for inclusion in the Delaware Alternate Portfolio Assessment (DAPA). The student's record must have sufficient data to support **all** of the following:

- student demonstrates cognitive ability and adaptive skill levels which prevent completion of the academic curricula even with modification and accommodations;
- student requires extensive direct instruction in multiple settings to accomplish the application and transfer of skills;
- student is unable to use academic skills at a minimal competency level when instructed through typical classroom instruction; and

- the student's inability to complete the academic curricula is not the result of excessive or extended absences, or primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities*, or social, cultural, and economic differences.

For students 14 years of age or older, the student is:

- unable to complete a regular diploma program even with modification;
- unable to acquire, maintain, or generalize skills and demonstrate performance without intense, individualized instruction; and
- working towards a certificate of completion.

Participation in DAPA

64. This student is in a functional life skills curriculum and is to be included in the Delaware Alternate Portfolio Assessment.

Each student participating in the DAPA must have their participation documented on the Student with Disabilities Form. School/District personnel are responsible for completing the Student with Disabilities Form and attaching it to the IEP. For SD/LEP students the Limited English Proficient Student Form must also be completed and attached to the IEP. The data on the form(s) should be entered into DELSIS no later than the end of the month in which the IEP meeting was concluded or on or before the lock-down date for October, March or May testing periods, whichever comes first. **DO NOT SEND THE STUDENT WITH DISABILITIES FORM OR LIMITED ENGLISH PROFICIENT STUDENT FORM TO DOE.**

Testing Condition 5: Guidelines for the Exemption of SD/LEP Students from the DSTP-2

Eligibility

Students who are dually eligible as disabled and limited English proficient (SD/LEP) may be exempted from all or part of the DSTP-2 and from the DSTP-1 science and social studies tests. The student's IEP team should include a LEP teacher and/or district LEP contact person who can assist the team in making decisions.

Student with Disabilities/Limited English Proficient Student (SD/LEP) Exemption

SD/LEP students may be granted a **ONE-TIME ONLY** exemption from part or all of the DSTP-2 (Grades 2, 4, 6, 7, or 9) reading, writing, and/or mathematics tests, or from the DSTP-1 (grades 4, 6, 8 and 11) science and social studies tests, if and only if both of the following criteria are met:

- The student has been enrolled in a Delaware public school for less than one year; **AND**
- The decision to exempt is made on an individual basis weighing the factors outlined in these Inclusion Guidelines.

*Does not refer to the education classification "Learning Disabilities" in the Administrative Manual for Special Education Services (AMSES). There are no educational classifications described in AMSES that are either automatically included or excluded in the Delaware Alternate Portfolio Assessment. IEP teams must consider every student individually based on the described criteria.

A SD/LEP student is considered enrolled in a Delaware public school for less than one year under one of the following conditions:

- The student is new to the state, is enrolled for the first time, and the date of the enrollment is less than one year from the date of the first DSTP test administered in the school. (Remember that K and grade 1 students are assessed using work sampling and do not take the DSTP-1 or DSTP-2.)
- The student is enrolled in a public school in Delaware, leaves the state for **more than 90 calendar days**, returns to Delaware, and the returning date of enrollment is less than one year from the date of the first DSTP test administered in the school. **(Note: The student will need to be retested using the LAS to determine level of English proficiency.)**

Students may be granted an exemption under one of the following four scenarios:

Scenario 1:

The LEP student enters school spring semester and before the March testing period. If the individual decision indicates that this is the best course of action, the student may be exempted from March, summer school testing and any testing the following fall.

Scenario 2:

The LEP student enters school spring semester and after the March testing period. If the individual decision indicates that this is the best course of action, the student may be exempted from any summer and fall testing and the following spring testing.

Scenario 3:

The LEP student enters school fall semester before any fall tests are administered. If the individual decision indicates that this is the best course of action, the student may be exempted from any fall testing and the following spring and summer testing.

Scenario 4:

The LEP student enters school fall semester after any fall tests are administered. If the individual decision indicates that this is the best course of action, the student may be exempted from the following spring and summer testing and any testing the following fall.

Documentation and Criteria

The IEP team must support the individual student's exemption decision by using **ALL** of the following:

1. Home Language Survey or questions on the registration form; AND
2. The Language Assessment Scales (LAS).
3. One or more of the following reasons should be included in the justification:
 - Lack of formal education
 - Excessive absenteeism
 - Interrupted education
 - Transient student
 - Other assessment or extenuating circumstances (fully describe)

DSTP-1 Science and Social Studies Test Exemptions

96. Exempted **one-time only** from the science and social studies tests of the DSTP-1 (grades 4, 6, 8, and 11).

DSTP-2 Reading, Writing, and/or Mathematics Test Exemptions

98. Exempted **one-time only** from all or part of the DSTP-2 (Grades 2, 4, 6, 7, and 9) reading, writing, and mathematics tests.

A request for an exemption via the unique accommodation form (see Appendix B) must be submitted to Dr. Wendy Roberts, Director of Assessment and Analysis, Delaware Department of Education, P.O. Box 1402, Townsend Building, Dover, DE 19903-1402 as soon as possible after the new student enrolls or when an exemption status of a current student is made.

Testing Condition 6: Guidelines for SD/LEP Student Participation in the Stanford English Language Proficiency (SELP) test

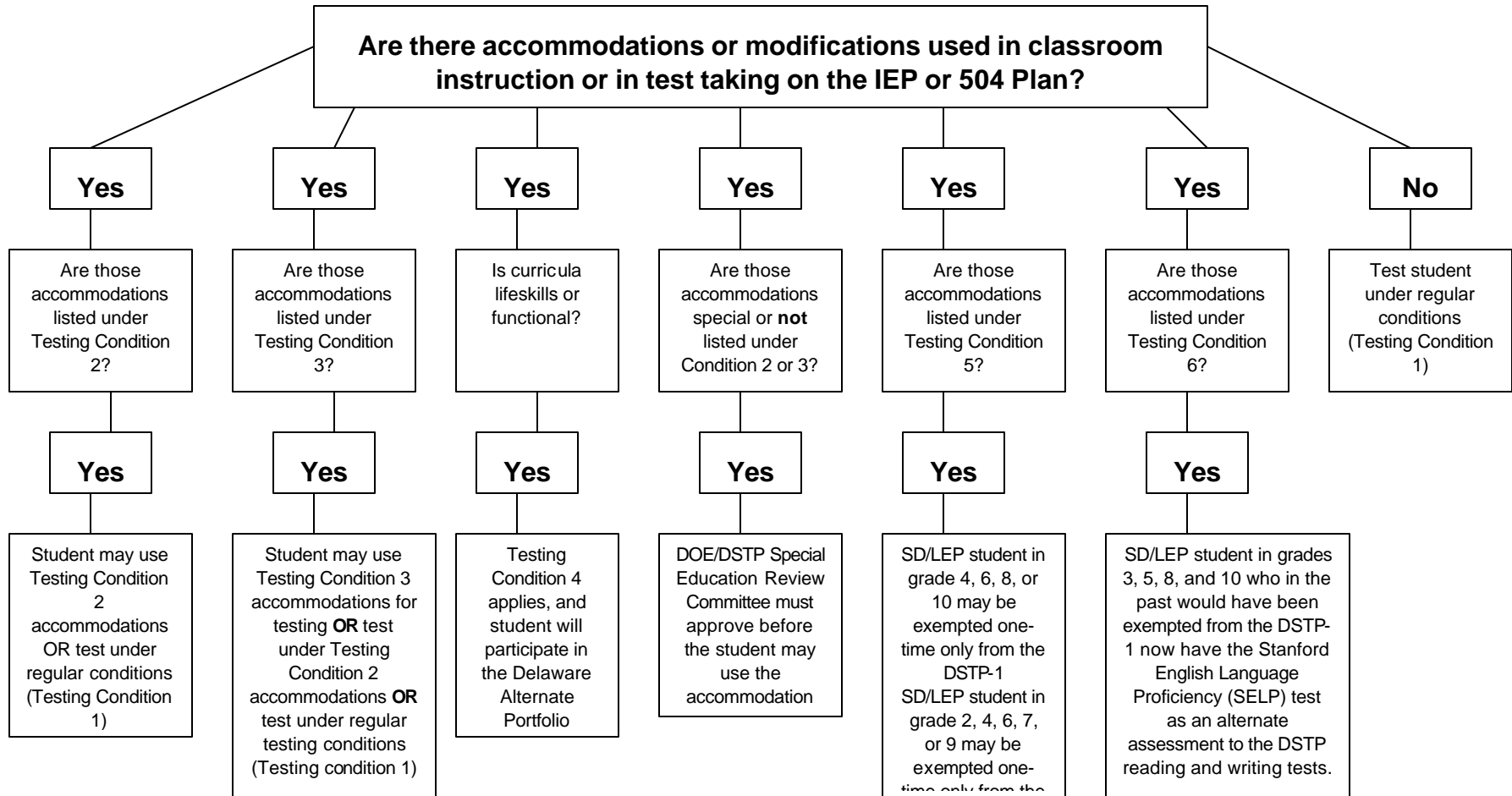
Beginning in 2004, the Stanford English Language Proficiency (SELP) test, an alternate assessment to the DSTP English Language Arts Reading and Writing tests, will be available for SD/LEP students in grades 3, 5, 8 and 10 who, in the past, would have been exempted from the DSTP. Accommodation #97 on the LEP Accommodation Form provides for this alternate assessment.

Alternate ELA Assessment (Grades 3, 5, 8, and 10 only)

97. Alternate ELA Test

The Limited English Proficient Student Accommodations Form must be completed and entered into DELSIS prior to the administration of the DSTP-1. A copy of this form can be downloaded from DELSIS (see Appendix C), completed, and kept in the student, district, or school file, or all three.

Delaware Student Testing Program
Decision Rules for Testing Conditions: Students with Disabilities
Reading, Writing, Mathematics, Science and Social Studies



Student with Disabilities Form:
Documentation of Allowable Accommodations for Individual Student for Assessment

State ID: _____ Last Name: _____ First Name: _____ Date of Birth: _____ Grade: _____ Teacher Name: _____

District Code: _____ School Code: _____ Date: _____

Soc. Studies	Science	Math	Writing	Reading	
Accommodations for the Presentation or Reception of the Test					
					01 Presenting the test in Grade 1 and/or Grade 2 Braille.
					02 Presenting the test in larger print (18 point).
					03 Enhancing lighting.
					04 Using visual magnification devices.
					05 Reading, re-reading or providing signed assistance of test questions, multiple choice options and writing prompts. Reading includes presenting material on audiotape or videotape. Signed assistance includes using a sign language interpreter, oral interpreter, cued speech interpreter or transliterator. Indicate with a ✓ ___ all allowable items OR ✓ ___ items requested by student. (Simplifying language is not allowed)
					06 Using Assistive Listening Device, such as auditory trainer, classroom or personal amplification systems.
					07 Providing special acoustics, such as buffers.
					08 Providing signed assistance for directions. Signed assistance includes sign language interpreter, oral interpreter, cued speech interpreter or transliterator.
					09 Presenting instructions, test questions, and individual items via an overhead projector and transparencies.
					10 Chunking or highlighting information in passages in a standardized format for students who use American Sign Language.
Accommodations for Interaction or Processing During the Test					
					11 Using preferential seating such as arranging the seat close to the test administrator.
					12 For written responses, student uses an audio recorder as an organizational or prewriting tool. Student must be tested individually.
					13 For written responses, deaf student records a videotape as an organizational or prewriting tool. Student must be tested individually.
					15 Administering the test individually.
					16 Administering the test in a small group.
					17 Re-presenting (rereading or resigning) directions for each subtest anytime during the test.
					18 Refocusing attention to test with use of intermittent verbal, picture symbol, signed, cued speech or physical prompts.
					19 Using physical assistance from a test administrator such as direct assistance with turning pages or navigating in electronic format.
					20 Providing adaptive or special furniture or equipment to accommodate a physical disability.
					21 For the writing test, using an electronic dictionary or thesaurus whenever dictionary or thesaurus use is permitted for other students. Teacher may be used as a resource for spelling whenever dictionary or thesaurus use is permitted.
					47 Using a calculator on the two parts of the mathematics test for which calculators are not permitted.**
					48 Using an abacus, cubes, and other like manipulatives. Also, using three-dimensional representations of pictures in the test such as supplying real coins when a picture of coins is presented.
					49 Using arithmetic tables. (This includes whole numbers, addition, subtraction, multiplication and division)
					50 Using templates, graph paper, acetate color sheets, or other markers, if they are not part of the regular testing conditions.
					53 Extending the maximum allowable time to complete the SAT-9 reading and mathematics portions of the test.**
					54 Completing the test over multiple sessions. Testing can stop at any point and if necessary, be completed over several days.

*Any computer files generated must be deleted immediately after the administration of the test.

**Only the DSTP score will be aggregated; the SAT9 score will be non-aggregated.

Student with Disabilities Form:
Documentation of Allowable Accommodations for Individual Student for Assessment

State ID: _____ Last Name: _____ First Name: _____ Date of Birth: _____ Grade: _____ Teacher Name: _____

District Code: _____ School Code: _____ Date: _____

Soc. Studies	Science	Math	Writing	Reading	
Accommodations for Student Responses					
					14 For written responses, use of supportive software and/or software features in combination with word processing, such as word prediction, grammar/spell check, outlining and auditory feedback/text to speech. Accommodation #26 must also be selected. Use for all tests except reading and writing . *
					26 For written responses, using individualized written communication system for word processing. Systems include Braille device, computer, AlphaSmart, adapted keyboard, voice recognition, AAC device.
					27 For written responses, student dictates to a test administrator following the scribing protocol. Responses can be signed or verbal and can be done through audio or video taping. Use for all tests except reading and writing . (Scribing protocol is in Appendix A)
					28 For written responses, student dictates to a test administrator following the scribing protocol. Responses can be signed or verbal and can be done through audio or video taping. Use for reading and writing tests . (Scribing protocol is in Appendix A)
					29 Records responses to multiple choice questions directly in test booklet or dictates responses to a test administrator. Test administrator may transcribe responses onto answer sheet.
					60 For written responses, using supportive software and/or software features in combination with word processing, such as word prediction, grammar/spell check, outlining and auditory feedback/text to speech. Use for the reading and writing tests . *
Accommodations for Interaction or Processing During the Test					
					46 Reading or signing passages or texts for the reading test (or using cued speech or oral interpreter). Indicate with a ✓ ____ all allowable items OR ✓ ____ items requested by student.
Unique Accommodations					
					61 Unique accommodations specific to the individual student as determined by the IEP team and approved by the DOE/DSTP Review Committee. The status (aggregation/non-aggregation) of the accommodation will be decided by the Committee. The form to be used for requesting unique accommodations is found in Appendix A.
Participation in DAPA					
					64 This student is in a functional life skills curriculum and is to be included in the Delaware Alternate Portfolio Assessment.
					63 No accommodations.

*Any computer files generated must be deleted immediately after the administration of the test.

**Only the DSTP score will be aggregated; the SAT9 score will be non-aggregated.

Section II: Limited English Proficient (LEP) Students

This section will guide Delaware educators through the decision-making process for participation in the DSTP for Language Minority Students (LMS) who are limited English proficient (LEP) or special education and limited English proficient (SD/LEP).

Changes/Modifications in this Section II

There are several new pieces of information; deletions; and further clarification/guidance included in this section:

- Testing condition 6: The Stanford English Language Proficiency Test (SELP) for SD/LEP students has been substituted for the DELLA. The SELP is an alternate assessment to the DSTP-1 reading and writing tests, and will be available for SD/LEP students in grades 3, 5, 8, and 10.
- Clarification of accountability consequences for aggregable scores and non-aggregable scores for students, schools, and school districts.
- The English and Spanish audiotape **non-availability** for the DSTP-1 and the DSTP-2.

Testing Condition 6: The Delaware English Language Learner Alternate Assessment for SD/LEP students

For 2004-2005, the Stanford English Language Proficiency (SELP) test will be the alternate assessment available in English Language Arts (ELA) for limited English proficient (LEP) students in grades 3, 5, 8 and 10 who, have been in Delaware schools less than one year. Accommodation #97 on the LEP Accommodation Form provides for this alternate assessment. Note that students in grades 2, 4, 6, 7, and 9 may be exempted from DSTP-2 reading, writing, mathematics tests, and students in grades 4, 6, 8, and 11 may be exempted from the science and social studies tests using the criteria found on pages 30-32 of these guidelines.

Clarification of accountability consequences for student aggregable scores and non-aggregable scores on students, schools, and school districts

An **aggregable score** results when a student takes the DSTP under standard conditions (without accommodations), or with an accommodation that does not change the test construct. Students who have accommodations that produce aggregable scores will have those scores included in the **State Summary Report** with scores of students who took the DSTP under regular conditions (with no accommodations). Students receive an individual score report.

A **non-aggregable** score results when an accommodation changes the test construct (what the test is measuring) or modifies the test in such a way, that the score can no longer be directly compared to scores of students testing under standard conditions (i.e., under testing conditions 1 and 2). The non-aggregable scores are **not** reported in the **State Summary Report** with scores of students taking the DSTP under standard conditions. Students receive an individual score report.

Consequences of testing with aggregable/non-aggregable accommodations:

- For student accountability purposes, the student gets the DSTP score earned no matter whether the student has taken the test with aggregable or non-aggregable accommodations. For accountability purposes, the student's score is not affected in any way by taking the test with aggregable or non-aggregable accommodations.
- For school accountability purposes, the school receives the same credit for a student's non-aggregable score as it does for an aggregable score.

Audio tape Non-availability

Accommodations 65, 72, and 73 have been temporarily removed from the accommodation sheet because audio tapes in English, Spanish, or English/Spanish **will NOT be available** in the 2004-2005 testing year for the DSTP-1 (grades 3, 5, 8, and 10 ELA and math, and grades 4, 6, 8, and 11 science and social studies) nor the DSTP-2 (grades 2, 4, 6, 7, and 9) tests. Accommodation #85 should be used instead.

Purpose of the Delaware Student Testing Program (DSTP)

The purpose of the DSTP is:

- To provide technically sound information about how well students are performing relative to Delaware content standards and to national norms.
- To serve as a primary indicator in the Delaware Educational Accountability System.

Overview of Inclusion Guidelines

This document provides guidelines for making decisions about the:

- provision of testing accommodations;
- the type of DSTP assessment for a student;
- participation of LEP students with disabilities in the Delaware Alternate Portfolio Assessment (DAPA);
- participation of SD/LEP students in the alternate assessment, the Stanford English Language Proficiency (SELP) test, and
- exemption of the limited English proficient (LEP) student or SD/LEP student from the DSTP-2, grades 2, 4, 6, 7, and 9.

These guidelines are for students who:

- are identified as limited English proficient (LEP) using a home language survey and an English proficiency assessment according to the Delaware and U.S. DOE definitions.
- **A limited English proficient individual is one who:**
 - was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant **OR**
 - is a Native American, or Alaska Native, or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English proficiency **OR**
 - is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant **AND**
 - who has sufficient difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English, or to participate fully in society. Determining who is LEP begins on page 23.

Testing Conditions

Students may **1)** test under regular conditions; **2)** test with accommodations that permit aggregation of test scores; **3)** test with accommodations that do not permit aggregation of test scores; **4)** be included in the DAPA; **5)** be exempted from the science and social studies tests of the DSTP-1 (Grade 4, 6, 8, and 11). The students may also be exempted from part or all of the DSTP-2 tests (reading, writing, and/or mathematics) if the student is a LEP or SD/LEP student in grades 2, 4, 6, 7, or 9; or **6)** be administered the SELP, an alternate assessment to the DSTP reading and writing tests if the student is a LEP or SD/LEP student.

There are six types of testing conditions that may occur during the Delaware Student Testing Program:

Testing condition 1:

Students may elect to test under regular conditions. Note that students may elect to test under regular conditions even if accommodations are being used in the classroom.

Testing condition 2:

Students may test with accommodations that do not interfere with the comparability of their scores to the scores of students testing under regular conditions. These accommodations start in Section I (page 7) for students with disabilities, and Section II (page 27) for limited English proficient students. Accommodations used must be documented in the Individualized Education Program (IEP), or Section 504 plan, using the Student with Disabilities Form (pages 16-17) and on the Limited English Proficient Student Form (page 33) for SD/LEP students.

The scores for students testing with these accommodations will be included (be aggregated) in the school, district, and state test results. In addition, students will receive an individual score report.

Testing condition 3:

Students may test with accommodations that interfere with the comparability of their scores to the scores of students testing

under regular conditions (i.e., testing conditions 1 and 2). These accommodations start in Section I (page 10) for SD/LEP students, and Section II (page 28) for limited English proficient students. Accommodations must be documented on the Limited English Proficient Student Form on page 33 and on the SD/LEP students Individualized Education Program (IEP), or Section 504 plan, using the Student with Disabilities Form on pages 16-17; and

The scores for students testing with these accommodations will **not** be included (not aggregated) in the school, district, and state test results in the State Summary Report; however, students will receive an individual score report.

Testing condition 4:

SD/LEP students may be included in the DAPA if they meet the criteria in Section I (page #12). The IEP team must document the criteria and the inclusion in the DAPA in the Individualized Education Program (IEP), and indicate participation on the Student with Disabilities Form (pages 16-17).

Testing condition 5:

The grade 4, 6, 8, or 11 SD/LEP student may be exempted **one-time only** from the DSTP-1 science and social studies tests, and the grade 2, 4, 6, 7, or 9 SD/LEP student may be exempted **one-time only** from the DSTP-2, if the criteria in Section I, pages 13 - 15 are met. Educators may consider exemptions from the written test only after reviewing the criteria for exemption. Any exemption must be documented on the Limited English Proficient Student Form (page 33) and approved by the DOE/DSTP Review Committee.

Testing condition 6:

SD/LEP students who in the past would have been exempted from the DSTP-1 reading and writing tests now have the Stanford English Language Proficiency (SELP) test as an alternate assessment. LEP and SD/LEP students in grades 3, 5, 8, and 10 no longer can be exempted from these DSTP-1 tests and should be administered this alternate assessment.

Absence, suspension, expulsion, transfer, withdrawal, or death, are treated in the same way for **all** students. These situations do not fall under the Inclusion Guidelines.

Monitoring Implementation of Guidelines for Inclusion

The Delaware Department of Education Program Specialist for ESL/Bilingual and Migrant Programs, monitors the implementation of the guidelines in this document for limited English proficient students at the local level.

The implementation of the guidelines in this document for students with disabilities is monitored at the local level as part of the Delaware Department of Education's oversight of the implementation of the Individuals with Disabilities Education Act (IDEA 97).

For More Information

The following Delaware Department of Education staff members are available to answer questions about these Guidelines:

- Questions about the Delaware Student Testing Program: Dr. Wendy Roberts. Telephone: 302-739-2771. E-mail: wroberts@doe.k12.de.us.
- Questions about limited English proficient students and about these guidelines relating to LEP students: Margaret M. Loveland. Telephone: 302-739-2767. E-mail: mloveland@doe.k12.de.us.
- Questions about LEP data and the Limited English Proficient Student Form: Tony Ruggiero. Telephone: 302-739-2767. E-mail: rruggiero@doe.k12.de.us.
- Questions about students with disabilities and about these guidelines relating to students with disabilities: Brian Touchette. Telephone: 302-739-4667. E-mail: btouchette@doel.k12.de.us.
- Questions about Student with Disabilities Form: Lisa Marcum. Telephone: 302-739-4667. E-mail: Lmarcum@doe.k12.de.us .

Criteria for Identifying the LEP Student

The criteria for identifying an LEP student are as follows:

Home language survey:

The home language survey must be administered to all new students in the Delaware schools. Each district has a question on their student enrollment form asking if another language other than English is spoken in the home. If the answer is “yes,” the student may be LEP. The next step is to test the student using the Language Assessment Scales (LAS).

Language Assessment Scales (LAS):

The LAS tests (reading, writing, listening, and speaking) are administered to students identified from the Language Survey. The tests and criteria for determining if a student is LEP are presented below:

PreK through Grade 1

The PreLAS 2000 is used. The Fluent English Speaker of the Oral Language component is administered, and a student scoring below level 5 is classified as LES (limited English speaker) or NES (non-English speaker). Students (grade 1-age 6) take the Pre-LAS.

Grades 2 and 3

The LAS-Oral (Form 1C) and LAS Reading/Writing (Form 1A) are used. The Language Proficiency Index (LPI) is a weighted combination of reading, writing, and oral (listening and speaking) scores. Scores below 3/5 level in Fluent English Proficiency determine if a student is LEP; that is, a student scoring lower than a 3 on the reading and writing tests or lower than 5 on the oral (listening and speaking) test is classified as LEP. Students in Grade 1 (age 7) take the LAS-Oral form 1C.

Grades 4 through 6

The LAS-Oral (Form 1C) and LAS Reading/Writing (Form 2A) is used. The Language

Proficiency Index (LPI) is a weighted combination of reading, writing, and oral (listening and speaking) scores. Scores below the 3/5 level in Fluent English Proficiency determine if a student is LEP; that is, a student scoring lower than 3 on the reading and writing tests or lower than 5 on the oral (listening and speaking) test is classified as LEP.

Grades 7 through 12

The LAS-Oral (Form 2C) and LAS Reading/Writing (Form 3A) is used. The Language Proficiency Index (LPI) is a weighted combination of reading, writing, and oral (listening and speaking) scores. Scores below the 3/5 level in Fluent English Proficiency determine if a student is LEP; that is, a student scoring lower than 3 on the reading and writing tests or lower than 5 on the oral (listening and speaking) test is classified as LEP.

Accommodation, Participation and Exemption Decisions

All LEP students in grades 3, 5, 8, and 10 will participate in the DSTP-1 English language arts test or Stanford English Language Proficiency (SELP) test as an alternate English language arts assessment. In addition students in grades 3, 5, 8, and 10 will participate in the DSTP-1 mathematics test. **Grade 4, 6, 8, and 11 may be exempted from the DSTP-1 science and social studies tests.** The SELP alternate English language assessment may be administered to those LEP students who would have been exempted in the past from the DSTP-1.

Those students in grades 2, 4, 6, 7, and 9 must take the **DSTP-2 reading, writing, and mathematics tests unless exempted** using the procedures in these Guidelines.

The entire DSTP-1 includes the:

- reading test administered in March;
- writing test administered in March;
- mathematics test administered in March;
- science test administered in May to grades 8 and 11, and in the fall to grades 4 and 6; and
- social studies test administered in May to grades 8 and 11, and in the fall to grades 4 and 6.

The entire DSTP-2 includes the:

- reading test administered in March;
- writing test administered in March; and
- mathematics test administered in March.

Also, during some years, a writing field test will be administered in the spring or fall.

Eligibility for Accommodations or Exemption

Students are eligible for accommodations on **all** or **part** of the DSTP-1 and DSTP-2.

Students are eligible to test with accommodations on the DSTP-2 or be exempted from individual tests **only** if they have been formally identified as limited English proficient by using the criteria in these Guidelines (see pages 23-24). A Limited English Proficient Student Accommodations Form (page 33) must be completed and entered into DELSIS, and a copy placed in the student, district or school file prior to the administration of the DSTP.

Students who have not been formally identified as LEP using these Guidelines and/or do not have a Limited English Proficient Student Accommodations Form in DELSIS and/or in the student, district, or school file prior to the administration of the DSTP are **not** eligible for any accommodations during the DSTP-1 or DSTP-2 administration. The criteria listed on the

previous page give guidance on the steps in the decision to provide testing condition 1, 2, 3, 5, or 6 of the DSTP. The testing conditions are defined on pages 4 and 5 of these guidelines.

Grades 2, 4, 6, 7, and 9 students can be exempted from the DSTP-2 only on **an individual basis**. If a student is given an EXEMPTION accommodation, it is a one-time-only accommodation from all or part of the DSTP-2 if the student has been in a Delaware school for less than one year. Those students leaving the state and returning after 90 or more calendar days are considered new students. The Unique Accommodation Form must be used to request an exemption (see Appendix B).

Directions for downloading the LEP accommodation form and directions for entering/correcting/updating DSTP accommodations for LEP students are found in Appendix D.

All accommodations/exemptions should be entered into DELSIS as soon as possible after the student enrolls, or accommodations/exemptions changes occur, or on or before the due date for the October, March or May testing periods, whichever comes first. The completed form must be kept in the student's district or school file. DO NOT SEND THE LIMITED ENGLISH PROFICIENT STUDENT FORM TO DOE, SUBMIT IT VIA THE DOE INTRANET SITE.

NOTE THAT FOR LEP STUDENTS, ACCOMMODATIONS MAY BE INTRODUCED FOR THE FIRST TIME IN THE TESTING SITUATION.

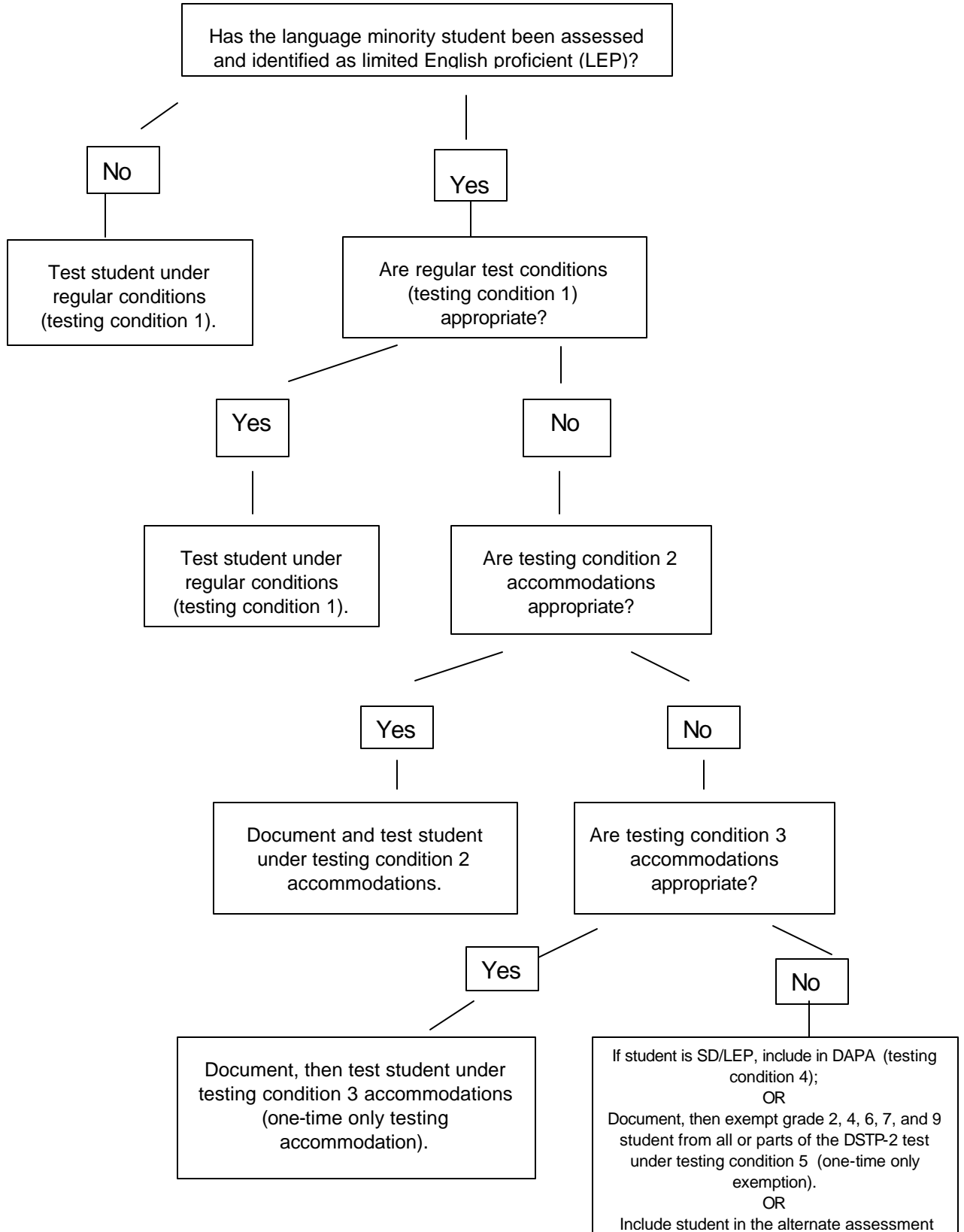
Testing Condition 2: Accommodations that Permit Aggregation of Test Scores

Allowable Accommodations that Produce Aggregated Scores

If appropriate school staff members have documented multiple accommodations on the Limited English Proficient Student Form prior to the administration of the DSTP, the student **must** test with multiple accommodations.

- Staff may not provide additional clues or interpretations during the test beyond the allowable testing condition 2 accommodations in this section. Such additional help will invalidate the comparability of the student's score with scores of students who tested under regular conditions.
- Likewise, teachers giving the test to students under regular testing conditions (testing condition 1) may not give additional clues or interpretations during the test beyond the administration directions.
- Responses from students who tested under testing condition 2 accommodations will be accepted **only** if the responses are on appropriate DSTP response forms.

Decisions for Testing Conditions: LEP Students



The following accommodations are allowable under testing condition 2 to produce aggregated scores:

Accommodations for Interaction/Processing

66. Administering the test to the student individually in separate location.
67. Administering the test in a small group in a separate location.
68. Using an electronic or written bilingual dictionary for test. Electronic or written bilingual dictionaries may be used whenever dictionary use is permitted on the DSTP. Electronic dictionaries must provide only a word-for-word translation. (Not appropriate for the reading test).
78. In a small group or individually, administering two side-by-side tests at the same time, one version in Spanish and the second in English (Not appropriate for reading test).
79. Administering the entire test in Spanish.
[The Spanish version is only available for DSTP-1 testing.]
- 85*. In a small group or individually, using an interpreter to translate directions, prompts, and/or test items (including multiple choice options)*. Passages on the reading test CANNOT be translated.
86. Giving extra breaks.
87. In a small group or individually, completing an individual section of the test over several sessions.
- 88**. In a small group or individually, extending the maximum allowable time to complete the **SAT-9 reading** portions of the test.**
- 89**. In a small group or individually, extending the maximum allowable time to complete the **SAT-9 mathematics** portions of the test.**

Accommodations for Student Responses

76. Student responding to the test by writing responses in Spanish. **Note that when this is done on the reading test, it invalidates the writing score component of the reading test.**
90. On the writing test (includes text-based writing item on the reading test), student uses native language to write the first draft.

***Interpreter/test administrator must be proficient in the native language.**

****DSTP score aggregated, SAT-9 score NOT aggregated.**

Accommodations from the LEP Student Form should be entered into DELSIS as soon as possible after a new student enrolls or when a change in the accommodation or exemption status of a current student is made, or on or before the lock-down date for the October, March, or May testing periods, whichever comes first. DO NOT SEND LIMITED ENGLISH PROFICIENT STUDENT FORMS TO DOE – SUBMIT THEM VIA THE DOE INTRANET SITE.

Testing Condition 3: Accommodations that Produce Non-Aggregated Test Scores

All accommodations given under testing condition 3 produce student scores that cannot be aggregated. That is, the scores from students with testing condition 3 accommodations cannot be compared to students who tested under no accommodations or under testing condition 2 accommodations. The reason for this is that the below accommodations significantly change the test and/or testing conditions and make scores non-comparable.

Reporting

The accommodations provided in this Section are **not** appropriate for the aggregation (including) of student scores in school, district, and state test results. Thus, the scores of students testing with any of the testing condition 3 accommodations will not be aggregated (included) with scores of students testing under regular testing conditions (testing condition 1) or under testing condition 2. Under testing condition 3, students will continue to get individual score reports.

School/District personnel are responsible for completing the Limited English Proficient Student Accommodations Form. The data on the form should be entered into DELSIS as soon as possible after a new student enrolls, or when a change in the accommodation of a current student is made, or on or before the due date for the October, March, or May testing periods, whichever comes first. **(Note that a student who leaves the state for more than 90 calendar days, then returns to Delaware is considered a new student). DO NOT SEND LIMITED ENGLISH PROFICIENT STUDENT ACCOMMODATIONS FORMS TO DOE – SUBMIT THEM VIA THE DOE INTRANET SITE.**

Eligibility

The accommodations for producing testing condition 3 non-aggregated scores consist of significant changes in the test or testing conditions. Students are eligible for these accommodations in **all** or **part** of the DSTP-1: reading, writing, mathematics, science, and/or social studies; and all or part of the DSTP-2: reading, writing, and mathematics.

Note that Out-of-Level testing for the DSTP is no longer available.

Allowable Accommodations

If appropriate school staff members have documented multiple accommodations for testing condition 3 on the Limited English Proficient Student Accommodations Form (page 33) prior to the administration of the DSTP, the student **must** test with multiple accommodations. Note that:

- Staff may not provide additional clues or interpretations during the test beyond the allowable accommodations in this section.
- Responses from students who tested under any accommodations will be accepted **only** if the responses are on appropriate DSTP response forms.

The following accommodations are allowable under testing condition 3:

Accommodations for Interaction or Processing During the Test

- 82*. Simplifying or paraphrasing test directions or items (including multiple choice options) in English or native language.
- 83*. On the SAT9 Mathematics portions of the test, interpreter translates questions into student's native language.
- 87*. In a small group or individually, using an interpreter to **translate reading passages**.

Unique Accommodations/Exemption Accommodation

- 91. Unique accommodations.

These accommodations are specific to the individual student as determined by the appropriate school staff and the status approved by the DOE/DSTP Review Committee.

A request for a unique accommodation via the unique accommodation process (a copy of the form is included in Appendix B) must be **entered on line** as soon as possible after the new student enrolls, when an accommodation or exemption status of a current student is made, or no later than the month prior to the month in which the student is tested: **The respective due dates are: Jun 18, Sept 17, 2004, Feb 11, or Apr 15, 2005.**

The following **must be completed on-line**:

- Name and phone number of person preparing the request
- Grade level of the student
- Date of the request
- Name and State ID number of the student
- School and district names and codes
- The accommodation(s)/exemption requested
- Justification for the requested accommodation with supporting documentation.

The following information **MUST** be included when requesting an accommodation/exemption for a LEP student:

- How many years has the student been in Delaware schools?
- Did the student have a break in Delaware education?
 - How long?
 - Where did the student go during this break (e.g., native country)?
 - Was the student schooled during this break?
- What are the student's native language skills?
- What are the LAS Scores? English Proficiency Level?
- How far behind is the student in the (each) content level?
- Has the student been retained in a grade(s)? What grade(s)?
- Has the student been recommended for further evaluation for special education?
- Any other pertinent information

If approved, the unique accommodation(s) will be entered into the DELSIS system by DOE.

***Interpreter/test administrator must be proficient in the native language.**

Testing Condition 5: Guidelines for the Exemption of LEP Students from the Delaware Student Testing Program

Eligibility

Students in grades 4, 6, 8, and 11 may be exempted from the DSTP-1 science and social studies tests. Only grades 2, 4, 6, 7, and 9 students may be exempted from all or part of the DSTP-2. The student's authorized instructor, building principal, and/or district LEP contact person must evaluate the possible inclusion of the individual student in the DSTP-1 science and social studies tests, and in **each** part of the DSTP-2 (reading, writing, and mathematics).

Limited English Proficient Student Exemption

Grades 4, 6, 8, and 11 students may be granted a ONE-TIME ONLY exemption from the DSTP-1 and Grades 2, 4, 6, 7, and 9 LEP students may be granted a **ONE-TIME ONLY** exemption from the DSTP-2 if and only if both of the following criteria are met:

- The student has been enrolled in a Delaware public school for less than one year; **AND**
- The decision to exempt is made on an individual basis weighing the factors outlined in these Inclusion Guidelines.

A LEP student is considered enrolled in a Delaware public school for less than one year under one of the following conditions:

- The student is new to the state, is enrolled for the first time, and the date of the enrollment is less than one year from the date of the first DSTP test administered in the school. (Remember that K and grade 1 students are assessed using work sampling and do not take the DSTP.)
- The student is enrolled in a public school in Delaware, leaves the state for **more than 90 calendar days (the days between June 9 and August 28 do not count as part of the 90 days)**, returns to Delaware, and the returning date of enrollment is less than one year from the date of the first DSTP test administered in the school. (**Note: The student will need to be retested using the LAS to determine level of English proficiency.**)

Grades 4, 6, 8, and 11 students may be granted an exemption from the DSTP-1 science and social studies tests and Grades 2, 4, 6, 7, and 9 students may be granted an exemption from the DSTP-2 tests under one of the following four scenarios:

Scenario 1:

The LEP student enters school spring semester and before the March testing period. If the individual decision indicates that this is the best course of action, the student may be exempted from March, summer school testing and any testing the following fall.

Scenario 2:

The LEP student enters school spring semester and after the March testing period. If the individual decision indicates that this is the best course of action, the student may be exempted from any summer and fall testing and the following spring testing.

Scenario 3:

The LEP student enters school fall semester before any fall tests are administered. If the individual decision indicates that this is the best course of action, the student may be exempted from any fall testing and the following spring and summer testing.

Scenario 4:

The LEP student enters school fall semester after any fall tests are administered. If the individual decision indicates that this is the best course of action, the student may be exempted from the following spring and summer testing and any testing the following fall.

Documentation and Criteria

Appropriate school staff must support the individual student's exemption decision by using **ALL** of the following:

1. Home Language Survey or questions on the registration form; AND
2. The Language Assessment Scales (LAS).
3. One or more of the following reasons should be included in the justification:
 - Lack of formal education
 - Excessive absenteeism
 - Interrupted education
 - Transient student
 - Other assessment or extenuating circumstances (fully describe)

DSTP-1 Science and Social Studies Test Exemptions

96. Exempted **one-time only** from the science and social studies tests of the DSTP-1 (grades 4, 6, 8, and 11).

DSTP-2 Reading, Writing, and/or Mathematics Test Exemptions

98. Exempted **one-time only** from all or part of the DSTP-2 (Grades 2, 4, 6, 7, and 9).

A request for an exemption via the unique accommodation form (see Appendix B) must be submitted to Dr. Wendy Roberts, at wroberts@doe.k12.de.us, as soon as possible after the new student enrolls or when an exemption status of a current student is made.

The Limited English Proficient Student Accommodations Form must be completed and entered into DELSIS prior to the administration of the DSTP. A copy of this form can be downloaded from DELSIS (see Appendix D), completed, and kept in the student, district, or school file, or all three. **The accommodations under Condition 5 are ONE TIME ONLY accommodations for LEP students.**

Testing Condition 6: Guidelines for LEP Student Participation in the Stanford English Language Proficiency Test (SELP)

Beginning in 2004, the Stanford English Language Proficiency Test (SELP)), an alternate assessment to the DSTP English Language Arts Reading and Writing tests, will be available for LEP students in grades 3, 5, 8 and 10 who, in the past, would have been exempted from the DSTP. Accommodation #97 on the LEP Accommodation Form provides for this accommodation.

Alternate ELA Assessment

97. Alternate ELA Assessment (Grades 3, 5, 8 and 10 in Delaware schools less than one year)

The Limited English Proficient Student Accommodations Form must be completed and entered into DELSIS prior to the administration of the DSTP. A copy of this form can be downloaded from DELSIS (see Appendix D), completed, and kept in the student, district, or school file, or all three.

Limited English Proficient Student Accommodations Form

Year 2004-2005

Fill in boxes for accommodations to be provided

(A blank indicates the accommodation is not allowed)

Date Form Completed: _____

State Tracking ID: _____	Teacher's Name _____				
Last Name: _____	First Name: _____				
Grade: _____	Date of Birth: _____	District Code: _____	School Code: _____		
Date Student Entered Delaware Public School System: _____					
PRODUCES SCORES THAT CAN BE AGGREGATED					
66. Administering the test to a student individually in separate location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Administering the test in a small group in separate location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Using an electronic or written bilingual dictionary for test. (Word for word translation only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. In a small group or individually, administering two side-by-side tests at the same time, one version in Spanish and the second in English . (Not appropriate for the Reading Test)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. Administering the entire test in Spanish .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85.* In a small group or individually, using an interpreter to translate directions, prompts, and/or items . Passages on the reading test CANNOT be translated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. Giving extra breaks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. In a small group or individually, completing an individual section of the test over several sessions .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88.** In small group or individually, extending the maximum allowable time to complete the SAT-9 Reading portions of the test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89.** In a small group or individually, extending the maximum allowable time to complete the SAT-9 Mathematics portions of the test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. Student responding to the test by writing responses in Spanish . (Note: Invalidates the writing score component of the Reading Test)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. On the Writing Test (includes text-based writing item on the reading test), student uses native language to write the first draft .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRODUCES SCORES THAT CANNOT BE AGGREGATED

82.* Simplifying or paraphrasing test directions or items (including multiple choice options) in English or native language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83.* On the SAT9 Mathematics portions of the test, interpreter translates questions into student's native language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84*. In a small group or individually, using an interpreter to translate reading passages in student's native language .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OTHER ACCOMMODATIONS

91. Unique accommodations. Must be reviewed and approved by the DOE/DSTP Review Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97. Alternate ELA Assessment (Grades 3, 5, 8, and 10 only) for students in DE schools less than 1 year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96. Exempted one time only from the DSTP-1 (Grades 4, 6, 8, and 11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98. Exempted one time only from all or part of the DSTP-2 (Grades 2, 4, 6, 7, and 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Interpreter/Test administrator must be proficient in the native language.

** DSTP score aggregated, SAT-9 score NOT aggregated

A copy of this form **must** be filed in the student, district, or school file **PRIOR** to the administration of the DSTP.

APPENDIX A

Scribing Protocol for DSTP

Choosing a Scribe

- The scribe should be a familiar person such as the teacher or teaching assistant who is typically responsible for scribing during regular instruction.
- For students who are deaf, the scribe must be fluent in receptive and expressive ASL and English.
- Scribes will sign all statements required of testing proctors including the security certifications.

Scribing Process

- Student will dictate sentences or paragraphs in the same manner used during instruction. Student is responsible for punctuation and may indicate punctuation in several ways.
 - Student may punctuate as they dictate. For example when stating the sentence “The cat ran.” the student will say, “The cat ran period.”
 - Student may dictate more than one sentence at a time and add punctuation after the fact when given the scribed sentences to proofread.
 - Scribe may read back the dictation for proofreading if the accommodation of reading the text is an allowable accommodation for the student.
- When ASL is being used during scribing, the scribe may ask clarifying questions regarding the use of classifiers.
- Scribe will write exactly what is heard. Probing or clarifying questions are not allowed except in the case of classifiers for students using ASL.

- Scribes will use correct spelling and capitalize as they transcribe in what they

deem are the intended sentence breaks. Students may proofread to add punctuation, and may change any capitalization or spelling they wish even if it is incorrect. Scribes may not question or correct student choices.

- If reading the text aloud is an allowable accommodation, scribe may read the text, voicing the capitalization and punctuation. The student may make changes and scribe will makes those changes exactly as dictated by student.
- If the technology is available, a scribe may type or use a laptop to type the student's work. However, all writing entries must be transcribed into the official test booklet.

If the student is using a tape recorder or videotape for later transcription by a scribe, it is advisable to have two people listen or view as a reliability check for accuracy.

For an accuracy check, scribes may record the session on audio or videotape for play back.

Appendix B

Unique Accommodation Form.

For LEP students this unique accommodation form must be completed on-line.

UNIQUE ACCOMMODATION FORM

(Must be completed on-line for LEP Unique Accommodations)

Person Preparing Request _____ Phone _____

Student's Grade Level _____ Date _____

Date Student Entered the Delaware Public Schools _____

Student Name _____ State ID _____

School Name _____ School Code _____

District Name _____ District Code _____

UNIQUE ACCOMMODATION REQUESTED (Please describe and be specific):

Please Check: ____SD Accommodation #61 ____LEP Accommodation #91

Before submitting this accommodation form are you sure there are no accommodations listed in the Inclusion Guidelines that might be used instead of the unique accommodation requested? ____Yes
____No (if "No", a Unique Accommodation request is not appropriate.)

Justification Information Needed for exemption of DSTP-1 Grade 4, 6, 8, and 11, and DSTP-2 Grade 2, 4, 6, 7, or 9 LEP Students

The following information **must be included** when requesting an EXEMPTION for a LEP student:

- How many years has the student been in Delaware?
- Did the student have a break in Delaware education?
 - How long?
 - Where did the student go during this break (e.g., native country)?
 - Was the student schooled during this break?
- What are the student's native language skills?
- What are the LAS Scores? English Proficiency Level?
- How far behind is the student in the (each) content level?
- Has the student been retained in a grade(s)? What grade(s)?
- Has the student been recommended for further evaluation for special education?
- Any other pertinent information

JUSTIFICATION FOR REQUEST

(Be sure to answer each bulleted item for LEP students – justification continued on the next page)

Form should be completed a month in advance of the date the student is first tested. The

respective due dates are as follows: Jun 18, Sept 17, 2004, Feb 11, or Apr 15, 2005.

APPENDIX C

Directions for Downloading the Student with Disabilities Student Accommodation Form

1. Log on to the DELSIS FORMS page
(<http://Intranet.doe.state.de.us/pupilacct/html/resources.html#forms>)
2. Scroll down to the fifth item and click on "Word97: Student with Disabilities Accommodation form.doc" or "Word95 and Other Word Processors: Student with Disabilities accommodation form.rtf"
3. Once the form comes up, click on the "Print" button on your Internet toolbar
(**alternate methods:** click on "File" (top left of your screen), toggle down and click on "Print" **or** depress the "Control" and "P" keys simultaneously.)
4. To save this document on your computer, click on "File" (top left of your screen), toggle down and click on "Save As". A dialogue box will appear and you will go through the normal process for saving a new document.

Directions for Entering or Updating DSTP Accommodations for Students with Disabilities

1. Log on to DELSIS (<http://delsis.doe.state.de.us/DELSISasp/Login.asp>)
2. Click on “**DSTP Accommodation Update**”
3. Scroll Down, For “Please indicate type of student”, check to make sure Special Education is selected.
4. Click on “**Modify Accommodations**”
5. Enter State Tracking ID for student
6. Click on “**Search**”
7. Select student from list by clicking in the Select column
8. Click on “**Continue**”
9. Gray boxes will show current information, scroll down to **yellow** area to make corrections
10. Click on “**Add to Current Accommodations**” or “**Replace Current Accommodations**”, as appropriate
11. Update accommodations (add or replace)
12. Scroll down, click on “**Confirm Adding**”

APPENDIX D

Directions for Downloading the LEP Student Accommodation Form

1. Log on to the DELSIS FORMS page
(<http://Intranet.doe.state.de.us/pupilacct/html/resources.html#forms>)
2. Scroll down to the fourth item and click on "Word97: LEP Accommodation form.doc" or "Word95 and Other Word Processors: LEP accommodation form.rtf"
3. Once the form comes up, click on the "Print" button on your Internet toolbar
(**alternate methods:** click on "File" (top left of your screen), toggle down and click on "Print" **or** depress the "Control" and "P" keys simultaneously.)
4. To save this document on your computer, click on "File" (top left of your screen), toggle down and click on "Save As". A dialogue box will appear and you will go through the normal process for saving a new document.

Directions for Entering/Correcting DSTP Accommodations for LEP Students

1. Log on to DELSIS (<https://delsis.doe.state.de.us/DELSISasp/Login.asp>)
2. Log in to the system by providing the User Name and Password.
3. Click on “**DSTP Accommodation Update**”
4. Scroll Down, For “Please indicate type of student”, click on **LEP**
5. Click on “**Modify Accommodations**”
6. Enter State Tracking ID for student
7. Click on “**Search**”
8. Select student from list by clicking in the Select column
9. Click on “**Continue**”
10. Gray boxes will show current information, scroll down to **yellow** area to make corrections
11. Click on “**Add to Current Accommodations**” or “**Replace Current Accommodations**”, as appropriate
12. Update (add or replace) appropriate accommodations
13. Scroll down, click on “**Confirm Adding**”