

Assessment Flowchart for IEP Team Decisions

Each year a student's IEP Team is required to make annual-informed decisions concerning participation in the ND state assessment. This flow chart was created to assist teams in this process.

It is very important to keep parents informed. The "*Students with Disabilities and the North Dakota State Assessments*" **parent brochure** should be handed out to parents and educators at every student's annual IEP meeting. This brochure is updated yearly and can be found on the NDDPI website @: www.dpi.state.nd.us/speced/resource/alternate/index.shtm

North Dakota State Assessment Options:

1. ND State Assessment with no accommodations
2. ND State Assessment with assessment accommodations documented in the student's IEP, LEP, or 504 Plan (these must be allowable accommodations)
3. The ND Alternate Assessment 1 (NDAA 1) for students with severe cognitive disabilities served under IDEA
4. The ND Alternate Assessment 2 (NDAA 2) for students with persistent learning difficulties served under IDEA
5. A combination of the above in different content areas

Note: Students with limited English proficiency should use allowable accommodations (see ND Assessment Accommodations manual) @ www.dpi.state.nd.us/testing/assess/AppendE.pdf
Students on 504 Plans should follow the accommodations identified in their 504 Plan regarding testing (see ND Accommodations manual - section two).

When making annual determinations regarding the state assessment it is necessary to ask some questions. Please follow the attached "IEP Decision Flowchart" as you answer these questions for each content area being assessed on the State Assessment.

1. Does the student receive instruction mainly in the general education setting? Yes No
(see flowchart)
2. Does the student require accommodations in order to successfully access the general curriculum and/or daily assessments? Yes No
(see flowchart)
3. Does the student's cognitive ability and adaptive behavior prevent completion of all or part of the general education curriculum? Yes No
(see flowchart)
4. Does the student require extensive, frequent and individualized instruction in multiple settings in order to maintain or generalize skills? Yes No
(see flowchart)
5. Is the student's curriculum so individualized that no general assessment will reflect what the student is being taught? Yes No
(see flowchart)
6. Have persistent learning difficulties prohibited him/her from making grade level achievement in one year? Yes No
(see flowchart)
7. Does the student continue to receive ongoing supports and services from special education in the general education setting? Yes No
(see flowchart)
8. Is the student's curriculum so individualized that the NDSA (even with accommodations) will not reflect what the student is being taught? Yes No
(see flowchart)

IEP TEAM DECISION FLOWCHART

