

346.1 DISTRICT TESTING OF STUDENTS WITH DISABILITIES AND LIMITED-ENGLISH PROFICIENCY

The Wisconsin Rapids Public Schools supports the right of students with disabilities and Limited-English Proficiency (LEP) to be provided the same access to educational services and programs as are provided to other students. LEP students and students with disabilities should be given the opportunity to acquire and demonstrate their competence in reading and other academic areas. Whenever possible, such students should be included in District assessments.

1. Process for Including/Excluding Students with Disabilities from District Assessments: The IEP is the Guide

The Individualized Education Program (IEP) process is the appropriate vehicle for making decisions regarding a child's educational program, including the decision to administer District assessments. During the IEP process, the IEP team must include a statement that a child will or will not participate in district assessment. Justification for children excluded from assessment should be carefully considered and defensible. The special education staff should explain this decision to parents and be able to document parent understanding.

The decision to include or exclude any child with a disability must be made on an individual, case-by-case basis. "Blanket" inclusion or exclusion of students by disability category is prohibited. However, certain considerations make the decision more or less reasonable. The IEP team should consider the following questions or issues:

Is the child participating in the general curriculum the assessment is designed to measure?

Are there accommodations to the assessment procedure that will enhance the child's ability to take the assessment?

Will the results of the assessment accurately reflect the student's ...achievement level...and not the student's disability?

To the extent that answers to the above questions are, "yes," the child should be included in the assessment. The most important criterion is the match between the child's participation in the general curriculum and the content and purpose of the assessment.

2. Process for Including or Excluding LEP Students from District Assessments

English proficiency levels are determined by a state-wide standardized assessment to measure English language acquisition. Students with English Language Proficiency levels 1 through 5, unless they are also a student with a disability, will be included in District assessments. LEP students with disabilities will follow Process 1, above. Necessary assessment accommodations will be documented in the student's IEP.

English proficiency levels are described as follows:

L 1 – Beginning Production [WIDA level = ENTERING] – A pupil shall be classified Level 1 if the pupil does not understand or speak English with the exception of a few isolated words or expressions.

L 2 – Beginning/Production. [WIDA level = BEGINNING] – A pupil shall be classified Level 2 if all of the following criteria are met:

- The pupil understands and speaks conversational and academic English with hesitancy

and difficulty.

- The pupil understands parts of lessons and simple direction. The pupil is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

L 3 – Intermediate [WIDA Level = DEVELOPING] – A pupil shall be classified Level 3 if all of the following criteria are met:

- The pupil understands and speaks conversational and academic English with decreasing hesitancy and difficulty.
- The pupil is post-emergent, developing reading comprehension and writing skills in English.
- The pupil's English literacy skills allow the pupil to demonstrate academic knowledge in content areas with assistance.

L 4 – Advanced Intermediate [WIDA Level = EXPANDING] – A pupil shall be classified Level 4 if all of the following criteria are met:

- The pupil understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.
- The pupil continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

L 5 – Advanced [WIDA Level = BRIDGING] – A pupil shall be classified Level 5 if all of the following criteria are met:

- The pupil understands and speaks conversational and academic English well.
- The pupil is near proficient in reading, writing, and content area skills needed to meet grade level expectations.
- The pupil requires occasional support.

L 6 – Formerly LEP/Now Fully-English Proficient – A pupil shall be classified Level 6 if all of the following criteria are met:

- The pupil was formerly limited-English proficient and is now fully English proficient
- The pupil reads, writes, speaks and comprehends English within the academic classroom setting.

LEGAL REF.: Sections 115.77 (1m)(bg) Wisconsin Statutes
118.30
PI 9, Wisconsin Administrative Code
PI 13.08(3)(1)-(6) Wisconsin Administrative Rule

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