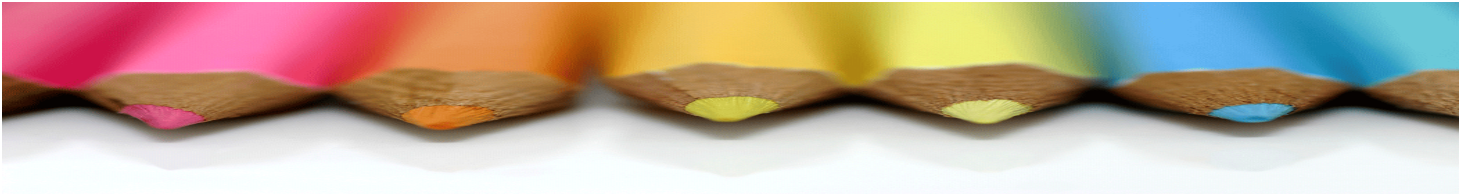




Case Management





Special Education Teacher Case Management Table of Contents

THIS BINDER CONTAINS CONFIDENTIAL INFORMATION AND SHOULD BE TREATED ACCORDINGLY.

1. DEVELOPMENTAL SCALE – STUDENTS WITH DISABILITIES

2. CASE MANAGEMENT RESPONSIBILITIES

- Caseload

This should include IEP date and class schedules.

- English Learner

3. CONTACT LOGS

- Student Report Card Contact Log

- Contact Log

- Failing Student Contact Log

- School and Agency Contact Log

- Parent Contact Log

4. COMMUNICATION

- Teacher IEP Notification Directions (SpEd Forms)

- Teacher IEP Notification Sample (SpEd Forms)

The purpose of this form is to provide General Education teachers with pertinent information concerning the students who are receiving special education services that are enrolled in their classrooms. It replaces the site “Confidential Form.” This is completed on SpEd Forms, then printed, folded, marked “CONFIDENTIAL” and given to the general education teacher. This should be completed within the first two weeks of students being enrolled in a general education class. Keep dated copies in student file.

- Case Manager Parent Notification

This form should be sent to parents within the first two weeks.

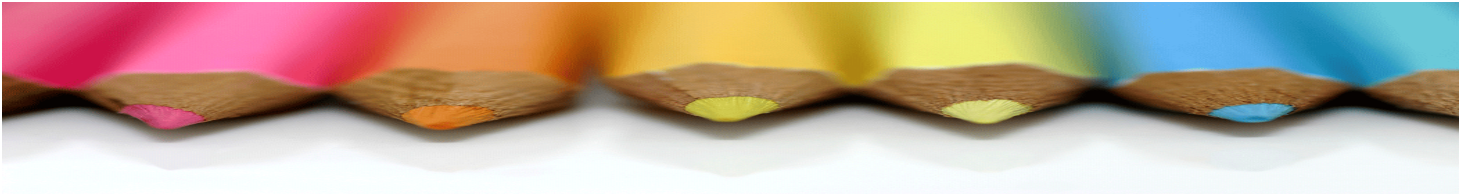
- Progress Check

This form can be used to request information from the general education teacher.

- Parent Notification of Missing/Incomplete Assignments

- Progress Update for IEP

This form should be sent to general education teachers several weeks prior to IEP meeting.



5. APPENDIX

-Glossary of Terms

-CDE Testing Variations, Accommodations and Modifications Matrix



Developmental Scale – Students with Disabilities

SWEETWATER UNION HIGH SCHOOL DISTRICT 2009-10

Quality Indicators	Pre-Initiation Stage	Initiation Stage	Development Stage	Sustaining Stage
<p>1. What are the criteria used for course placement?</p>	<ul style="list-style-type: none"> • Students are not placed according to district guidelines and IEP recommendations • IEP goals are not written to grade level standards • No evidence of student IEP goal progress is available 	<ul style="list-style-type: none"> • Students are seldom placed according to district guidelines and IEP recommendations • IEP goals are seldom written to grade level standards • Little classroom-based evidence of IEP goal progress is produced and discussed 	<ul style="list-style-type: none"> • Students are usually placed according to district guidelines and IEP recommendations • IEP goals are usually written to grade level standards • Some classroom-based evidence of IEP goal progress is produced and discussed 	<ul style="list-style-type: none"> • Students are placed according to district guidelines and IEP recommendations • IEP goals are all written to grade level standards • Classroom-based evidence of IEP goal progress is produced and discussed at the IEP meeting to support placement
<p>2. Is a rigorous instructional program, with appropriate supports, being provided and monitored?</p>	<ul style="list-style-type: none"> • Mild/moderate students do not participate in the GE classroom • SE teachers do not participate in content area PLC's • IEPs for students at CELDT levels 1-3 do not address ELD needs • Assessment and instructional accommodations are not observed in the classroom • IA's do not follow assigned duties and may be unsure of responsibilities • IEP goal progress monitoring is not up to date and back up documentation not maintained • GE teachers do not receive student profile sheets • Student logs are not completed by case manager • Administrators do not conduct walk throughs in ELA and Math SDC classrooms <p>Note: SDC classrooms include Emotionally Disturbed, Deaf and Hard of Hearing, and Moderate/Severe</p>	<ul style="list-style-type: none"> • Mild/moderate students are mainstreamed for less than 60% of the school day • SE teachers rarely participate in content area PLC's • IEPs for students at CELDT levels 1-3 indicate need for linguistically appropriate goals, but do not contain ELD standards-based goals • Assessment and instructional accommodations are rarely observed in the classroom • IA's rarely follow assigned duties • IEP goal progress monitoring, with back up documentation, is rarely up to date • GE teachers receive student profile sheets within the first 6 weeks of placement • Student logs rarely completed by case manager • Administrators conduct walk throughs in classrooms of ELA and math SDC teachers at least 5x/year 	<ul style="list-style-type: none"> • Mild/moderate students are mainstreamed for more than 60% of the school day • SE teachers irregularly attend content area PLC's • IEPs for students at CELDT levels 1-3 contain linguistically appropriate goals that are ELD standards-based for only one domain indicated • Assessment and instructional accommodations are regularly observed in the classroom • IA's sometimes follow assigned duties • IEP goal progress monitoring, with back up documentation, is usually up to date • GE teachers receive student profile sheets within the first 4 weeks of placement • Student logs sometimes completed by case manager • Administrators conduct walk throughs in classrooms of ELA and math SDC teachers at least 8x/year 	<ul style="list-style-type: none"> • Mild/moderate students are mainstreamed for more than 75% of the school day • SE teachers regularly attend content area PLC's • IEPs for students at CELDT levels 1-3 contain linguistically appropriate goals that are ELD standards-based for every domain indicated • Assessment and instructional accommodations are a part of lesson plans and consistently observed in the classroom • IA's consistently follow assigned duties • IEP goal progress monitoring is up to date and supported with back up documentation • GE teachers receive student profile sheets within 2 weeks of placement, with a master set of copies in psychologist's office • Student logs are consistently completed by case manager • Administrators conduct walk throughs in classrooms of ELA and math SDC teachers at least

				10x/yr
--	--	--	--	--------

<p>3. Is Inclusion being implemented and monitored effectively?</p>	<ul style="list-style-type: none"> • Inclusion classes are made up of more than 20% (33% in co-teaching class) of students with disabilities • Inclusion students are not mastering standards and are failing inclusion classes • Inclusion students do not have access to all GE extended learning opportunity programs (e.g., tutoring, CAHSEE prep) • Teacher planning time is not built into the master schedule and no collaborative planning scheduled • No evidence of SE/GE teacher collaborative communication • In Co-Teaching classroom, SE teacher is in support role only • Administrators do not conduct walk throughs in Inclusion classrooms 	<ul style="list-style-type: none"> • Few inclusion classes are made up of no more than 20% (33% in co-teaching class) of students with disabilities • Few inclusion students display mastery of standards to earn passing grades • Inclusion students have limited access to all GE extended learning opportunity programs (e.g., tutoring, CAHSEE prep) • Some Inclusion teachers have common preps or have collaborative planning time scheduled • Documentation indicates inconsistent SE/GE teacher collaborative communication • Co-teachers are both engaged with students; SE teacher has limited role in instruction • Administrators conduct walk throughs in all Inclusion classrooms at least 5x/yr 	<ul style="list-style-type: none"> • Most inclusion classes are made up of no more than 20% (33% in co-teaching class) of students with disabilities • Most inclusion students display mastery of standards to earn passing grades • Inclusion students have some access to all GE extended learning opportunity programs (e.g., tutoring, CAHSEE prep) • Most Inclusion teachers have common preps or have collaborative planning time scheduled • Documentation indicates regular SE/GE teacher collaborative communication • Co-Teachers are both actively engaged with students; SE teacher has some responsibility for instruction • Administrators conduct walk throughs in all Inclusion classrooms at least 8x/yr 	<ul style="list-style-type: none"> • All inclusion classes are made up of no more than 20% (33% in co-teaching class) of students with disabilities • Inclusion students consistently display mastery of standards to earn passing grades • Inclusion students have access to all GE extended learning opportunity programs (e.g., tutoring, CAHSEE prep) • Inclusion teacher planning time is effectively utilized via common preps built into the master schedule • Consistent evidence of regular SE/GE teacher collaborative communication • Co-Teachers develop lesson plans collaboratively and are both actively engaged in instruction • Administrators conduct walk throughs in all Inclusion classrooms at least 10x/yr
<p>4. How are data collected and used to inform instruction?</p>	<ul style="list-style-type: none"> • CST/CMA and CAHSEE data are presented and discussed in a staff meeting or special education department meeting 	<ul style="list-style-type: none"> • SE teachers participate in content-area PLC meetings and review CST/CMA, CAHSEE and EOC data with general education collaborators 	<ul style="list-style-type: none"> • SE teachers participate in content-area PLC meetings and review CST/CMA, CAHSEE and EOC data with general education collaborators • SE teachers participate in the development of common formative assessments and administer CFAs and EOCs to students in all mild/moderate courses (i.e. Concepts and Fundamentals). Results are discussed in content-area PLC meetings 	<ul style="list-style-type: none"> • SE teachers participate in content-area PLC meetings and in the development of common formative assessments. CFAs are administered during instruction • GE and SE teachers jointly analyze the performance of all students on both CFAs and on EOC exams and develop new instructional approaches based on the results (i.e. differentiation of instruction) • Site administration uses information provided by the content-area PLCs, CAHSEE data and CST/CMA data to modify SE instructional delivery models, plan professional development, and to inform master scheduling

Case Management Responsibilities

Responsibilities to Students	Responsibilities to General Education Teachers	Responsibilities to Parents
<p>*IEP Keep a calendar of IEP Meetings & due dates</p> <p>Monitor delivery of special education and related services, as indicated on IEP</p> <p>Review progress on goals</p> <p>Prepare materials for annual review</p> <p>Gather data to show evidence of student's progress</p> <p>Establish baseline for new goals</p> <p>MONITOR & DOCUMENT Monitor progress in general education classes</p> <p>Establish a system for having weekly contacts for students who are monitor only</p> <p>Monitor in collaboration with counselor, credits required for graduation/promotion and credit recovery.</p>	<p>Advise general education teachers of the students needs, accommodations & modifications</p> <p>Assist with needed accommodations</p> <p>Communicate supports that are available for students, including study skills</p> <p>Establish a system for contacting general education teachers to monitor student achievement</p> <p>Encourage general education teachers to contact case manager for assistance</p>	<p>At the beginning of the school year advise parents you are their child's case manager</p> <p>Provide contact information</p> <p>Log all phone calls or contacts</p> <p>Explain your role as case manager</p> <p>Describe the contact you will have with general education teachers</p> <p>Describe how parents will be informed of progress on IEP goals</p> <p>Define student's responsibilities</p> <p>Request assistance in areas of need</p> <p>Inform on progress towards meeting goals</p>



2009-10 English Learners

STUDENT NAME (Last Name, First Name)	CELDT Reading Score	CELDT Writing Score	CELDT Listen / Speak Score	CELDT Overall Score	# of ELD Goals Needed



CONTACT LOG

Student Name: _____

Course: _____

Type	Date/Time	Person contacted	Phone/Email
Notes:			

Type	Date/Time	Person contacted	Phone/Email
Notes:			

Type	Date/Time	Person contacted	Phone/Email
Notes:			

Type	Date/Time	Person contacted	Phone/Email
Notes:			



FAILING STUDENT CONTACT LOG

Student Name: _____

Course: _____

Type	Date/Time	Person contacted	Phone/Email
Notes:			

Type	Date/Time	Person contacted	Phone/Email
Notes:			

Type	Date/Time	Person contacted	Phone/Email
Notes:			

Type	Date/Time	Person contacted	Phone/Email
Notes:			



SCHOOL AND AGENCY CONTACT LOG

Special Education Teacher: _____ Site: _____

DATE	Type of Contact	Person Contacted	Student	Notes



PARENT CONTACT LOG

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

Type	Date/Time	Parent/Student	Phone/Email
Notes:			



Teacher IEP Notification

Name: _____ DOB _____ Student ID: _____

Case Manager: _____ IEP Date: _____

Primary Disability: _____ Grade: _____ School of Attendance: _____

Strengths/Preferences/Interests: *Pull from Present Levels*

Preacademic/Academic/Functional Skills: *Pull from Present levels (If space available)*

Communication: *Pull from present level*

Health: *Pull from present level*

Behavior: *Pull from the section from Special Factors the check boxes from the section on Does student's behavior impedes learning.*

Participation in State/District-wide Testing: *Pull from Special Factors, print the boxes that are checked only as well as the listed accommodation/modifications.*

Measurable Annual Goal: *Pull from goals page the annual goal in list form like on current notice of accommodations, but be sure to print in numerical order also pull "Person Responsible".*

Supplementary Aids and Supports: *Pull from Services page, just list service, not the other fields.*

Service(s): *Pull from Services page, just list the service not the other fields.*

_____ % General Education _____ % Special Education *Pull from Settings page if there is room*

Comments: *Open text box*

This form serves as notice of your specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP, 34 C.F.R.300.323 (d)(2)(i-ii). For access to the complete IEP, or if you have questions, contact the Case Manager.

SAMPLE

TEACHER IEP NOTIFICATION

Page ___ of ___

Name Bucky Trouble Training
Case Manager Brunkow, Michelle
School of Attendance DEMO SCHOOL
Primary Disability 290: Specific Learning Disability (SLD)

IEP Date 9/10/2008
Student ID 4725698
Grade Tenth grade
Date of Birth 10/31/1993

For access to the complete IEP, or if you have questions, contact the case manager.

Strengths/Preferences/Interests:

Bucky is good at task completion. He works well in both large and small groups. He is interested in the performing arts and sports.

Preacademic/Academic/Functional Skills:

Written Language: Bucky can write a 3 paragraph essay with a score of 3 on the Persuasive Essay rubric. He needs to work on supporting evidence and conclusion.

Reading: Bucky is enrolled in READ 180 with a Lexile score of 950.

Math; Bucky can complete problems which contain whole numbers and decimal operations.

Communication Development:

If the student is in speech, the speech therapist will fill out this section.

Health:

Write in any nurse assessment. Have parent give information during IEP meeting.

Does student's behavior impede learning of self or others? No Yes If yes, specify

Participation in State/District-wide Testing:

English Language Arts (ELA)

CST with testing accommodations

simplify/clarify test administration directions (does not apply to test questions)
allow extra time on a test within a testing day

Mathematics

CST with testing accommodations

simplify/clarify test administration directions (does not apply to test questions)
test student over more than one day for a test or test part to be administered in a single sitting

Measurable Annual Goals:

1: By Sept. 10th 2009, given a prompt, Bucky will write a 5 paragraph essay with at least 3 supporting details and a strong conclusion as measured by student work samples and essay rubric on at least two occasions.

Person(s) Responsible: Bucky and English teacher

Supplementary Aids & Supports:

1: Seat near the teacher during (subject/s) lessons

Service(s):

1: 840 Career awareness

2: 330 Specialized Academic Instruction

86 % General Education

14 % Special Education

Comments:

Parents want contact when Bucky is not completing his homework.

This form serves as notice of your specific responsibilities relatd to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP.

34 C.F.R. 300.323(d)(2)(i-ii)



Date:

Dear Parent/Guardian of:

This letter is to notify you that I am your child's case manager for special education.

My case manager responsibilities include:

- Monitor classroom achievement
- Maintain consistent communication with your child's general education teachers
- Inform your child's general education teachers about the contents of his/her IEP
- Monitor delivery of special education and related services as indicated on the IEP
- Review progress on IEP goals and inform you on report card dates
- Advise general education teachers of student needs, accommodations and modifications
- Assist general education teachers with needed accommodations

It is important that your child keep up with school assignments, including homework. Please check student assignment calendars or planners nightly. You may contact me or any of your child's general education teachers at any time. Also, encourage your child to see me or their general education teacher when they need additional support.

Let me know if there is anything I can do to help your child have a successful year.

You can contact me by:

Email: _____

Telephone: _____

Sincerely,



PROGRESS CHECK

Date: _____

To: _____

From: _____

Student Name: _____

BEHAVIOR:	Good	Fair	Poor
Concerns:	_____		

ATTENDANCE:	Good	Fair	Poor
Concerns:	_____		

TEST SCORES:	Good	Fair	Poor
Concerns:	_____		

CLASS ASSIGNMENTS/HOMEWORK:	Complete	Incomplete
(List work that may be made up with date due)	_____	

Approximate Grade:	A	B	C	D	F
---------------------------	---	---	---	---	---

DO WE NEED A CONFERENCE REGARDING THIS STUDENT? YES NO

Other Comments: _____



Parent Notification of Missing/Incomplete Assignment

Name: _____ **Date:** _____

CLASS: _____

What was the assignment? _____

What do you need to do to complete this assignment? _____

What is the consequence for not doing the assignment? _____

What do you need to do differently next time? _____

Parent signature _____

Comments: _____



Student Progress Update for IEP Meeting

An IEP meeting has been scheduled for the following student. Any information which you can provide regarding this student's progress in your class will be very helpful in assisting the team to address areas of strength or difficulty and write appropriate goals and objectives.

Student Name:		Grade:
Teacher Name:	Course:	Period:

Please address the following areas:

Current Scholarship Grade _____ Current Citizenship Grade _____

Number of Absences to date _____ Number of Tardies to date _____

Please check any area of need and provide additional information under the comments section.

_____ Brings appropriate materials to class

_____ Completes assignments

_____ Completes homework

_____ Observes classroom rules

Accommodations/Modifications utilized by student _____

Comments: _____

Any student work samples or computer grade printouts you would like to attach would be appreciated.

Thank you,

Special Education Case Manager, Room _____

GLOSSARY OF TERMS

Associated with Students Receiving Special Education Services

ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APE	Adapted Physical Education Specialized physical education services designed and provided by and Adapted Physical Education Specialist.
BIP	Behavior Intervention Plan
CAC	Community Advisory Committee Advisory group to the governing board of the Local Plan Area. Composed of parents of individuals with exceptional needs.
CAHSEE	California High School Exit Exam
CAPA	California Alternate Performance Assessment
CBI	Community Based Instruction
CCR	Coordinated Compliance Review California Department of Education review process for school districts
CDE	California Department of Education
CMA	California Modified Assessment
CMH	County Mental Health
CST	California Standards Test
DHH	Deaf/Hard of Hearing
DIS	Designated Instructional Services
DOR	Department of Rehabilitation
ED	Emotionally Disturbed
FAPE	Free and Appropriate Education
FBA	Functional Behavior Assessment

HH	Hard of Hearing
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
IQ	Intelligence Quotient
ITP	Individual Transition Plan
LD	Learning Disability
LEA	Local Education Agency Refers to school districts providing special education service within the SELPA
LH	Learning Handicapped
LRE	Least Restricted Environment
LSH	Language, Speech and Hearing
NCLB	No Child Left Behind Federal legislation for school accountability
NPS	Non-Public School
OCR	Office of Civil Rights
OI	Orthopedically Impaired
OHI	Other Health Impaired
OSEP	Office of Special Education Programs
OCERS	Office of Special Education and Rehabilitative Services
OT	Occupational Therapy or Therapist
O&M	Orientation and Mobility
PT	Physical Therapy or Therapist
ROP	Regional Occupation Program
RSP	Resource Specialist Program
SARB	School Attendance Review Board
SDC	Special Day Class

SELPA	Special Education Local Plan Area
504	Section 504 of the Rehabilitation Act of 1973
SH	Severely Handicapped
S&L	Speech and Language Services
SLD	Specific Learning Disability
SPED	Special Education
SSDI	Social Security Disability Income
SSI	Social Security Income
STAR	Statewide Testing and Reporting Program
TBI	Traumatic Brain Injury
TPP	Transition Partnership Program
VH	Visually Handicapped Services



Testing Variations, Accommodations, and Modifications

Note: Refer to the *California Code of Regulations, Title 5, Education*, for each specific assessment program for more detail.

Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)

Test Variation (1) Accommodation (2) Modification (3)	Standardized Testing and Report (STAR) Program					California High School Exit Exam (CAHSEE)	California English Language Development Test (CELDT)	Physical Fitness
	California Achievement Tests (CAT/6 Survey)	California Standards Test (CST)	Standards-based Tests in Spanish (STS)	Aprenda, La prueba de logros en español, Tercera edición (Aprenda/3)				
Test administration directions that are simplified or clarified (does not apply to test questions)	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL
Student marks in test booklet (other than responses) including highlighting	ALL For grade 3 marks must be removed to avoid scanning interference or transcribe	ALL For grades 2 and 3 marks must be removed to avoid scanning interference or transcribe	ALL For grades 2 and 3 marks must be removed to avoid scanning interference or transcribe	ALL	ALL	ALL	ALL For grades K–2 mark with a red ball point pen ONLY; marked test booklets may not be used again.	Not Applicable
Test students in a small group setting	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with accommodations if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the STAR Program and CELDT , eligible students shall be permitted to take the tests with modifications if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination shall not be included in the participation calculation for Adequate Yearly Progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Eligible students shall be permitted to take the CAHSEE with modifications if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Standardized Testing and Report (STAR) Program							
Test Variation (1) Accommodation (2) Modification (3)	California Achievement Tests (CAT/6 Survey)	California Standards Test (CST)	Standards-based Tests in Spanish (STS)	Aprenda, La prueba de logros en español, Tercera edición (Aprenda/3)	California High School Exit Exam (CAHSEE)	California English Language Development Test (CELDT)	Physical Fitness
Test individual student separately, provided that a test examiner directly supervises the student	1	1	1	1	1	1	1
Visual magnifying equipment	1	1	1	1	1	1	Not Applicable
Audio amplification equipment	1	1	1	1	1	1	1
Noise buffers (e.g., individual carrel or study enclosure)	1	1	1	1	1	1	Not Applicable
Special lighting or acoustics; special or adaptive furniture	1	1	1	1	1	1	Not Applicable
Colored overlay, mask, or other means to maintain visual attention	1	1	1	1	1	1	Not Applicable
Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1	1	1	1	1	1	1
Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school	2	2	2	2	2	2	Not Applicable

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with accommodations if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the STAR Program and CELDT , eligible students shall be permitted to take the tests with modifications if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination shall not be included in the participation calculation for Adequate Yearly Progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Eligible students shall be permitted to take the CAHSEE with modifications if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Standardized Testing and Report (STAR) Program							
Test Variation (1) Accommodation (2) Modification (3)	California Achievement Tests (CAT/6 Survey)	California Standards Test (CST)	Standards-based Tests in Spanish (STS)	Aprueba, La prueba de logros en español, Tercera edición (Aprueba/3)	California High School Exit Exam (CAHSEE)	California English Language Development Test (CELDT)	Physical Fitness
Responses dictated [orally, or in Manually coded English or American Sign Language] to a scribe for selected-response items (multiple-choice questions)	2	2	2	2	2	2	Not Applicable
Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)	Not Applicable	2	Not Applicable	Not Applicable	2	2	Not Applicable
Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions	Not Applicable	2	Not Applicable	Not Applicable	2	2	Not Applicable
Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)	2	2	2	2	2	2	Not Applicable
Braille transcriptions provided by the test contractor	2	2	2	2	2	2	Not Applicable
Large print versions Test items enlarged if font larger than required on large print versions	2	2	2	2	2	2	Not Applicable

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with accommodations if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the STAR Program and CELDT , eligible students shall be permitted to take the tests with modifications if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination shall not be included in the participation calculation for Adequate Yearly Progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Eligible students shall be permitted to take the CAHSEE with modifications if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Standardized Testing and Report (STAR) Program							
Test Variation (1) Accommodation (2) Modification (3)	California Achievement Tests (CAT/6 Survey)	California Standards Test (CST)	Standards-based Tests in Spanish (STS)	Aprenda, La prueba de logros en español, Tercera edición (Aprenda/3)	California High School Exit Exam (CAHSEE)	California English Language Development Test (CELDT)	Physical Fitness
Extra time on a test within a testing day	2	ALL	ALL	ALL	ALL	ALL	ALL
Test over more than one day for a test or test part to be administered in a single sitting	2	2	2	2	2	2	Not Applicable
Supervised breaks within a section of the test	2	2	2	2	2	2	Not Applicable
Administration of the test at the most beneficial time of day to the student	2	2	2	2	2	2	2
Test administered at home or in hospital by a test examiner	2	2	2	2	2	2	2

Reminder: Students who use a modification (3) on any STAR examination **shall not** be included in the participation calculation for Adequate Yearly Progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Students shall receive their actual scores on their STAR Student Report.

Dictionary	3	3	3	3	3	3	Not Applicable
------------	---	---	---	---	---	---	----------------

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with accommodations if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the STAR Program and CELDT , eligible students shall be permitted to take the tests with modifications if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination shall not be included in the participation calculation for Adequate Yearly Progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Eligible students shall be permitted to take the CAHSEE with modifications if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Manually Coded English or American Sign Language to present test questions	2 Math	2 Math, Science, History-social Science	Not Applicable	2 Math	2 Math	2 Writing	Not Applicable
	3 Reading, Language, Spelling	3 ELA		3 Reading, Language, Spelling	3 ELA	3 Reading, Listening, Speaking	
Test questions read aloud to student or used audio CD presentation	2 Math	2 Math, Science, History-social Science	2 Math	2 Math	2 Math	2 Writing	Not Applicable
	3 Reading, Language, Spelling	3 ELA	3 Reading, Language, Spelling	3 Reading, Language, Spelling	3 ELA	3 Reading	
Calculator on the mathematics tests	3	3	3	ALL Grades 9–11 and Problem Solving section in Grade 8	3	Not Applicable	Not Applicable
				3 All other sections			

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with accommodations if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the STAR Program and CELD T, eligible students shall be permitted to take the tests with modifications if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination shall not be included in the participation calculation for Adequate Yearly Progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Eligible students shall be permitted to take the CAHSEE with modifications if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Calculator on the science tests	Not Applicable	3	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Arithmetic table or formulas (not provided) on the mathematics tests	3	3	3	3	3	Not Applicable	Not Applicable
Arithmetic table or formulas (not provided) on the science tests	Not Applicable	3	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Math manipulatives on the mathematics tests	3	3	3	3	3	Not Applicable	Not Applicable
Math manipulatives on the science tests	Not Applicable	3	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test	Not Applicable	3	Not Applicable	Not Applicable	3	3	Not Applicable
Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe [audio recorder, or speech-to-text converter] (scribe provides spelling, grammar, and language conventions)	Not Applicable	3	Not Applicable	Not Applicable	3	3	Not Applicable
Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses	3	3	3	3	3	3	Not Applicable
Unlisted Accommodation or Modification	Check with CDE	Check with CDE	Check with CDE	Check with CDE	Check with CDE	Check with CDE	Check with CDE

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with accommodations if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the STAR Program and CELDT , eligible students shall be permitted to take the tests with modifications if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination shall not be included in the participation calculation for Adequate Yearly Progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Eligible students shall be permitted to take the CAHSEE with modifications if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

