

Section 3

Planning for Students with Disabilities

**Suggested
Considerations
for Review of
Individualized
Education Programs or
Section 504 Plans**

**Participation Criteria
Checklist for Alternate
Assessments**

**Sample Worksheets
for Test Variations,
Accommodations,
Modifications,
and/or Alternate
Assessments**

Suggested Considerations for Review of Individualized Education Programs or Section 504 Plans

Most students with disabilities take the California English Language Development Test (CELDT) along with all other students under standard conditions. Some students with disabilities may require test variations, accommodations, and/or modifications or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Accommodations, modifications, and/or alternate assessments must be specified in each student's individualized education program (IEP) or Section 504 Plan. Before any test variation is used, the following activities should be considered when preparing or updating the IEP or Section 504 Plan.

1. **Review state and federal regulations.** These include the *California Code of Regulations*, Title 5, CELDT; Individuals with Disabilities Education Improvement Act (IDEA) of 2004; and Title III of the Elementary and Secondary Education Act (ESEA), which are available on the California Department of Education (CDE) Title III Web page at <http://www.cde.ca.gov/sp/el/t3/>.
2. **Review “Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2009).”** This matrix is available on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.
 - Discuss (1) the use of variations and accommodations, which produces valid results because they do not alter what the test measures, and (2) the use of modifications or an alternate assessment, which produces results that are not valid because they alter what the test measures.
3. **Review IEPs and Section 504 Plans.**
 - Note if the CELDT is specifically addressed and determine if student information is current.
4. **Determine how the student will participate in the CELDT.**
 - Identify which test variations, accommodations, and/or modifications the student will need to participate in the CELDT.
 - Specify in the student's IEP or Section 504 Plan exactly how and for what domain(s) of the CELDT that test variations, accommodations, and/or modifications are to be implemented relative to the student's disability. If the student has an IEP, specify any alternate assessment(s) the student will use and identify which domain(s) of the CELDT the alternative assessment(s) are replacing. Note how the student's disability precludes the student from taking any or all sections of the CELDT.
 - Review each domain of the CELDT a student has taken with modification(s) or for which an alternate assessment has been administered. If one or more domains of the CELDT have been taken with modifications or if an alternate assessment(s) has been administered, the overall score will not reflect the student's actual performance level in English.

Participation Criteria Checklist for Alternate Assessments

In order to assist an individualized education program (IEP) team in determining whether a student should use alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is “Disagree,” the team should consider administering the California English Language Development Test (CELDT) to the student with the use of any necessary test variations, accommodations, and/or modifications.

Circle “Agree” or “Disagree” for each item:

Agree	Disagree	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
Agree	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot take the CELDT even with test variations, accommodations, and/or modifications.
Agree	Disagree	The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.
Agree	Disagree	The decision to participate in an alternate assessment is not based on excessive or extended absences.
Agree	Disagree	The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.
Agree	Disagree	The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in an alternate assessment is not based primarily on a specific categorical program.
Agree	Disagree	The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.

Sample School Summary Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments*

_____ Site

CELDT Site Coordinator			Test Purpose				Testing Date	
Student Name	Qualifying Document		CELDT Domain(s)	Test Variations, Accommodations, Modifications, Alternate Assessments	Special Materials Needed	Staff Requirements	Location/Test Administrator	Outcome (verify use)
	IEP	Section 504 Plan**						

* See "Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2009)," which is located on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

** Students with a Section 504 plan are not eligible to take alternate assessments for the CELDT.

Sample Local Educational Agency Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments

**Local
Educational
Agency**

	Person(s) Responsible	Format/ Timeline	Materials Needed	Date Accomplished
<p>CELDT District Coordinator</p> <ul style="list-style-type: none"> • Review ordering specifications/timeline/process from test contractor. • Identify process for contacting test contractor to respond to site questions/problems as they occur. • Schedule initial planning meeting with local educational agency's (LEA's) special education/Section 504 lead(s): <ul style="list-style-type: none"> – Review CELDT requirements (who is to be tested, what can be used for test variations, accommodations, modifications, and/or alternate assessments, etc.). – Prepare timeline/process for ordering materials, providing site training, and determining roles and responsibilities of staff. – Develop meeting schedule to maintain ongoing communication. • Plan communications schedule to keep key stakeholders informed about CELDT administration, scoring, reporting, and uses. Stakeholders include: <ul style="list-style-type: none"> – Site employees (certificated and non-certificated) – LEA management team (principals, directors, assistant superintendents, public information officer, superintendent) – School board members – Parents and guardians (all grade levels) with or without students needing test variations, accommodations, modifications, and/or alternate assessments 				

Local Educational Agency

**Sample Local Educational Agency Action Plan Worksheet
for Test Variations, Accommodations,
Modifications, and/or Alternate Assessments (continued)**

Activities	Person(s) Responsible	Format/Timeline	Materials Needed	Date Accomplished
<p>CELDT District Coordinator</p> <ul style="list-style-type: none"> • Work with special education/Section 504 lead(s) to prepare school and LEA training packet(s) for: <ul style="list-style-type: none"> - IEP/Section 504 Plan reviews - Ordering process - Preparing and providing for test variations, accommodations, modifications, and/or alternate assessments during testing 				
<ul style="list-style-type: none"> • Include procedures and materials for assisting students with test variations, accommodations, modifications, and/or alternate assessments in training sessions for CELDT test examiners and proctors. 				
<ul style="list-style-type: none"> • Develop LEA process to receive and respond to site requests for test variations, accommodations, modifications, and/or alternate assessments. 				
<ul style="list-style-type: none"> • Provide training for site personnel to include: <ul style="list-style-type: none"> - Procedures for administering the CELDT - Process and materials to respond to requests for needed test variations, accommodations, modifications, and/or alternate assessments 				

Local Educational Agency

**Sample Local Educational Agency Action Plan Worksheet
for Test Variations, Accommodations,
Modifications, and/or Alternate Assessments (continued)**

Activities	Person(s) Responsible	Format/Timeline	Materials Needed	Date Accomplished
<p>CELDT District Coordinator</p> <ul style="list-style-type: none"> • Identify specific needs for providing requested test variations, accommodations, modifications, and/or alternate assessments with: <ul style="list-style-type: none"> – Facilities manager(s) – CELDT site coordinator(s) – Other LEA leadership 				
<ul style="list-style-type: none"> • Work with LEA special education/Section 504 lead(s) to ensure all test materials remain secure. 				
<ul style="list-style-type: none"> • Maintain ongoing communications with district special education/Section 504 lead(s) through regularly scheduled meetings. 				
<ul style="list-style-type: none"> • Schedule a debriefing with LEA and site special education/Section 504 lead(s) and CELDT site coordinators. 				

Sample Local Educational Agency Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)

**Local
Educational
Agency**

Activities	Person(s) Responsible	Format/ Timeline	Materials Needed	Date Accomplished
<p>Special Education/Section 504 Leads</p> <ul style="list-style-type: none"> • Develop process and timeline for reviewing current IEPs and Section 504 Plans for test variations, accommodations, modifications, and/or alternate assessments and send them to sites for updating (see CELDT regulations on test variations, accommodations, modifications, and/or alternate assessments). • Provide information/training for CELDT site coordinator(s). • Receive from site special education leads complete list of students receiving services specified in current IEP or Section 504 Plans. • Meet with CELDT district coordinator to outline plan for ensuring all students with test variations, accommodations, modifications, and/or alternate assessments specified in their IEPs or Section 504 Plans have them for the CELDT. Identify facilities, equipment, and/or materials needed.* • Prepare and schedule training for CELDT site and special education coordinators to include: <ul style="list-style-type: none"> – IEP/Section 504 Plan process – Test variations, accommodations, modifications, and/or alternate assessments identification – Test administration – Procedure for monitoring test administration – Test security maintenance • Meet as scheduled with CELDT district coordinator to maintain communications and meet key deadlines. 				

* Students with a Section 504 Plan are not eligible to take alternate assessments for the CELDT.

Site

Sample Site Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments

Activities	Person(s) Responsible	Format/Timeline	Materials Needed	Date Accomplished
<p>CELDT Site Coordinator</p> <ul style="list-style-type: none"> • Participate in training session, provided by CELDT district coordinator: <ul style="list-style-type: none"> – Review CELDT specifications, ordering process, timeline, and forms. – Review role with site special education/Section 504 lead(s) and determine process/timeline for preparing school summary of needs for test variations, accommodations, modifications, and/or alternate assessments. 				
<ul style="list-style-type: none"> • Prepare school summary of IEP and Section 504 test variations, accommodations, modifications, and/or alternate assessments: <ul style="list-style-type: none"> – Meet with site special education/Section 504 lead(s) to review test variation, accommodation, modification, and/or alternate assessment needs as identified in individual plans. – Prepare a school summary planning chart for test variations, accommodations, modifications, and/or alternate assessments. – Return completed school summary planning chart to CELDT district coordinator. 				

Site Sample Site Action Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)

Activities	Person(s) Responsible	Format/ Timeline	Materials Needed	Date Accomplished
<p>CELDT Site Coordinator</p> <ul style="list-style-type: none"> • Complete test variation, accommodation, and modification arrangements for CELDT testing: <ul style="list-style-type: none"> – Review assessment summary planning chart of test variations, accommodations, modifications, and/or alternate assessments with site special education/Section 504 lead(s) to determine special arrangements that will be needed. – Provide training for CELDT examiners and proctors. – Coordinate site setup activities for test variations, accommodations, modifications, and/or alternate assessments. • Coordinate test administration activities before, during, and after the site test dates: <ul style="list-style-type: none"> – Provide direction/assistance to test examiners and proctors. – Package all completed tests with test variations, accommodations, and/or modifications as directed and return them to CELDT district coordinators. – Follow identified process for administering and scoring alternate assessments. • Participate in test administration debriefing with CELDT district coordinator: <ul style="list-style-type: none"> – Summarize strengths in the planning and implementation process and areas that need improvement. – Attend debriefing sessions with CELDT district coordinator. 				

Site Sample Site Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)

Activities	Person(s) Responsible	Format/ Timeline	Materials Needed	Date Accomplished
<p>Special Education/Section 504 Leads</p> <ul style="list-style-type: none"> • Participate in training session provided by CELDT district coordinator: <ul style="list-style-type: none"> – Discuss site process for reviewing and updating IEPs and Section 504 Plans. – Outline plan for identifying test variation, accommodation, modification, and/or alternate assessment needs and work with CELDT site coordinator to complete school summary planning chart. • Schedule and complete IEP/Section 504 team meetings: <ul style="list-style-type: none"> – Identify and invite IEP/Section 504 team participants. – Conduct IEP/Section 504 team meetings as scheduled. • Work with CELDT site coordinator to summarize test variation, accommodation, modification, and/or alternate assessment needs identified in the IEPs and Section 504 Plans.* <ul style="list-style-type: none"> – Prepare school summary information for CELDT district coordinator. • Prepare strategies for providing test variations, accommodations, modifications, and/or alternate assessments: <ul style="list-style-type: none"> – Work with CELDT coordinators to: <ul style="list-style-type: none"> • Identify test variation, accommodation, modification, and/or alternate assessment issues related to testing logistics. • Develop an individual plan for providing test variations, accommodations, modifications, and/or alternate assessments. 				

* Students with a Section 504 Plan are not eligible to take alternate assessments for the CLEDT.

Site

Sample Site Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)

Activities	Person(s) Responsible	Format/Timeline	Materials Needed	Date Accomplished
<p>Special Education/Section 504 Leads</p> <ul style="list-style-type: none"> • Work with classroom teachers to ensure that identified accommodations/modifications are used in classroom instruction: <ul style="list-style-type: none"> – Make classroom visits to ensure accommodations/modifications identified in the IEPs and Section 504 Plans are part of the classroom instruction. – Discuss required test variations, accommodations, and/or modifications to address testing needs with teachers and CELDT examiners. 				
<ul style="list-style-type: none"> • Work with CELDT site coordinator to complete special arrangements for CELDT testing or alternate assessments: <ul style="list-style-type: none"> – Participate in training for CELDT testing administrators. – Work with CELDT site coordinator to prepare any special setup needed. 				
<ul style="list-style-type: none"> • Complete documentation of test variations, accommodations, modifications for CELDT or alternate assessments used: <ul style="list-style-type: none"> – Post use of test variations, accommodations, modifications for CELDT or alternate assessments with date on IEPs and Section 504 Plans. – Summarize strategies and areas that need improvement in planning/implementation process for future test administrations. – Attend briefing with local educational agency's (LEA's) special education lead. 				