

**FILE: ILBA**

**MEDFORD AREA PUBLIC SCHOOL DISTRICT**

<b>DATE ADOPTED:</b>	<b>August 19, 1993</b>	<b>FILE SECTOR:</b>	<b>INSTRUCTION</b>
<b>DATE REVISED:</b>	<b>September 18, 1997</b>	<b>POLICY TITLE:</b>	<b>STATE MANDATED TEST</b>
<b>DATE REVISED:</b>	<b>February 15, 2001</b>		<b>PARTICIPATION FOR</b>
<b>DATE REVISED:</b>	<b>May 17, 2007</b>		<b>STUDENTS WITH</b>
<b>DATE REVISED:</b>	<b>February 20, 2014</b>		<b>DISABILITIES</b>
<b>DATE REVISED:</b>	<b>February 19, 2015</b>		

The Medford Area Public School District shall provide students with disabilities the same opportunity to acquire and demonstrate competence in basic skill areas through the state assessment programs. In accordance with state and federal special education law, all questions regarding the participation of an individual student with disabilities in statewide assessments shall be addressed through the Individualized Education Program (IEP) process.

It is assumed that:

- The IEP team has knowledge of the student's present level of academic achievement and functional performance in reference to the Wisconsin Model Academic Standards, Common Core State Standards, Common Core Essential Elements and/or Extended Grade Band Standards.
- The IEP team has working knowledge of the test format and what skills and knowledge are being measured by the statewide assessments.
- The IEP team is knowledgeable of state testing guidelines and the use of appropriate testing accommodations.

There are multiple alternatives for student's participation in state and district wide assessments. These would include options:

1. Participation in state or district-wide assessments without accommodations.
2. Participation in state or district-wide assessments with accommodations.
3. Participation in an alternative assessment with accommodations.
4. Participation in an alternative assessment without accommodations.

IEP teams are responsible for determining whether students with disabilities will participate in the general education assessment with or without testing accommodations or an alternate assessment with or without accommodations. In a given year, a student must participate in one of these assessments, not parts of both.

IEP teams are responsible for determining whether students with disabilities will participate in the state WKCE test, with or without testing accommodations, or in the Wisconsin Alternate Assessment during Grades 4, 8, and 10 in the areas of Science and Social Studies.

IEP teams are responsible for determining whether students with disabilities will participate in the Badger Exam (Grades 3-8), ACT Aspire (Grades 9-10), ACT Plus Writing (Grade 11) and ACT WorkKeys (Grade 11) assessments/testing with or without accommodations, or in the alternate assessment called the Dynamic Learning Map.

IEP teams will discuss and guide the decision on student participation in regular or alternate assessments through the IEP Form 1-7-A Participation Guidelines for Alternate Assessment. IEP teams should use the Participation Guidelines for Alternate Assessment to facilitate informed and equitable decision-making.

When the IEP team concurs that all three of the criteria below accurately characterize a student's current educational situation, an alternate assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

1. The student has a significant cognitive disability.
2. The student is primarily being instructed using the Common Core Essential Elements and the Extended Grade Band Standards as content standards.
3. The student requires extensive direct individualized instruction and substantial support to achieve measureable gains in the grade- and age-appropriate curriculum.

Test results will not be used as the sole criterion in determining grade promotion, eligibility for courses or programs, graduation, or participation in post-secondary educational opportunities.

**CROSS REFERENCE: IKE, IKF, IL, & ILBA**  
**LEGAL REFERENCE:**