



Making State Testing Participation Decisions: IEP Team Discussion Guide

Why should students experiencing disabilities participate in State testing?

- It allows children to show what they know and have been doing.
- It identifies where programs are strong and might be replicated, as well as learning edges and places where additional investment is needed to support students experiencing disabilities.

What are the test options?

- **General Assessment:** Most students experiencing disabilities take the general assessment, with or without accommodations.
- **Alternate Assessment:** A few students experiencing the most significant cognitive disabilities take the Oregon Extended Assessment, an alternate assessment based on alternate academic achievement standards. There are short- and long-term implications for students who participate in the Oregon Extended Assessment so participation decisions should be made with care.

What are the implications of participating in the Alternate Assessment?

- A short-term implication is that the instruction of students who take the Oregon Extended Assessment will be at less depth, breadth, and complexity than that of other students.

Did you know?

Without state test results, **there is a risk that expectations for learning may be lowered**, which can lead to:

- less rigorous instruction;
- diminished academic progress;
- more limited post-high school opportunities; and
- lack of reliable academic information for students and families.

There are ways to support and empower students experiencing disabilities when they participate in tests.

Accessibility features and accommodations can help students show what they know and can do on tests.

- Long-term implications are that students who take the Oregon Extended assessment may not be on track to meet the requirements for a standard diploma, or may not be eligible for some postsecondary training institutions, military service, or jobs.

How should state test results be used?

- State test results are reliable at the student group level. Evaluation of individual students and access to student opportunities (such as challenging math pathways, Advanced Placement, International Baccalaureate, or Talented and Gifted programs) should be based on **multiple sources of evidence**.
- Use state test results along with other local data to have meaningful conversations about learning. Test results **should not be used to set individual teacher or student goals** as part of the teacher evaluation process.

What is needed for the student to meaningfully access the test?

- The [Oregon Accessibility Manual](#) explains the accessibility supports available on Oregon's tests and when to use them.
- Consider how characteristics of the state test are similar to or different from classroom assessment tasks.
 - Does the child use accessibility features or accommodations for a classroom task that are allowed for similar tasks on the state test?
 - Are there other needs that could be addressed by using accessibility features or accommodations that are not already offered or used by the student?
 - What are the policies regarding which accessibility features and accommodations may be used on state assessments?
- If the student is federally-identified as an English Learner and is experiencing disabilities, make sure supports meet all of their needs related to both language learning and the impact of their disability.

CONTACT



[ODE's Assessment Team Webpage](#)

Please send any questions, comments, or recommendations to:

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IEP teams can help ensure that test results reflect actual student learning.

- Use state participation guidelines and any district tools to make participation decisions.
- Ensure that students who take the Oregon Extended Assessment are eligible to participate in that assessment.
- Provide needed accessibility features and accommodations.

The parent or guardian should be an informed participant in participation decisions, indicating they understand the consequences of the decisions.

Decisions about test participation can have implications on instruction and the types of postsecondary and career opportunities that might be open to the student.

It is vital that parents and guardians have a clear understanding of the implications.

ODE Assessment Resources

[The Right Assessment for the Right Purpose](#)

[Formative Assessment Resources](#)

[Interim Assessment Resources](#)

[Oregon Accessibility Manual](#)