

West Salem School District
346-Rule

TESTING GUIDELINES

A. Exceptional Educational Needs (EEN) Students

1. The individualized education program (IEP) committee shall determine the extent of the EEN student's participation in the district's testing program.
2. The IEP committee shall consider the following factors when recommending whether an EEN student participates:
 - a. Does the student have the necessary skills and abilities to successfully participate in the testing situation?
 - b. Does the student receive mainstreamed services in regular education for the subject being assessed?
 - c. Are modifications needed? (e.g. tape recording, writing down student responses, reading the students the test, etc.)
 - d. Is the student's behavior conducive to successful participation in the testing program?
 - e. Would the information on the student's performance be useful to the school?
 - f. Will the results accurately reflect the student's achievement level rather than reflect the student's handicap?
 - g. Is the student motivated to appear to be like his/her non-handicapped peers and/or to be included in activities with non-handicapped peers?
3. Decisions regarding testing shall be made and documented on an individual basis for each EEN student.
4. Test results or exemptions shall not be used as the sole criteria in determining grade promotion, eligibility for courses or programs or, when applicable, eligibility for graduation or eligibility for participation in post-secondary education opportunities.
5. If a student is exempted from taking the required tests, the district may not penalize the student by denying grade promotion, eligibility for courses or

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programs or, when applicable, eligibility for graduation or eligibility for participation in post-secondary education opportunities.

6. If the IEP has not addressed the EEN student's participation, the parent/guardian of the EEN student shall be notified, in writing, at least 30 days prior to the administration of the test regarding the student's inclusion or exemption from the test. The notification shall include the criteria used for determining inclusion or exemption and explanation of how the results will be used, if tested, and assurances that the parents/guardians understand the provisions of the notices.
7. If testing occurs, the parents/guardians shall receive a copy of the results.

B. Limited-English Speaking (LES) Students

1. Any student with LES as defined by state law shall be excluded from taking the third grade reading test if he/she:
 - a. Does not understand or speak English;
 - b. Understands simple sentences in English but uses only isolated words or expressions in English;
 - c. Speaks English with difficulty, converses in English with help, understands at least parts of lessons and follows simple directions given in English; or
 - d. Understands, speaks, reads and writes English with some degree of hesitancy which may be due to language interference because of a foreign language or non-proficient English spoken at home.

Any student with LES as defined by state law shall be administered the third grade reading test if he/she understands and speaks English well, but needs assistance in reading and writing in English to achieve at a level appropriate for his/her age or grade.

2. Any student with LES as defined by state law shall be excluded from taking eighth and 10th grade tests if he/she:

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- a. Does not understand or speak English;
- b. Understands simple sentences in English but uses only isolated words or expressions in English; or
- c. Speaks English with difficulty, converses in English with help, understands at least parts of lessons and follows simple directions given in English.

Any student with LES as defined by state law may be excluded from taking eighth and 10th grade tests if he/she:

- a. Understands, speaks, reads and writes English with some degree of hesitancy which may be due to language interference because of a foreign language or non-proficient English spoken at home; or
 - b. Understands and speaks English well, but needs assistance in reading and writing in English to achieve at a level appropriate for his/her age or grade.
3. A regular classroom teacher, reading specialist, building principal and the coordinator of English for Speakers of Other Languages (ESOL) shall review the student's skills and abilities and proficiency in English and shall determine the student's participation in the testing program.

When determining whether to administer state-required tests to a LES student, school staff shall apply and document all of the following criteria:

- a. Whether the student has had an opportunity to master the competencies for which he/she is being tested;
 - b. Whether the student demonstrates test-taking skills; and
 - c. Whether a teacher of the student has attested that the student has sufficient academic and English proficiency to take the required test with or without modifications.
4. The parents/guardians of the LES student shall be notified at least 30 days prior to the administration of the test regarding the student's inclusion or exemption from taking the test and the

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criteria used in determining the student's inclusion or exclusion. Initial notification shall be in English, the parent's/guardian's native language, when possible, or any other means to ensure the parent/guardian understands the provisions of the notification. An explanation of how the results shall be used will be included.

5. Parents/guardians of LES students shall be notified of the test results in English, the parent's/guardian's native language, when possible, or any other means to ensure the parent/guardian understands the provisions of the notification. An explanation of how the results shall be used will be included.
6. Decisions regarding testing shall be made and documented on an individual basis for each LES student.
7. Test results or exemptions shall not be used as the sole criteria in determining grade promotion, eligibility for courses or programs, or, when applicable, eligibility for graduation or eligibility for participation in post-secondary education opportunities.
8. The district shall not penalize a LES student who is exempted from taking a test by denying grade promotion, eligibility for courses or programs, or, when applicable, eligibility for graduation or eligibility for post-secondary education opportunities.
9. If exempted from testing, the achievement level of the LES student in reading, mathematics and writing shall be assessed by the regular classroom teacher through formal and informal evaluation and, when applicable, the student shall be assisted in career development and post-secondary education decisions.
10. When applicable, test results shall be utilized to assist LES students in career development and post-secondary education decisions.

APPROVED: July 22, 2003