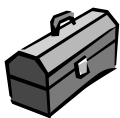




STEP 1: Compile the Performance Assessments Related to Student's Coursework

What will be required of the student?

Reviewing the performance assessments clearly focuses the decision making for the team. The Appendixes contain forms provided to the student, parent(s), and staff for preparation and notetaking at the meeting. Following this process ensures good communication and effective collaboration among the student, parent(s), and staff.



Forms for Using GS SETT, Appendixes 6, 8, 9, 10, and 11.

STEP 2: Identify the Team and Supports

Who can assist in supporting completion of the performance assessments within one or more student learning environments?

At times the team may not be thoroughly knowledgeable about the assessments or other resources. If this is the case, they need to obtain additional input from knowledgeable individuals who can assist in this process. For instance, decision makers on the IEP team should include general education staff in whose classes students will be expected to complete performance assessments. With proper representation, the IEP team can identify the supports a student needs to complete the required educational tasks of the specific performance assessment.

The IEP team is responsible for answering the questions about the **student**, the learning **environment**, and the **tasks**. They will also need to provide information about what adaptations have previously been implemented and note their effectiveness. This information should include learning strategies, the assistive technology devices ranging from “no tech” to “low tech” to “high tech,” and comments about the effectiveness. *Only if additional support or information is needed, initiate Step 3.*

STEP 3: The Decision-Making Process

Can the student complete the performance assessment as written?

Answer yes or no to the following question:

Will the adaptations (learning strategies, accommodations, and assistive technology devices) already in place enable the student to meet the rigor of the district's performance assessments of the standard at the same level, desired independence, and expectation as his or her peers?

YES

If the answer is YES, the current plan is working and documentation regarding accommodations should be written into the IEP. This may include documentation of use of assistive technology. The student will be expected to achieve the standard at the "Pass State" level.

NO

If the answer is NO, then four options are possible:

1. Accommodations

The team may create new accommodations through the addition of teaching or support strategies. Assistive technology may also be identified and put into place with the expectation that the student will complete the performance assessment with the same rigor as his or her peers. The student will achieve the standard at a "Pass State" level.

2. Alternative Tasks for Assessment

The team may create an alternate performance assessment. Brainstorming solutions through the tools and processes offered by GS SETT may give new options to students. A trial plan (e.g., setting up a six-to-eight-week trial of a portable notetaker) may be one of the solutions. Implementation of the trial plan is next. A team member monitoring the student progress during this extended consideration should record student progress and document on the IEP that the student is working at the "Pass State" level.

3. Modifications

After using GS SETT, the team may decide that the student cannot meet the standard using only accommodations or by creating an alternate performance assessment. Altering the expectations by modifying the standard may consist of eliminating the requirements of a portion of the performance assessment or reducing the rigor expected for the individual student.

The team may change the rigor of the performance assessment in order for the student to succeed. The result of the student's work will be evaluated using an individual rating procedure and recorded as "Pass Individual" on the IEP.



Accommodations for a Content Standard, Appendix 12.

4. Exemptions:

An option for “Exempt,” not requiring a student with an IEP to complete a particular standard but work toward an individual goal, is decided by the IEP team when a student’s disability prevents success on a specified content standard. A team may only consider an exemption if the IEP has specifically modified the educational goals of a student at a cognitive level considered significantly below the range or scope of the standards.

Consider the following in determining whether an individual student is incapable of participating in the specific content standard.

- The special education statewide guidelines define incapable as “a total lack of cognitive ability to participate within the subject area.”
- The team may consider exemption for a student if participating in a content standard would be detrimental (e.g., cause extreme anxiety) to the student. This is not a wide door and does not include reasonable levels of stress or anxiety in an instructional or testing situation.
- A team may consider an exemption if the IEP has specifically modified educational goals so that a student has not been exposed to material within the range or scope of the standard.

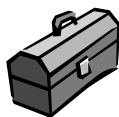
Teams need to remember that an exemption should be based on the student’s inability to complete the standard, not a district’s inability to deliver the standard to the student. A student may only be exempted when individual needs dictate this decision. It should also be noted that a student has a right to refuse exemption(s) and may pursue graduation without the

proposed exemption(s). Minnesota Graduation Rule Profile of Learning/High Standards requires written parent consent whenever the standards are exempted, adjusted, or modified.

A student should not be exempted because of:

- His/her disability category
- Anticipated low scores
- History of low test scores
- Cognitive, physical, sensory, emotional, or communicative disabilities
- Program placement or setting

If a team decides a student is exempt from a content standard, they should consider whether there is another content standard or an IEP goal specific to that area of learning that is appropriate for the student and include the goal(s) in the IEP. In some cases, the student may be incapable of addressing any of the standards for the school year. The decision to exempt is documented on the student’s cumulative report and progress of the student’s goal and level of progress is documented in the student IEP.



“Appendix F” and Profile of Learning IEP Planning Forms, Appendix 2. This Appendix includes a sample of the optional standards worksheets (revised) available from CFL for each content standard.