

TESTING PROGRAMS:
STATE ASSESSMENT PROGRAM

EKB (R)

REMEDIATION

A districtwide program of remediation shall be available to reinforce the learning needs of those students identified as failing to demonstrate mastery of any or all of the basic skills areas measured by the Texas Assessment of Academic Skills (TAAS). [See EHBD (R)] Students recommended for remediation and who refuse the program are required to have a remediation refusal form signed by the parent. [See EKB (E)]

SPECIAL EDUCATION
STUDENTS

A student participating in special education shall take the criterion-referenced (TAAS and end-of-course) tests unless the student's admission, review, and dismissal (ARD) committee determines that they are an inappropriate measure of the student's academic progress as outlined in the student's individual education plan (IEP).

Testing accommodations are permitted unless they would make a test invalid. Determination of test accommodations shall take into consideration the needs of the student and the accommodations the student routinely receives. Permissible testing accommodations shall be described in the test administration materials.

Alternative assessments are to be administered to students exempted from TAAS at Grades 3 through 8 and 10 and to students exempted from state end-of-course examinations. The ARD committee will determine whether an alternative assessment is appropriate for students exempted from TAAS at Grades 11 and 12.

The ARD committee's recommendations concerning the need for exemption and appropriate alternative assessment must be addressed in the IEP. The student's IEP documents the ARD committee's recommendation concerning participation in the state criterion-referenced assessment program including:

1. each area of participation;
2. each area of exemption;
3. any required testing accommodations; and
4. appropriate alternative assessment for each area of exemption.

The ARD committee cannot exempt a student at the time of

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dismissal from special education. Students who are dismissed from special education are entitled to the protections of Section 504 of the Rehabilitation Act of 1973. This means that on the TAAS test the student may be provided with allowable accommodations that are routinely used in the student's instruction. Refer to the TAAS Coordinator Manual for details on allowable modifications.

More detailed information may be found in the Policies, Procedures and Operating Guidelines for Special Education.

LIMITED ENGLISH
PROFICIENT (LEP)
STUDENTS

Before the administration of the state criterion-reference test (TAAS) each year, the Language Proficiency Assessment Committee shall determine the eligibility of limited English proficient students in Grades 3-8 for one of the following options:

1. exemption from the criterion-reference test;
2. administration of the Spanish version criterion-reference test;
or
3. administration of the English version criterion-reference test.

The Language Proficiency Assessment Committee (LPAC) shall consider the following criteria for each student:

1. literacy in English and/or Spanish;
2. oral language proficiency in English and/or Spanish;
3. academic program participation (bilingual education or English as a second language), language of instruction and planned language of assessment;
4. number of years continuously enrolled in school;
5. previous testing history; and
6. level of academic achievement.

For each LEP student determined eligible for the exemption option (1), the LPAC shall determine the appropriate state approved alternative assessment which shall be administered.

No student shall be exempted from an exit level or end-of-course

North East ISD
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test based on limited English proficiency. However, a student who is a recent immigrant with limited English proficiency may postpone only one time the initial administration of the exit level test. The term "recent immigrant" is defined as an immigrant entering the United States no more than 12 months before the administration of the exit level test from which the postponement is sought.