



INCLUSION

Special Education Teacher



# Special Education Teacher Inclusion Binder Table of Contents

The purpose of this binder is to provide structures that promote and document communication and supports to promote student success.

## 1. DEVELOPMENTAL SCALE – STUDENTS WITH DISABILITIES

## 2. SCHEDULES

- Special Education Teaching, Collaboration/Co-Teaching Schedule
- Instructional Assistant Collaboration/Co-Teaching Schedule
- Student Class Schedules

*Insert inclusion student schedules by period*

## 3. COMMUNICATION

- Teacher and Instructional Assistant Roles

*This form should be completed by the General Education teacher and Instructional Assistant within the first two weeks of school. It should be revisited throughout the school year.*

- Parent Notification of Missing/Incomplete Assignments

- Monthly Data/Communication Log for a Student

*The purpose of this form is to collect data on a student having problems in a General Education classroom. It can be used by any staff member. Information should be reviewed with students/parents.*

## 4. MONITORING

- Special Education Inclusion Teacher Daily Activities Log

*This form is required and will be reviewed by administrators. Use it to document activities which support successful inclusion. One log is to be used per student.*

- Daily Data Collection Log for a Class

*The purpose of this form is for Special Education inclusion teachers to gather data on multiple students.*

- Instructional Assistant Daily Monitoring Sheet

*The collaborating Special Education teacher should monitor the General Education Teacher Inclusion binder to verify this form is being completed.*

- Teacher Daily Student Monitoring Sheet

*Available for teachers, to be used as appropriate.*

- Special Education Teacher Daily Inclusion Activities Log per Period

*Complete at least one time per week to document activities in the General Education classroom.*

- Accommodation Checklist

- Class Accommodations at a Glance

*This form can be used as needed to document accommodations used for several students.*



## 5. APPENDIX

-SDAIE Strategies

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

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



# Special Education Teacher Teaching, Collaboration/Co-Teaching Schedule

Teacher Name \_\_\_\_\_

Date: from \_\_\_\_\_ to \_\_\_\_\_

	Period 1	Period 2	Period 2	Period 4	Period 5	Period 6
<b>Monday</b>						
<b>Tuesday</b>						
<b>Wednesday</b>						
<b>Thursday</b>						
<b>Friday</b>						



# Instructional Assistant Collaboration/Co-Teaching Schedule

Instructional Assistant Name \_\_\_\_\_ Date: from \_\_\_\_\_ to \_\_\_\_\_

	Period 1	Period 2	Period 2	Period 4	Period 5	Period 6
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

## Teacher & Instructional Assistant Role Discussion Sheet

The following document has been developed to assist teacher and partner instructional assistant (IA) teams to clearly define the roles.

**Directions:**

*Discuss the following tasks. Place an "X" for appropriate role of teacher or IA. If appropriate for both, place an "X" in both boxes. After completing the exercise, both collaborators should sign and date the form to indicate agreement. Tasks should be reviewed on a regular basis and documented with initials and dates.*

TASKS	Teacher	IA	COMMENTS
<b><i>Classroom Organization</i></b>			
Duplicate Materials			
Prepare displays			
Word process materials			
Create seating arrangement for small group activity			
Create and maintain filing systems for materials			
Arrange and secure materials for the day's activities			
Distribute or collect papers			
<b><i>Student Assessment</i></b>			
Stamp/check/collect student work samples			
Keep anecdotal records on student performance			
Complete checklists on student performance			
Conduct formal observation of student performance			
Administer teacher-made tests			
Check for student comprehension			
<b><i>Setting Objectives</i></b>			
Identify possible objectives for a student			
Assist in writing objectives			
Document when a student has mastered an objective			
<b><i>Direct Instruction</i></b>			
Reinforce instruction			
Assist in small groups of students			
Work 1:1 with students			
Provide appropriate feedback to students			

<b>TASKS</b>	<b>Teacher</b>	<b>IA</b>	<b>COMMENTS</b>
<b><i>Behavior Intervention</i></b>			
Monitor students in less structured environments, as assigned			
Monitor students in time-out or transition			
Monitor student behavior with tracking charts			
Teach self-advocacy strategies			
Help students deal with stress			
Develop strategies which reinforce appropriate behavior			
Monitor groups of students			
Check for understanding with a high degree of frequency			
<b><i>Working with Parents</i></b>			
Direct parents to teacher or appropriate personnel			
Provide ongoing communication regarding student			
Contact parents to arrange or confirm information			
Provide positive feedback to students in regard to appropriate behaviors			
<b><i>Professional Behavior</i></b>			
Observe hours and document by using sign-in sheet			
Take initiative to understand curriculum			
Establish non-verbal communication with teacher			
Meet or exceed student dress code			

**INITIAL DISCUSSION**

Teacher Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Inst. Asst. Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**FOLLOW-UP DISCUSSIONS:**

\_\_\_\_\_ Date

\_\_\_\_\_ Date

\_\_\_\_\_ Date



## Parent Notification of Missing/Incomplete Assignment

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**CLASS:** \_\_\_\_\_

**What was the assignment?** \_\_\_\_\_

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**What do you need to do to complete this assignment?** \_\_\_\_\_

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**What is the consequence for not doing the assignment?** \_\_\_\_\_

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**What do you need to do differently next time?** \_\_\_\_\_

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**Parent signature** \_\_\_\_\_

**Comments:** \_\_\_\_\_

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# Monthly Data/Communication Log for a Student

Student: \_\_\_\_\_ Class: \_\_\_\_\_ Per. \_\_\_\_\_

GE Teacher \_\_\_\_\_ SE Teacher \_\_\_\_\_

**Accommodations given to Student:**

**Strategies used & benefits observed:**

Month	Week 1					Week 2					Week 3					Week 4				
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
<b>Prepared for class</b> Y or N																				
<b>Completed homework</b> Y or N																				
<b>Participated</b> Y or N																				
<b>Behavior issue</b> Y or N																				
<b>Arrives on time</b> Y or N																				
<b>Absent</b>																				

**COMMENTS:**

**Week 1:** \_\_\_\_\_

\_\_\_\_\_

**Week 2:** \_\_\_\_\_

\_\_\_\_\_

**Week 3:** \_\_\_\_\_

\_\_\_\_\_

**Week 4:** \_\_\_\_\_

\_\_\_\_\_









# IA Daily Student Monitoring Sheet

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

Completed by: \_\_\_\_\_ Week of: \_\_\_\_\_

**KEY:** 1 – Independent                      2 – Some Prompting Needed                      3 – Requires Assistance

Student Name	Observed Behaviors	Mon ____/____	Tues ____/____	Wed ____/____	Thurs ____/____	Fri ____/____	Weekly Grade
	Participation						
	Attention						
	Work Completion						
	Notes:						
	Participation						
	Attention						
	Work Completion						
	Notes:						
	Participation						
	Attention						
	Work Completion						
	Notes:						
	Participation						
	Attention						
	Work Completion						
	Notes:						
	Participation						
	Attention						
	Work Completion						
	Notes:						

**Additional Incidents** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I followed-up by** \_\_\_\_\_

\_\_\_\_\_

# SE Teacher Daily Inclusion Activities Log Per Period

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Period	Location	Support provided to class	
1		<input type="checkbox"/> Small group <input type="checkbox"/> Redirected students <input type="checkbox"/> Put notes on board <input type="checkbox"/> Simplified instruction <input type="checkbox"/> Plan with teacher <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Other _____	<input type="checkbox"/> Simplified directions <input type="checkbox"/> Re-explained instruction <input type="checkbox"/> Check for understanding <input type="checkbox"/> Assignment notebook <input type="checkbox"/> Review with class <input type="checkbox"/> Collect data
2		<input type="checkbox"/> Small group <input type="checkbox"/> Redirected students <input type="checkbox"/> Put notes on board <input type="checkbox"/> Simplified instruction <input type="checkbox"/> Plan with teacher <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Other _____	<input type="checkbox"/> Simplified directions <input type="checkbox"/> Re-explained instruction <input type="checkbox"/> Check for understanding <input type="checkbox"/> Assignment notebook <input type="checkbox"/> Review with class <input type="checkbox"/> Collect data
3		<input type="checkbox"/> Small group <input type="checkbox"/> Redirected students <input type="checkbox"/> Put notes on board <input type="checkbox"/> Simplified instruction <input type="checkbox"/> Plan with teacher <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Other _____	<input type="checkbox"/> Simplified directions <input type="checkbox"/> Re-explained instruction <input type="checkbox"/> Check for understanding <input type="checkbox"/> Assignment notebook <input type="checkbox"/> Review with class <input type="checkbox"/> Collect data
4		<input type="checkbox"/> Small group <input type="checkbox"/> Redirected students <input type="checkbox"/> Put notes on board <input type="checkbox"/> Simplified instruction <input type="checkbox"/> Plan with teacher <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Other _____	<input type="checkbox"/> Simplified directions <input type="checkbox"/> Re-explained instruction <input type="checkbox"/> Check for understanding <input type="checkbox"/> Assignment notebook <input type="checkbox"/> Review with class <input type="checkbox"/> Collect data
5		<input type="checkbox"/> Small group <input type="checkbox"/> Redirected students <input type="checkbox"/> Put notes on board <input type="checkbox"/> Simplified instruction <input type="checkbox"/> Plan with teacher <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Other _____	<input type="checkbox"/> Simplified directions <input type="checkbox"/> Re-explained instruction <input type="checkbox"/> Check for understanding <input type="checkbox"/> Assignment notebook <input type="checkbox"/> Review with class <input type="checkbox"/> Collect data
6		<input type="checkbox"/> Small group <input type="checkbox"/> Redirected students <input type="checkbox"/> Put notes on board <input type="checkbox"/> Simplified instruction <input type="checkbox"/> Plan with teacher <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Other _____	<input type="checkbox"/> Simplified directions <input type="checkbox"/> Re-explained instruction <input type="checkbox"/> Check for understanding <input type="checkbox"/> Assignment notebook <input type="checkbox"/> Review with class <input type="checkbox"/> Collect data

## Accommodation Checklist

**Student Name:** \_\_\_\_\_

**Teacher Name:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

<b>Instructional Methods and Materials</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>
Use of color to highlight important details					
Material presented in a logical manner with use of explicit cues					
Front loaded vocabulary					
Worksheet or study guide to follow for independent reading					
Use of strategies for student interaction & grouping					
Use of oral and visual clues during lecture					
Examples provided					
Use of a variety of structured organizers for note taking					
Teacher keying class notes to text pages					
Repeating, paraphrasing, and summarizing instructions and content					
Use of concrete materials, manipulatives and flowcharts					
Frequent Comprehension Checks					
Appropriate pacing					
<b>Assignment &amp; Assessments</b>					
Use of prearranged signal					
Change tone of voice					
Teacher modeling expected behavior					
A choice of tasks and assignments					
Page numbers are given for locating answers to questions					
Directions are simplified by numbering each step					
Directions are chunked					
Students are asked to repeat directions					
Directions are simplified or clarified					
Graphic organizers or outlines are provided					
Student may have study buddy					
<b>Learning Environment</b>					
Student may sit close to teacher					
There is a balance of active and passive activities					
Follow-up instruction is provided, as needed					
Alternative activities are provided for unstructured time					
There is a routine in place for transitions					
Clutter/distractions are reduced					



## SDAIE STRATEGIES for Academic Achievement

(To be used by teachers)

SIMPLIFY THE INPUT	USE CONTEXTUAL CLUES
Slower speech rate	Gestures
Clear enunciation	Facial expressions
Controlled Vocabulary	Act out meaning
Use of cognates	Props (artifacts)
Limited use of idiomatic speech	Graphs
Define words with double meaning	Visuals
Mini lectures	Visual and word association (audio clues)
<b>Other:</b>	<b>Other:</b>

CHECKS FREQUENTLY FOR UNDERSTANDING	
Formative	Summative
Comprehension checks	Mastery of objective assessed in a variety of ways
Clarification requests	Review of main topics and key vocabulary
Repetitions	
Expansions	
Variety question types	
Interaction: teacher-student (audio clues)	
<b>Other:</b>	<b>Other:</b>

DESIGN APPROPRIATE LESSONS	
Appropriate to student fluency	Listening and speaking activities precede reading and tapping prior knowledge writing
Reading assignment include pre-reading, during reading and post reading activities	Writing activities preceded by pre-writing
Vocabulary emphasis	Cooperative activities
Extended anticipatory set	Appropriate pacing
Lesson accesses prior knowledge and language experience	Lesson moves from whole to part
Provide opportunities for verbal activities	

CONTENT DRIVEN	STUDENT CENTERED
Identify key topics organized around main themes	Check for student attention
Identifiable objective topics appropriate to grade level	Variety of grouping strategies
	Hands-on activities
	Manipulatives
	Use of various modalities
	Limit error correction to modeling and expansion
	Accept responses in primary language
	Allow students time to interact and discuss before responding
<b>Other:</b>	<b>Other:</b>

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Period: \_\_\_\_\_

Date: (From: \_\_\_\_\_ To: \_\_\_\_\_)



# 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 <b>accommodations</b> 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 <b>STAR</b> Program and <b>CELDT</b> , eligible students shall be permitted to take the tests with <b>modifications</b> if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination <b>shall not</b> 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 <b>CAHSEE</b> with <b>modifications</b> 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 <b>accommodations</b> 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 <b>STAR</b> Program and <b>CELDT</b> , eligible students shall be permitted to take the tests with <b>modifications</b> if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination <b>shall not</b> 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 <b>CAHSEE</b> with <b>modifications</b> 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 <b>accommodations</b> 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 <b>STAR</b> Program and <b>CELDT</b> , eligible students shall be permitted to take the tests with <b>modifications</b> if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination <b>shall not</b> 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 <b>CAHSEE</b> with <b>modifications</b> 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.



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)				
Extra time on a test within a testing day	2	ALL	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	2	Not Applicable
Supervised breaks within a section of the test	2	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	2
Test administered at home or in hospital by a test examiner	2	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
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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			

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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

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