

STATE AND DISTRICTWIDE ASSESSMENTS

Authorities: 34 CFR Parts 200 and 300; Texas Education Code; 19 TAC Chapters 74, 89, and 101

	Additional Resources
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	FEDERAL AND STATE REQUIREMENTS
	PARTICIPATION IN STATE AND DISTRICTWIDE ASSESSMENTS
Practice	<p>All children with disabilities are included in all general state and districtwide assessment programs, including assessments described under the Elementary and Secondary Education Act (ESEA), with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs (IEPs).</p> <p>Citations:</p> <p>300.160(a)</p>
	ACCOMMODATION GUIDELINES
Practice	<p>The Texas Education Agency (TEA), or in the case of a districtwide assessment, the local education agency (LEA), will develop guidelines for the provision of appropriate accommodations.</p> <p>Citations:</p> <p>300.160(b)(1)</p>
Practice	<p>The TEA's, or in the case of a districtwide assessment, the LEA's, guidelines will:</p> <p>Citations:</p> <p>300.160(b)(2)</p>
Practice	<ul style="list-style-type: none"> • Identify only those accommodations for each assessment that do not invalidate the score; and <p>Citations:</p> <p>300.160(b)(2)(i)</p>
Practice	<ul style="list-style-type: none"> • Instruct the ADMISSION, REVIEW, AND DISMISSAL COMMITTEE to select, for each assessment, only those accommodations that do not invalidate the score. <p>Citations:</p>

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	300.160(b)(2)(ii)
Document	<p>An ADMISSION, REVIEW, AND DISMISSAL COMMITTEE may determine that the administration of an assessment instrument in paper format is a necessary modification for a child, regardless of the maximum number of paper format assessment instruments permitted by the TEA.</p> <p>Citations:</p> <p>TEC 39.02342(c)</p>
	ALTERNATE ASSESSMENTS
Practice	<p>If the TEA has adopted alternate academic achievement standards for children with the most significant cognitive disabilities as permitted by the ESEA, the TEA or, in the case of a districtwide assessment, an LEA, will develop and implement alternate assessments and guidelines for the participation of those children with disabilities who cannot participate in general assessments, even with accommodations, as indicated in their respective IEPs.</p> <p>Citations:</p> <p>TEC 39.023(b)</p> <p>200.1(d)</p> <p>300.160(c)(1)</p>
Practice	<p>Alternate assessments and guidelines will:</p> <p>Citations:</p> <p>300.160(c)(2)</p>
Practice	<ul style="list-style-type: none"> Be aligned with the challenging state academic content standards and alternate academic achievement standards under the ESEA; and <p>Citations:</p> <p>300.160(c)(2)(i)</p>
Practice	<ul style="list-style-type: none"> Measure the achievement of children with disabilities who are children with the most significant cognitive disabilities against those standards. <p>Citations:</p> <p>300.160(c)(2)(ii)</p>
Practice	The TEA, or in the case of a districtwide assessment, the LEA, will:

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	<p>Citations:</p> <p>300.160(d)</p>
Practice	<ul style="list-style-type: none"> Provide the admission, review, and dismissal (ARD) committee with a clear explanation of the differences between assessments based on grade-level academic achievement standards and those based on alternate academic achievement standards, including any effects of the TEA or LEA policies on the child's education resulting from taking an alternate assessment based on alternate academic achievement standards, such as how participation in such assessments may delay or otherwise affect the child from completing the requirements for a regular high school diploma; and <p>Citations:</p> <p>300.160(d)(1)</p>
Practice	<ul style="list-style-type: none"> Not preclude the child who takes an alternate assessment aligned with alternate academic achievement standards from attempting to complete the requirements for a regular high school diploma. <p>Citations:</p> <p>300.160(d)(2)</p>
Practice	<p>The TEA, or in the case of a districtwide assessment, the LEA, will ensure that parents of children selected to be assessed with an alternate state or districtwide assessment are informed:</p> <p>Citations:</p> <p>300.160(e)</p>
Practice	<ul style="list-style-type: none"> That their child's achievement will be measured based on alternate academic achievement standards; and <p>Citations:</p> <p>300.160(e)</p>
Practice	<ul style="list-style-type: none"> Of how participation in such assessments may delay or otherwise affect the child from completing the requirements for a regular high school diploma. <p>Citations:</p> <p>300.160(e)</p> <p>200.2(e)</p>

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	ASSESSMENT REQUIREMENTS FOR GRADUATION
Document	<p>For the child in grades 9-12, the ARD committee will determine whether the child is required to achieve satisfactory performance on the end-of-course assessment instruments to receive a high school diploma.</p> <p>Citations:</p> <p>101.3023(a)</p> <p>74.1025(n)</p> <p>TEC 39.025(a-4)</p>
	IEP DOCUMENTATION
Document	<p>The ARD committee will include a statement in the child's IEP of the individualized appropriate and allowable accommodations that are necessary to measure the academic achievement and functional performance of the child on any state or districtwide assessment.</p> <p>Citations:</p> <p>89.1055(b)</p> <p>101.3013(b)</p> <p>TEC 39.023(a)-(c)</p> <p>300.320(a)(6)(i)</p>
Document	<p>If the ARD committee determines that the child will take an alternate assessment on a particular state or districtwide assessment, the IEP will include a statement of why following requirements must be met:</p> <p>Citations:</p> <p>89.1055(b)</p> <p>89.1055(d)</p> <p>300.320(a)(6)(ii)</p>
Document	<p>The IEP must include a statement explaining:</p> <p>Citations:</p> <p>89.1055(d)(1)</p>
Document	<ul style="list-style-type: none"> TheWhy the child cannot participate in the general assessment; and

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	<p>Citations:</p> <p>89.1055(b)(1)</p> <p>89.1055(d)(1)(A)</p> <p>300.320(a)(6)(ii)(A)</p>
	<ul style="list-style-type: none"> The particular alternate assessment selected is appropriate for the child. <p>Citations:</p> <p>89.1055(b)(2)</p> <p>89.1055(d)(1)(B)</p> <p>300.320(a)(6)(ii)(B)</p>
Document	<p>TEA's alternate assessment participation requirements form, if one is made available to school districts, must be included in the child's IEP to document the statement required under this subsection.</p> <p>Citations:</p> <p>89.1055(d)(2)</p>
Practice	<p>For the English learner (EL); emergent bilingual, the ARD committee in conjunction with the language proficiency assessment committee (LPAC) will:</p> <p>Citations:</p> <p>89.1203(7)</p> <p>89.1203(8)</p> <p>101.1005</p>
Document	<ul style="list-style-type: none"> Select the appropriate assessments; <p>Citations:</p> <p>101.1005(a)</p>
Document	<ul style="list-style-type: none"> Document the decisions and justifications in the child's IEP; and <p>Citations:</p> <p>101.1005(a)</p>
Document	<ul style="list-style-type: none"> Determine and document any allowable testing accommodations. <p>Citations:</p>

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	101.1005(e)
	ANNUAL ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY AN EMERGENT BILINGUAL
Practice	<p>The LEA will annually administer state-identified English language proficiency assessments to an English Learner emergent bilingual who is in kindergarten through grade 12 in the areas of listening, speaking, reading, and writing.</p> <p>Citations:</p> <p>89.1203(7)</p> <p>89.1203(8)</p> <p>101.1003(a)</p>
Practice	<p>In rare cases, the ARD committee in conjunction with the LPAC may determine that it is not appropriate for an E emergent bilingual who receives special education services to participate in the general English language proficiency assessment for reasons associated with the child's particular disability.</p> <p>Citations:</p> <p>101.1003(b)</p>
Document	<ul style="list-style-type: none"> A child with the most significant cognitive disabilities who cannot participate in the general English language proficiency assessment, even with allowable accommodations, will participate in the alternate English language proficiency assessment. <p>Citations:</p> <p>101.1003(b)(1)</p>
Document	<ul style="list-style-type: none"> If the ARD committee and the LPAC determine that it is not appropriate for the child to participate in the general English language proficiency assessment for reasons associated with the child's particular disability, the ARD committee will document the decisions and justifications in the child's IEP. <p>Citations:</p> <p>101.1003(b)(2)</p>
Document	<p>For the E emergent bilingual who receives special education services, the ARD committee in conjunction with the LPAC will determine the need for allowable testing accommodations.</p> <p>Citations:</p>

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	101.1003(c)

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