

Update:***2006–2007 ARD Decision-making Process for the Texas Assessment Program***

The purpose of this letter and attachments is to provide the most up to date information regarding the assessment of students who receive special education services and how it relates to the ARD decision-making process for the Texas Assessment Program. The decision-making process remains the same, but the Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt) field tests have been added as an assessment option. Although the entire ARD manual will not be updated, the Texas Education Agency (TEA) will supply updated graphs, flowcharts, and sample forms on our website to replace those previously published in the 2006–2007 ARD manual. Please ensure that school personnel are aware of these changes.

In order for the state to meet federal No Child Left Behind (NCLB) requirements, students whose individualized education program (IEP) currently indicates that they will be assessed using a functional locally determined alternate assessment (LDAA) because they are significantly cognitively disabled, and who meet the TAKS–Alt participation requirements will be participating in the TAKS–Alt field test in spring 2007. All students who meet the TAKS–Alt participation requirements will be required to participate in the field test for *all* applicable TAKS subject areas for their enrolled grade. Due to the pervasive nature of their disabilities, it is inappropriate for students participating in the TAKS–Alt field test to be assessed in one subject area with TAKS–Alt and in other subject area(s) with another assessment (e.g., State-Developed Alternative Assessment II (SDAA II) for math and TAKS–Alt for reading)

All other students who receive special education services must be assessed using TAKS, TAKS–Inclusive (TAKS–I), SDAA II, TEKS-based LDAA, or a combination of these assessments.

The TAKS–Alt field test is an online assessment system. School districts will not submit an answer document for students participating in the TAKS–Alt field test; therefore, there will be no TAKS–Alt bubble on any answer documents. In addition, the “Functional LDAA” field will be removed from all answer documents.

For students who will take a TEKS-based LDAA, the “TEKS-Based LDAA” field will remain on SDAA II and TAKS–I answer documents in February and April, as well as on TAKS exit level retest answer documents. Detailed instructions regarding the coding of the spring 2007 assessment documents will be provided in the 2007 District and Campus Coordinator Manual.

In addition clarification regarding oral administration and reading assistance and any new information about allowable accommodations for the Texas Assessment Program will be available in the 2007 District and Campus Coordinator Manual. Since the current ARD manual does not reflect changes incorporated in the 2007 District and Campus Coordinator Manual, you will need to refer to this manual when it is available in December 2006 for updated information.

If you need assistance or clarification regarding the coding of answer documents or the TAKS–Alt field test, please call the TEA Student Assessment Division of at 512-463-9536. If you need assistance or clarification regarding the ARD process or IEP documentation, please contact the TEA Division of IDEA Coordination at 512-463-9414.

Assessments by Grade Level and Subject Area

Assessment	Enrolled Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading				TAKS Spanish TAKS SDAA II TAKS-AI**** LDAA	TAKS Spanish TAKS SDAA II TAKS-AI**** LDAA	TAKS Spanish TAKS SDAA II TAKS-AI**** LDAA	TAKS Spanish TAKS SDAA II TAKS-AI**** LDAA	TAKS SDAA II TAKS-AI**** LDAA	TAKS SDAA II TAKS-AI**** LDAA	TAKS SDAA II TAKS-AI**** LDAA			
Writing				TAKS Spanish TAKS SDAA II TAKS-AI**** LDAA	TAKS Spanish TAKS SDAA II TAKS-AI**** LDAA		TAKS SDAA II TAKS-AI**** LDAA						
ELA English Language Arts											TAKS SDAA II TAKS-AI**** LDAA	TAKS TAKS-I** TAKS-AI**** LDAA	
Mathematics				TAKS* Spanish TAKS* SDAA II TAKS-AI**** LDAA	TAKS* Spanish TAKS* SDAA II TAKS-AI**** LDAA	TAKS* Spanish TAKS* SDAA II TAKS-AI**** LDAA	TAKS* SDAA II TAKS-AI**** LDAA	TAKS* SDAA II TAKS-AI**** LDAA	TAKS* SDAA II TAKS-AI**** LDAA	TAKS SDAA II TAKS-AI**** LDAA		TAKS TAKS-I** TAKS-AI**** LDAA	
Science						TAKS TAKS-I Spanish TAKS Spanish TAKS-I TAKS-AI**** LDAA			TAKS TAKS-I TAKS-AI**** LDAA		TAKS TAKS-I TAKS-AI**** LDAA	TAKS TAKS-I*** TAKS-AI**** LDAA	
Social Studies									TAKS TAKS-I TAKS-AI**** LDAA		TAKS TAKS-I TAKS-AI**** LDAA	TAKS TAKS-I*** TAKS-AI**** LDAA	
TELPAS RPTE Reading Proficiency Tests in English													
TOP Texas Observation Protocol	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing	RPTE	RPTE	RPTE

* Linguistically Accommodated Testing (LAT) for TAKS mathematics is available for LEP-exempt students in Grades 3–8 and 10 (and for Spanish TAKS mathematics Grades 3–6).

** TAKS-I Exit Level is only available for primary administrations.

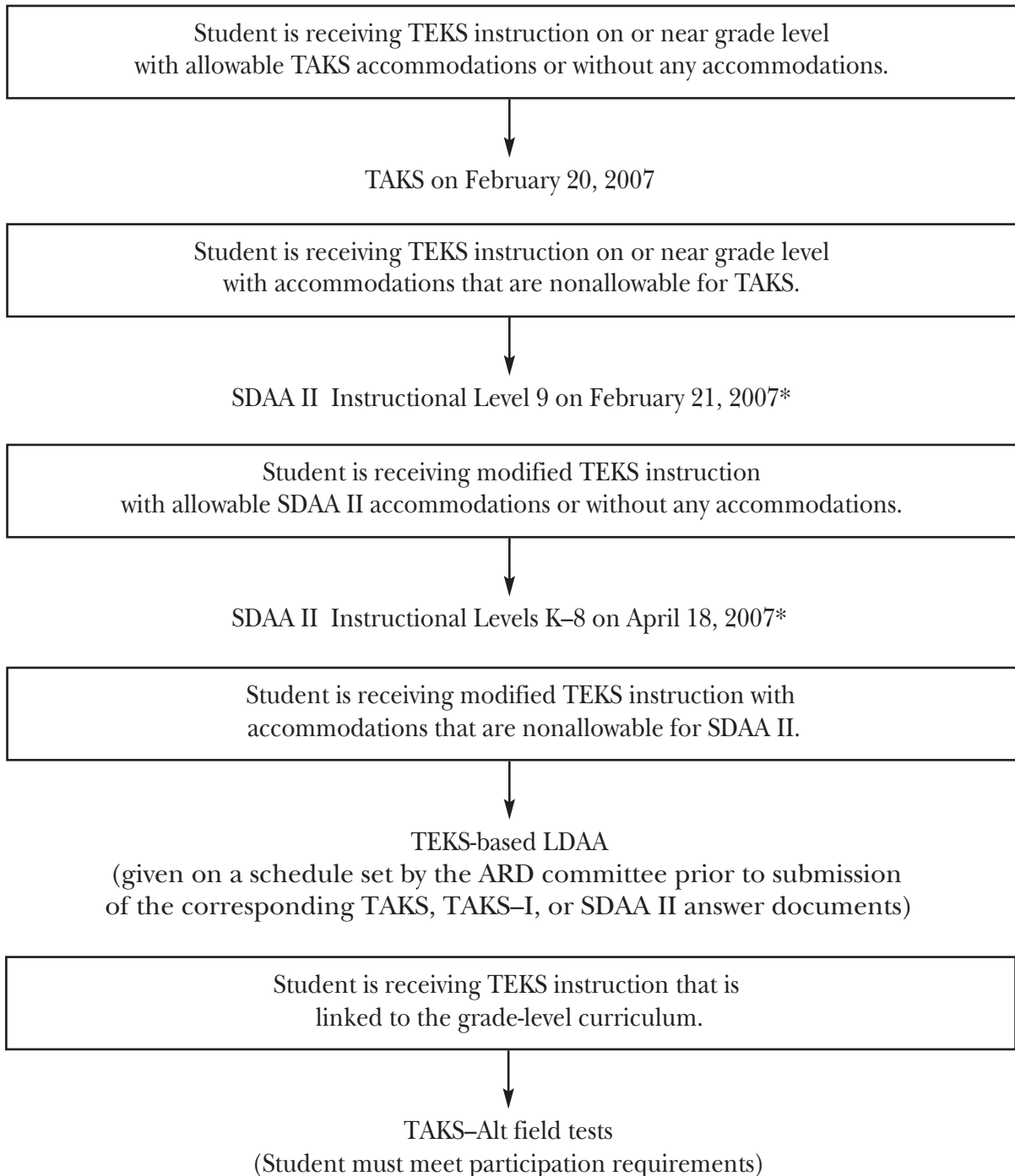
*** Students who meet participation requirements for TAKS–Alt must participate in the TAKS–Alt field tests for all applicable subject areas for their enrolled grade.

2006–2007 TEKS-based LDAA Reporting Deadlines

Subjects	Grades or Instructional Level	Answer Document Used for Reporting	Campus Coordinator's Deadline to Return Answer Document*
Reading	Instructional Level 9, Grade 9 Grades 3–8	SDAA II SDAA II	February 20, 2007 or April 20, 2007
Mathematics	Grades 3–10	SDAA II	April 20, 2007
Writing/ELA	Grades 4 and 7 Writing Instructional Level 10 ELA Grade 10 ELA	SDAA II SDAA II	February 20, 2007
Science	Grades 5, 8, 10	TAKS–I	April 20, 2007
Social Studies	Grades 8, 10	TAKS–I	April 20, 2007
Primary Administration ELA	Exit Level	TAKS–I	February 20, 2007
Mathematics Science Social Studies	Exit Level	TAKS–I	April 20, 2007
Retest Administrations			Options Available for All Subjects:
ELA Mathematics Science Social Studies	Exit Level	TAKS	February 23, 2007 April 20, 2007 July 13, 2007 October 19, 2007

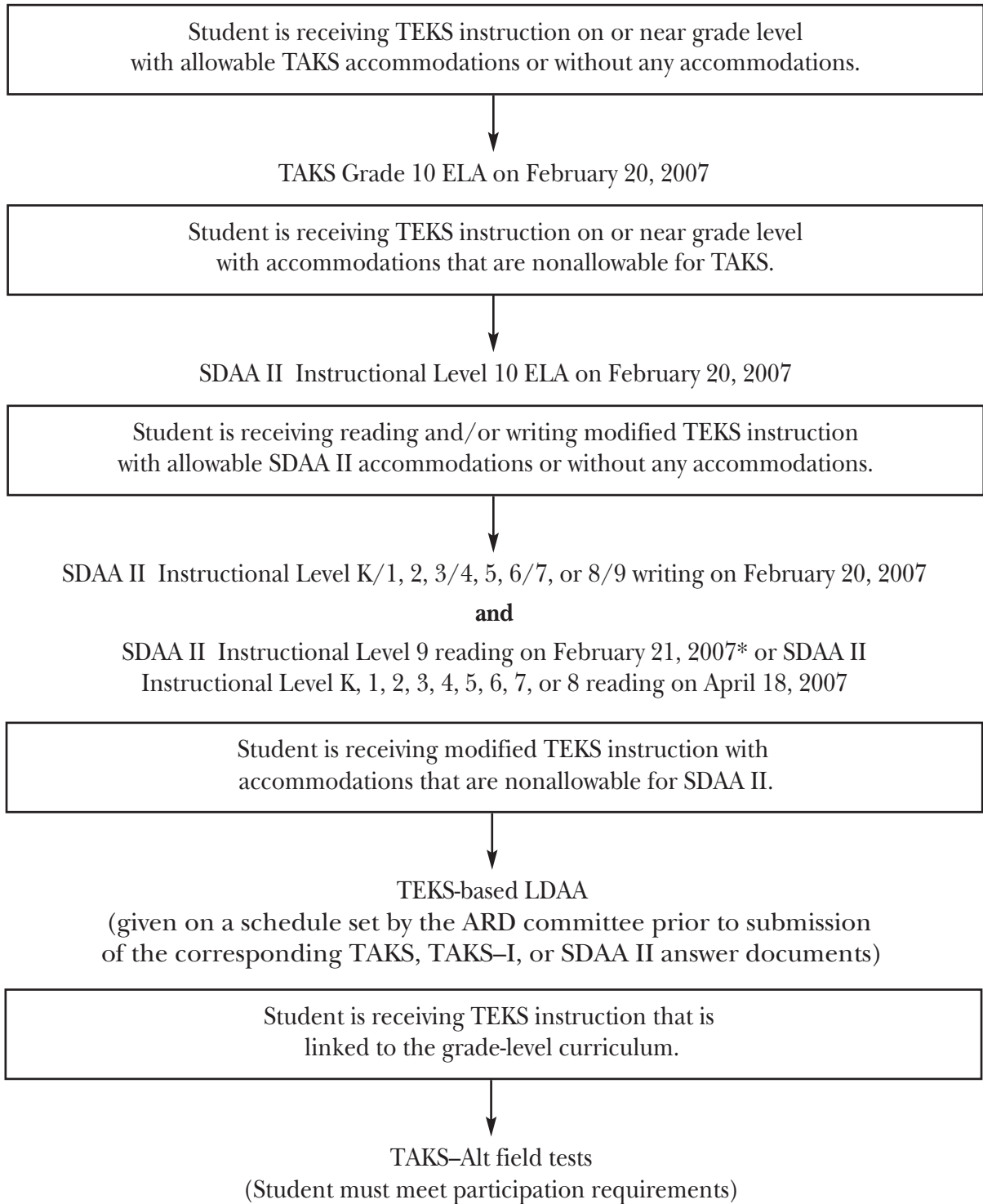
*TEKS-based LDAA's can be administered on dates other than the state-mandated test dates. ARD committees may consider documenting a window of time that would be appropriate for administering a TEKS-based LDAA. However, TEKS-based LDAA performance must be recorded on the corresponding TAKS, TAKS–I, or SDAA II answer documents prior to returning the scorable materials.

Administration Schedule for Enrolled Grade 9 Students Receiving Special Education Services in Reading



* Because some students enrolled in Grade 10 may be required to take both an SDAA II Instructional Level 9 reading test and an SDAA II writing test at a lower instructional level, the SDAA II Instructional Level 9 reading test must be administered on February 21, 2007. Students will not be required to take two tests on the same day.

Administration Schedule for Enrolled Grade 10 Students Receiving Special Education Services in ELA

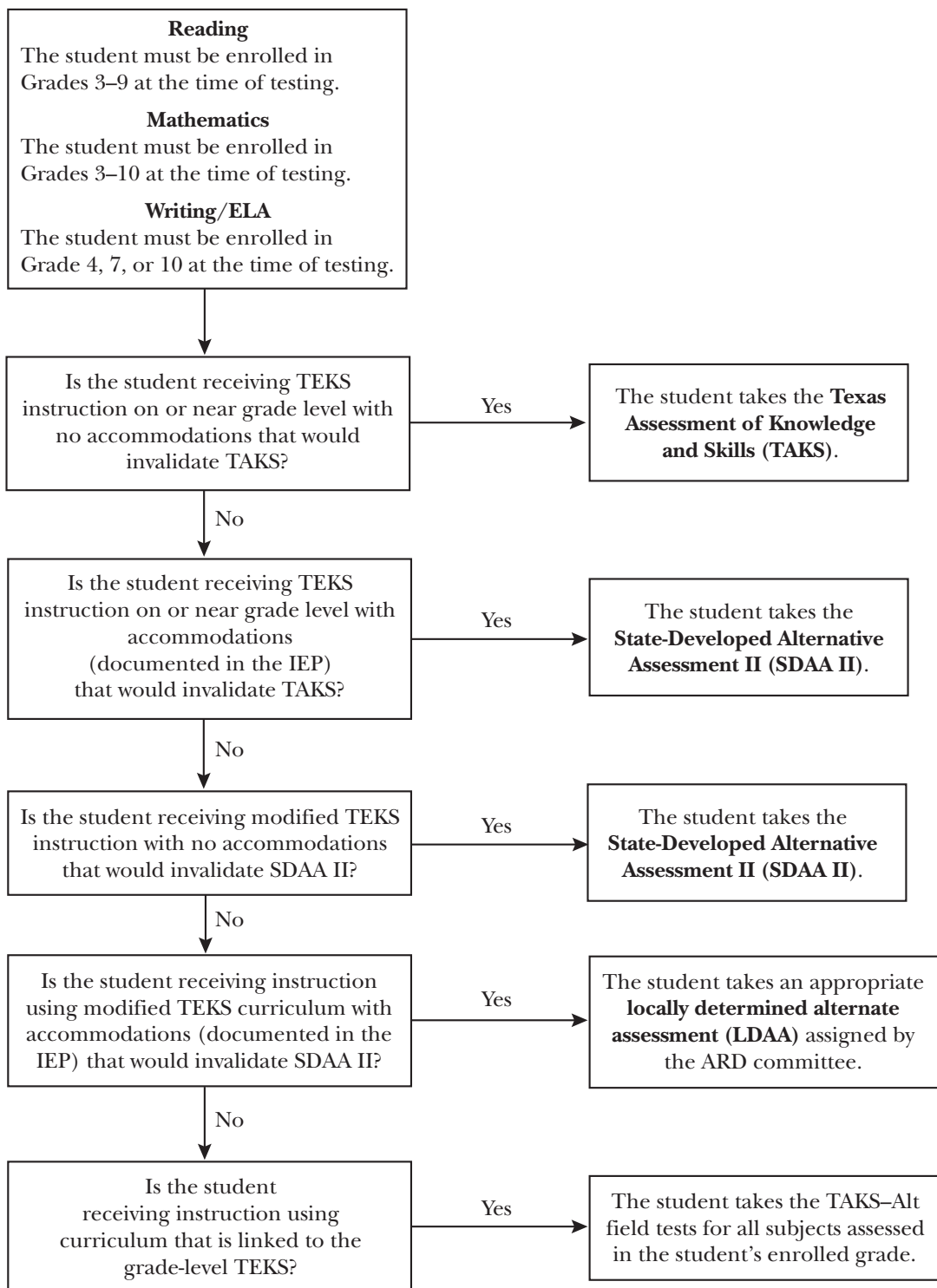


* Because some students enrolled in Grade 10 may be required to take both an SDAA II Instructional Level 9 reading test and an SDAA II writing test at a lower instructional level, the SDAA II Instructional Level 9 reading test must be administered on February 21, 2007. Students will not be required to take two tests on the same day.

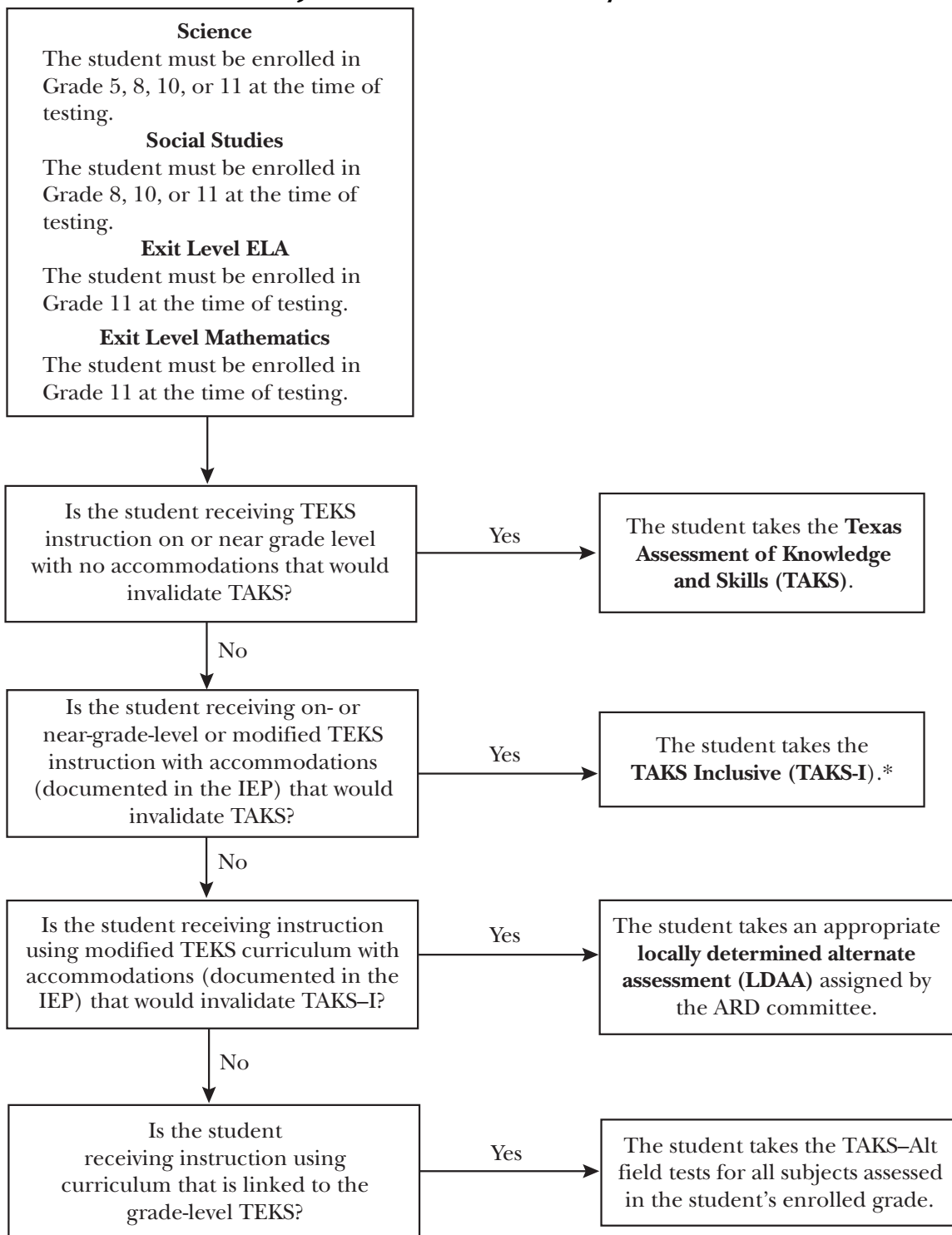
Access to the General Curriculum

		Examples	Assessment Options
TEKS Curriculum	<ul style="list-style-type: none"> Grade-level state-mandated curriculum with classroom accommodations as needed for student success Student is responsible for all objectives and student expectations for that subject 	<ul style="list-style-type: none"> Classroom tests modified in length but not content Extra time to complete assignments Page formatting to help with clarity and visual organization Additional notes, taped lectures, taped textbooks, or manipulative materials to help access information Extra tutoring assistance from school personnel 	<ul style="list-style-type: none"> TAKS TAKS–Inclusive (Science, Social Studies, Exit Level) SDAA II on grade level with expanded accommodations
Modified TEKS Curriculum Focus	<ul style="list-style-type: none"> Near-grade-level or modified TEKS curriculum with a reduced number of student expectations Student is provided with instructional adaptations and modifications that address the learning styles and needs of students with disabilities 	<ul style="list-style-type: none"> Modified tests and assignments that focus on a selected part of the TEKS curriculum Providing opportunities for a student to show knowledge of information using methods that emphasize the student's strengths Providing technology that compensates for the student's disability Simplifying directions and answer choices and reducing length of assignments Providing student with a smaller teacher-student ratio during critical aspects of instruction 	<ul style="list-style-type: none"> SDAA II at the appropriate instructional level with accommodations as documented in the IEP LDAA addresses the TEKS curriculum the student is receiving and allows accommodations that would invalidate SDAA II
Curriculum linked to the grade-level TEKS	<ul style="list-style-type: none"> TEKS instruction focusing on academic prerequisite skills while addressing both the real-life application of skills and the student's needs Student is provided a specialized program with supports and structures that maximize student success 	<ul style="list-style-type: none"> Finding areas of the TEKS curriculum for the student to access focusing on the student's strengths Providing adult support as needed to access environments and activities Finding real-life applications of assignments to maximize generalizations of skills Providing varying levels of prompting to ease students toward independence Using technology and communications devices that provide student with effective methods of response 	<ul style="list-style-type: none"> TAKS–Alt field tests for all subjects assessed in the student's enrolled grade

Choosing the Appropriate Assessment for Students Receiving Special Education Services in Subjects Tested by SDAA II

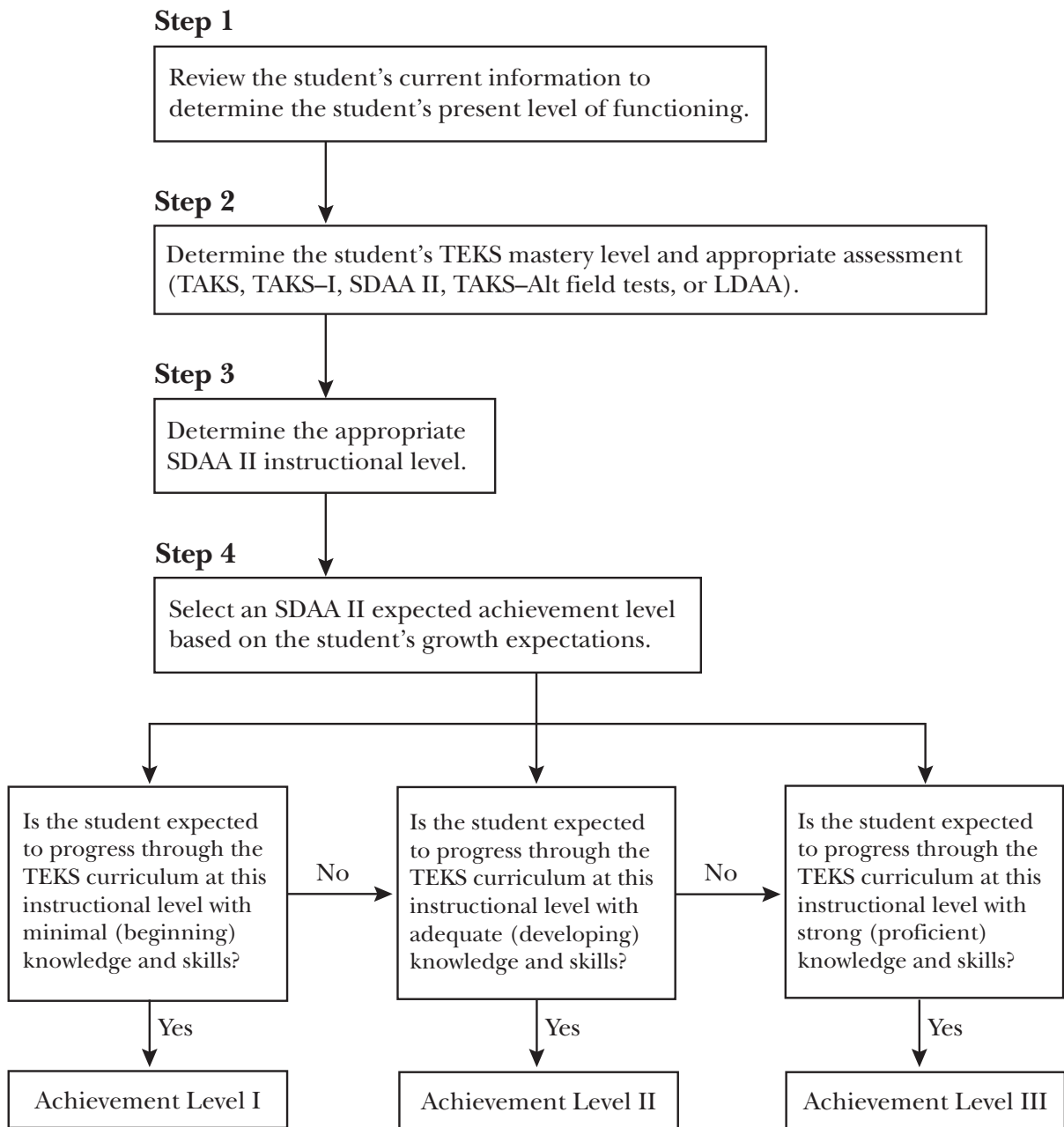


Choosing the Appropriate Assessment for Students Receiving Special Education Services in Subjects Not Tested by SDAA II

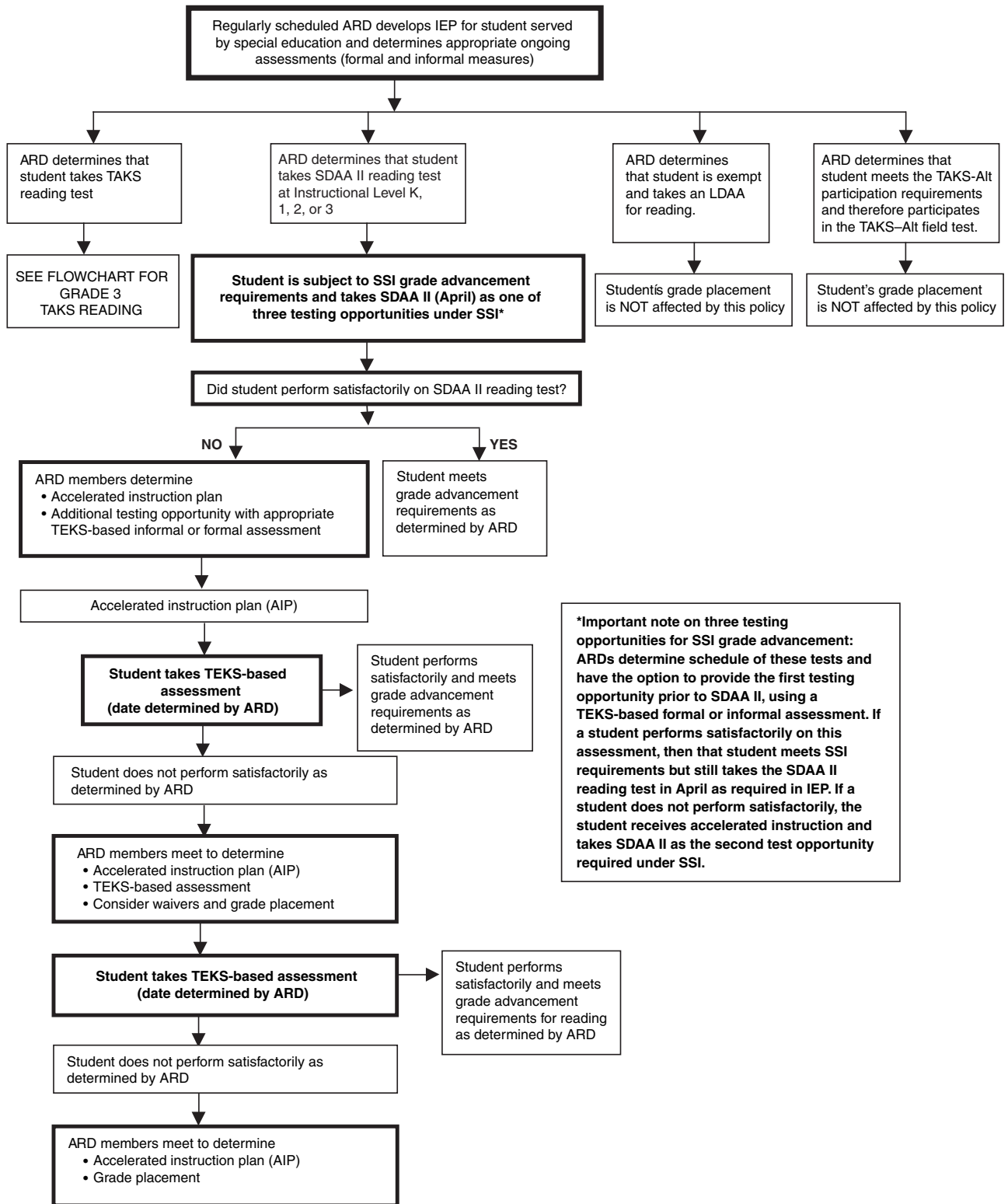


* Students may take TAKS-I tests only at their enrolled grade level.

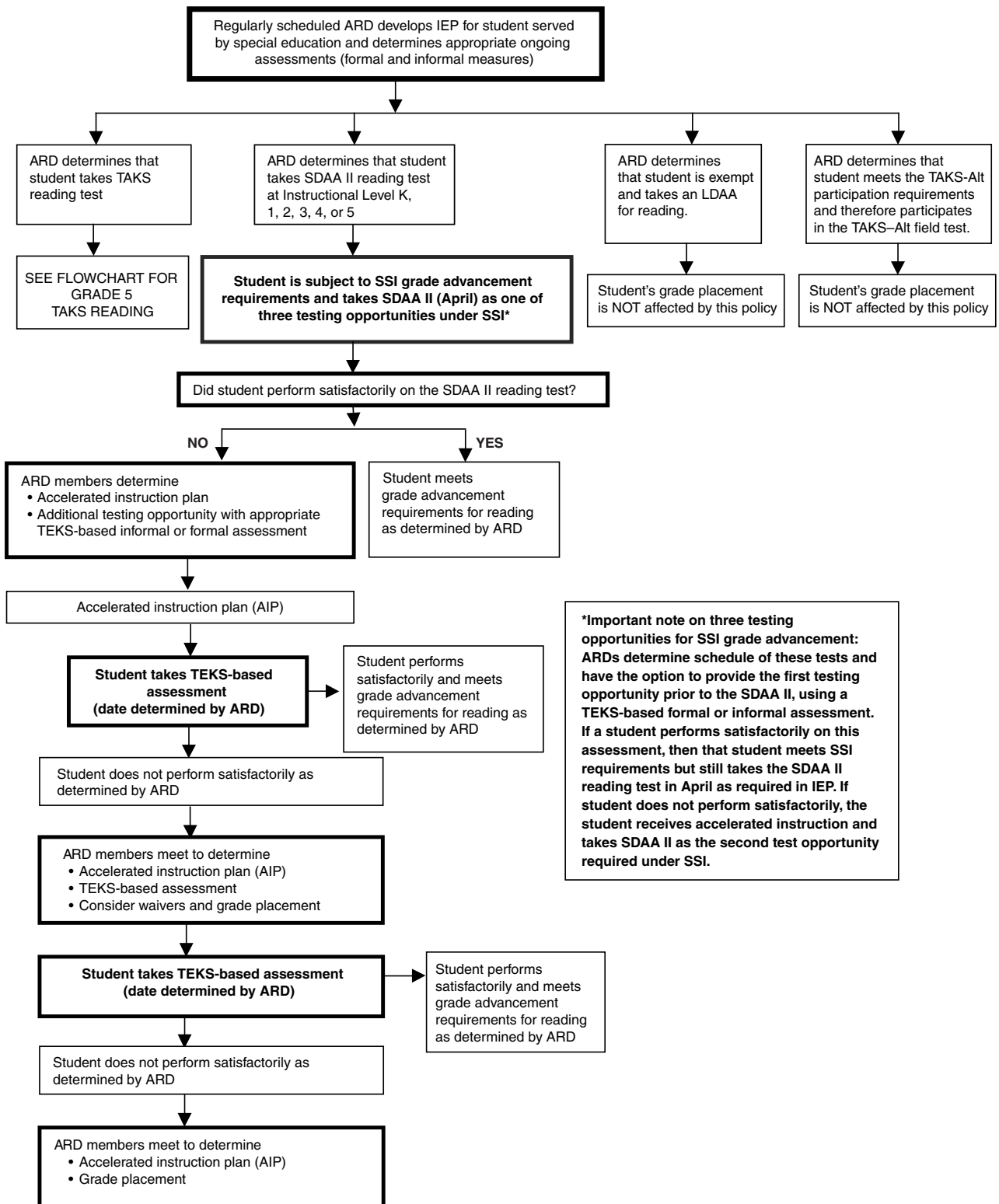
Summary of Steps for Making Assessment Decisions and Setting Appropriate Achievement Level Expectations



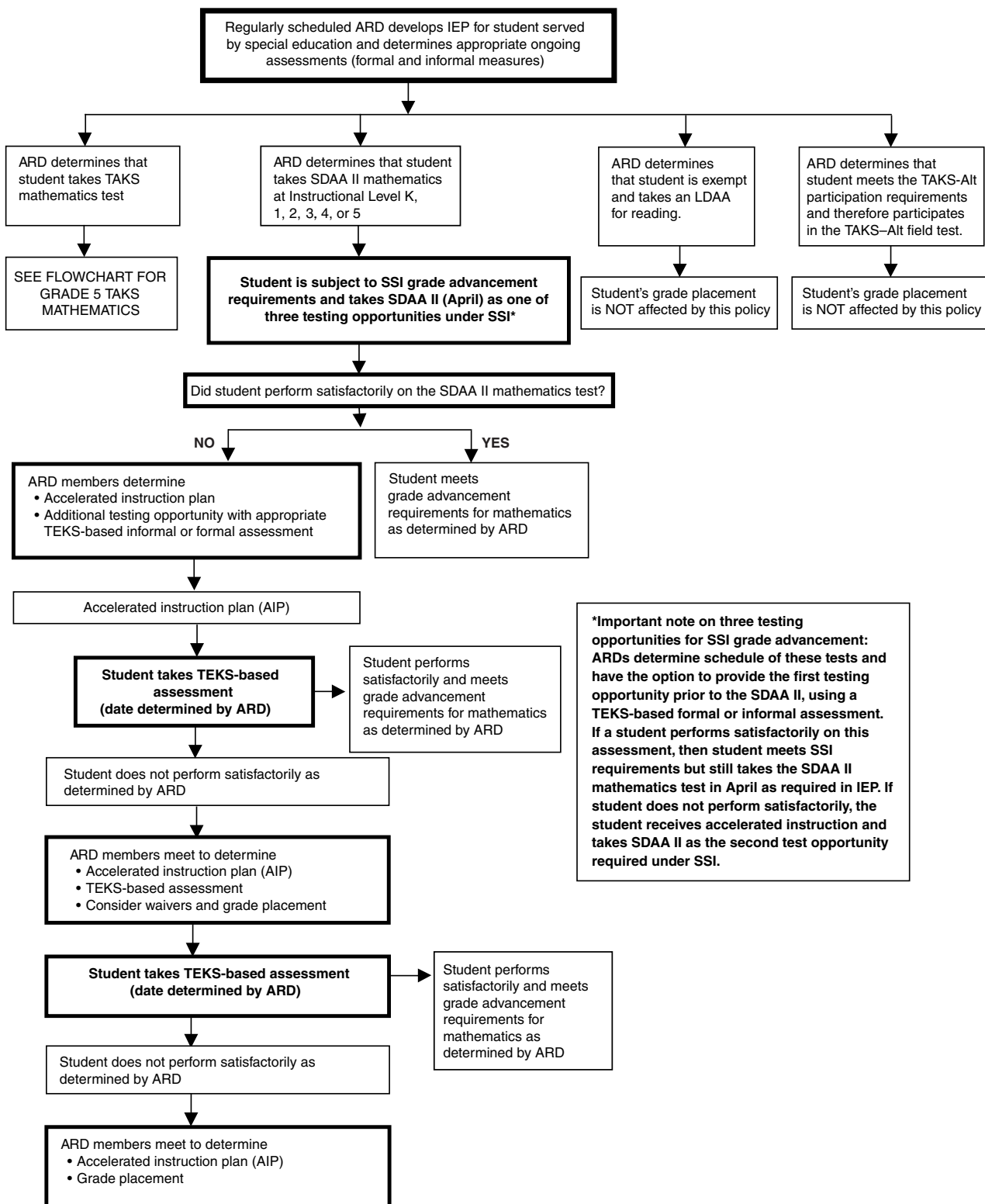
SSI Grade Advancement Requirements for Enrolled Grade 3 Students Receiving Special Education Services for Reading



SSI Grade Advancement Requirements for Enrolled Grade 5 Students Receiving Special Education Services for Reading



SSI Grade Advancement Requirements for Enrolled Grade 5 Students Receiving Special Education Services for Mathematics



Summary of ARD Assessment Decisions

Student: _____

Date: _____

Enrolled grade at testing: _____

Texas Assessment of Knowledge and Skills (TAKS)

(Note: Spanish when applicable.)

Check appropriate subjects: Accommodations: _____

- Reading** _____
- Mathematics** _____
- Writing/ELA** _____
- Science** _____
- Social Studies** _____

Rationale:

The student is receiving TEKS instruction **on or near grade level** and does not need any accommodations that would invalidate TAKS.

TAKS Inclusive (TAKS-I)

(Enrolled grade only)

(Note: Spanish when applicable.)

Check appropriate subjects: Accommodations: _____

- Science** _____
- Spanish Science** _____
- Social Studies** _____
- Exit Level Math** _____
- Exit Level ELA** _____

Rationale:

The student is receiving TEKS instruction **on or near grade level** but needs accommodations (documented in the IEP) that would invalidate TAKS.

State-Developed Alternative Assessment II (SDAA II)

For each subject that applies, record the instructional level and the accommodations documented in the IEP. Note the expected achievement level (ARD expectation).

Reading

Instructional Level: _____

ARD Expectation: _____

Rationale for ARD Expectation:

Rationale: (Check one for each appropriate subject.)

Reading

- The student is receiving TEKS instruction **on or near grade level** but needs accommodations (documented in the IEP) that would invalidate TAKS.
- The student is receiving modified TEKS instruction, making TAKS inappropriate.
- Other (specify) _____

Accommodations: _____

Mathematics

Instructional Level: _____

ARD Expectation: _____

Rationale for ARD Expectation:

Mathematics

- The student is receiving TEKS instruction **on or near grade level** but needs accommodations (documented in the IEP) that would invalidate TAKS.
- The student is receiving modified TEKS instruction, making TAKS inappropriate.
- Other (specify) _____

Accommodations: _____

Writing/ELA (Grades 4, 7, and 10 ELA only)

Instructional Level: _____

ARD Expectation: _____

Rationale for ARD Expectation:

Writing

- The student is receiving TEKS instruction **on or near grade level** but needs accommodations (documented in the IEP) that would invalidate TAKS.
- The student is receiving modified TEKS instruction, making TAKS inappropriate.
- Other (specify) _____

Accommodations: _____

TAKS-Alt field tests

For all applicable tested subject areas (reading, writing, ELA, mathematics, science, social studies) in grades 3–10 and Exit Level.

Rationale:

The student is receiving instruction that is linked to the grade-level curriculum and meets participation requirements for TAKS-Alt.

Locally Determined Alternate Assessment(s) (LDAA)

The ARD committee assigns other TEKS-based alternate assessment(s) for the student and expected performance.

Assessment(s) used:

Rationale:

- The student requires test accommodations that would invalidate TAKS, TAKS-I, and/or SDAA II.
- Other (specify) _____

Considerations for ARD Assessment Decision: Reading

Student Name: _____ **Date:** _____

Enrolled grade at time of testing: _____

Step 1: Review the student’s current information to determine the student’s present level of functioning.

List information used to make assessment decisions: _____

At the time of testing, will the student be enrolled in Grades 3–9* (as reported by PEIMS)? yes no

What instruction is the student receiving?

- on- or near-grade-level TEKS curriculum
- modified TEKS curriculum at Instructional Level _____
- instruction linked to grade-level TEKS curriculum

What allowable accommodations** will be needed for this test administration? _____

Step 2: Determine the student’s TEKS mastery level and appropriate assessment.

Using the information collected in Step 1, the ARD committee must choose the appropriate assessment for READING.

- TAKS with or without allowable accommodations (STOP HERE)
- N/A TAKS–I (enrolled grade only) with or without allowable accommodations (STOP HERE)
- SDAA II with or without allowable accommodations (GO TO STEP 3)
- TAKS–Alt field test (STOP HERE)
- TEKS-based LDAA: determine what type of assessment will be used and the expected mastery level (STOP HERE)

Step 3: Determine the appropriate SDAA II instructional level.

Is a CSR available from last year’s SDAA II READING assessment? yes no

If so, what was the result? _____

Is the student receiving TEKS instruction at a higher instructional level than that tested on last year’s SDAA II?

- yes no

Circle the SDAA II instructional level that will be most appropriate for the student’s assessment in READING.

K 1 2 3 4 5 6 7 8 9

Step 4: Select an SDAA II expected achievement level based on the student’s growth expectations.

In selecting the appropriate achievement level, the ARD committee should discuss the student’s current instruction and projected growth through the TEKS mastery level determined in Step 1.

- Achievement Level I Achievement Level II Achievement Level III

Summary of ARD Assessment Decision: Reading	
ASSESSMENT	ACCOMMODATIONS
<input type="checkbox"/> TAKS <input type="checkbox"/> <u>N/A</u> TAKS–I <input type="checkbox"/> SDAA II: Instructional Level _____, Achievement Level _____ <input type="checkbox"/> TAKS–Alt field test <input type="checkbox"/> TEKS-based LDAA: _____	

* ELA for Grades 10–11 are on a separate form.

** Refer to pages 60–71 in the ARD manual to determine if an accommodation is allowable.

Considerations for ARD Assessment Decision: Mathematics

Student Name: _____ **Date:** _____

Enrolled grade at time of testing: _____

Step 1: Review the student’s current information to determine the student’s present level of functioning.

List information used to make assessment decisions: _____

At the time of testing, will the student be enrolled in Grades 3–11 (as reported by PEIMS)? yes no

What instruction is the student receiving?

- on- or near-grade-level TEKS curriculum
- modified TEKS curriculum at Instructional Level _____
- instruction linked to grade-level TEKS curriculum

What allowable accommodations* will be needed for this test administration? _____

Step 2: Determine the student’s TEKS mastery level and appropriate assessment.

Using the information collected in Step 1, the ARD committee must choose the appropriate assessment for MATHEMATICS.

- TAKS with or without allowable accommodations (STOP HERE)
- TAKS–I (Grade 11 Exit level only) with or without allowable accommodations (STOP HERE)
- SDAA II with or without allowable accommodations (GO TO STEP 3)
- TAKS–Alt field test (STOP HERE)
- TEKS-based LDAA: determine what type of assessment will be used and the expected mastery level (STOP HERE)

Step 3: Determine the appropriate SDAA II instructional level.

Is a CSR available from last year’s SDAA II MATHEMATICS assessment? yes no

If so, what was the result? _____

Is the student receiving TEKS instruction at a higher instructional level than that tested on last year’s SDAA II?

- yes no

Circle the SDAA II instructional level that will be most appropriate for the student’s assessment in MATHEMATICS.

K 1 2 3 4 5 6 7 8 9

Step 4: Select an SDAA II expected achievement level based on the student’s growth expectations.

In selecting the appropriate achievement level, the ARD committee should discuss the student’s current instruction and projected growth through the TEKS mastery level determined in Step 1.

- Achievement Level I Achievement Level II Achievement Level III

Summary of ARD Assessment Decision: Mathematics	
ASSESSMENT	ACCOMMODATIONS
<input type="checkbox"/> TAKS <input type="checkbox"/> TAKS–I (Enrolled Grade 11 only) <input type="checkbox"/> SDAA II: Instructional Level ____, Achievement Level ____ <input type="checkbox"/> TAKS–Alt field test <input type="checkbox"/> TEKS-based LDAA: _____	

* Refer to pages 60–71 in the ARD manual to determine if an accommodation is allowable.

Considerations for ARD Assessment Decision: Writing

Student Name: _____ **Date:** _____

Enrolled grade at time of testing: _____

Step 1: Review the student’s current information to determine the student’s present level of functioning.

List information used to make assessment decisions: _____

At the time of testing, will the student be enrolled in Grade 4 or 7* (as reported by PEIMS)? yes no

What instruction is the student receiving?

- on- or near-grade level TEKS curriculum
- modified TEKS curriculum at Instructional Level _____
- instruction linked to grade-level TEKS curriculum

What allowable accommodations** will be needed for this test administration? _____

Step 2: Determine the student’s TEKS mastery level and appropriate assessment.

Using the information collected in Step 1, the ARD committee must choose the appropriate assessment for WRITING.

- TAKS with or without allowable accommodations (STOP HERE)
- N/A TAKS–I with or without allowable accommodations (STOP HERE)
- SDAA II with or without allowable accommodations (GO TO STEP 3)
- TAKS–Alt field test (STOP HERE)
- TEKS-based LDAA: determine what type of assessment will be used and the expected mastery level (STOP HERE)

Step 3: Determine the appropriate SDAA II instructional level.

Is a CSR available from last year’s SDAA II WRITING assessment? yes no

If so, what was the result? _____

What achievement level did the student receive? _____

Is the student receiving TEKS instruction at a higher instructional level than that tested on last year’s SDAA II?

- yes no

Circle the SDAA II instructional level that will be most appropriate for the student’s assessment in WRITING.

K/1 2 3/4 5 6/7 8/9

Step 4: Select an SDAA II expected achievement level based on the student’s growth expectations.

In selecting the appropriate achievement level, the ARD committee should discuss the student’s current instruction and projected growth through the TEKS mastery level determined in Step 1.

Achievement Level I Achievement Level II Achievement Level III

Summary of ARD Assessment Decision: Writing	
ASSESSMENT	ACCOMMODATIONS
<input type="checkbox"/> TAKS <u>N/A</u> TAKS–I (Enrolled Grade 11 only.) <input type="checkbox"/> SDAA II: Instructional Level ____ Achievement Level ____ <input type="checkbox"/> TAKS–Alt field test <input type="checkbox"/> TEKS-based LDAA: _____	

* ELA for Grades 10–11 are on a separate form.

** Refer to pages 60–71 in the ARD manual to determine if an accommodation is allowable.

Considerations for ARD Assessment Decision: ELA*

Student Name: _____ **Date:** _____

Enrolled grade at time of testing: **10** **11** (Circle one.)

Step 1: Review the student’s current information to determine the student’s present level of functioning.

List information used to make assessment decisions: _____

At the time of testing, will the student be enrolled in Grade 10 or 11 (as reported by PEIMS)? yes no

What instruction is the student receiving?

- on- or near-grade-level TEKS curriculum
- modified TEKS curriculum (Fill out separate reading and writing forms.**)
- instruction linked to grade-level TEKS curriculum

What allowable accommodations*** will be needed for this test administration? _____

Step 2: Determine the student’s TEKS mastery level and appropriate assessment.

Using the information collected in Step 1, the ARD committee must choose the appropriate assessment for ELA.

- TAKS with or without allowable accommodations (STOP HERE)
- TAKS–I with or without allowable accommodations for enrolled Grade 11 only (STOP HERE)
- SDAA II with or without allowable accommodations for enrolled Grade 10 students taking Instructional level 10 only (GO TO STEP 4)
- TAKS–Alt field test (STOP HERE)
- TEKS-based LDAA: determine what type of assessment will be used and the expected mastery level (STOP HERE)

Step 3: Determine the appropriate SDAA II instructional level. (Enrolled Grade 10 students taking Instructional Level 10 only)

Is a CSR available from last year’s assessment? yes no

If so, at what instructional level did the student test? _____

What achievement level did the student receive? _____

Is the student receiving TEKS instruction at the same instructional level tested on last year’s SDAA II?
 yes no

Is the student receiving TEKS instruction at a higher instructional level than that tested on last year’s SDAA II?
 yes no

Circle the SDAA II instructional level that will be most appropriate for the student’s assessment in ELA.

10

Step 4: Select an SDAA II expected achievement level based on the student’s growth expectations.

(Enrolled Grade 10 students taking Instructional Level 10 only)

In selecting the appropriate achievement level, the ARD committee should discuss the student’s current instruction and projected growth through the TEKS mastery level determined in Step 1.

Achievement Level I Achievement Level II Achievement Level III

Summary of ARD Assessment Decision: ELA	
ASSESSMENT	ACCOMMODATIONS
<input type="checkbox"/> TAKS <input type="checkbox"/> TAKS–I (Enrolled Grade 11 only) <input type="checkbox"/> SDAA II: Enrolled Grade 10 only Achievement Level ____ <input type="checkbox"/> TAKS–Alt field test <input type="checkbox"/> TEKS-based LDAA: _____	

* The SDAA II Instructional Level 10 ELA test includes both reading and writing components. Students for whom the SDAA II Instructional Level 10 ELA test is appropriate must take both the reading and writing components.

** For enrolled Grade 10 students who are receiving modified instruction, the ARD committee must choose separate reading and writing assessments.

*** Refer to pages 60–71 in the ARD manual to determine if an accommodation is allowable.

Considerations for ARD Assessment Decision: Science

Student Name: _____ **Date:** _____

Enrolled grade at time of testing: _____

Step 1: Review the student’s current information to determine the student’s present level of functioning.

List information used to make assessment decisions: _____

At the time of testing, will the student be enrolled in Grades 5, 8, 10, 11 (as reported by PEIMS)? yes no

What instruction is the student receiving?

- on- or near-grade-level TEKS curriculum
- modified TEKS curriculum at Instructional Level _____
- instruction linked to grade-level TEKS curriculum

What allowable accommodations* will be needed for this test administration? _____

Step 2: Determine the student’s TEKS mastery level and appropriate assessment.

Using the information collected in Step 1, the ARD committee must choose the appropriate assessment for SCIENCE.

- TAKS with or without allowable accommodations (STOP HERE)
- TAKS–I with or without allowable accommodations (STOP HERE)
- N/A SDAA II with or without allowable accommodations (GO TO STEP 3)
- TAKS–Alt field test (STOP HERE)
- TEKS-based LDAA: determine what type of assessment will be used and the expected mastery level (STOP HERE)

Step 3: Not appropriate for Science.

Step 4: Not appropriate for Science.

Summary of ARD Assessment Decision: Science	
ASSESSMENT	ACCOMMODATIONS
<input type="checkbox"/> TAKS <input type="checkbox"/> TAKS–I <input checked="" type="checkbox"/> <u>N/A</u> SDAA II <input type="checkbox"/> TAKS–Alt field test <input type="checkbox"/> TEKS-based LDAA: _____	

* Refer to pages 60–71 in the ARD manual to determine if an accommodation is allowable.

Considerations for ARD Assessment Decision: Social Studies

Student Name: _____ **Date:** _____

Enrolled grade at time of testing: _____

Step 1: Review the student’s current information to determine the student’s present level of functioning.

List information used to make assessment decisions: _____

At the time of testing, will the student be enrolled in Grades 8, 10, 11 (as reported by PEIMS)? yes no

What instruction is the student receiving?

- on- or near-grade-level TEKS curriculum
- modified TEKS curriculum at Instructional Level _____
- instruction linked to grade-level TEKS curriculum

What allowable accommodations* will be needed for this test administration? _____

Step 2: Determine the student’s TEKS mastery level and appropriate assessment.

Using the information collected in Step 1, the ARD committee must choose the appropriate assessment for SOCIAL STUDIES.

- TAKS with or without allowable accommodations (STOP HERE)
- TAKS–I with or without allowable accommodations (STOP HERE)
- N/A SDAA II with or without allowable accommodations (GO TO STEP 3)
- TAKS–Alt field test (STOP HERE)
- TEKS-based LDAA: determine what type of assessment will be used and the expected mastery level (STOP HERE)

Step 3: Not appropriate for Social Studies.

Step 4: Not appropriate for Social Studies.

Summary of ARD Assessment Decision: Social Studies	
ASSESSMENT	ACCOMMODATIONS
<input type="checkbox"/> TAKS <input type="checkbox"/> TAKS–I <u>N/A</u> SDAA II <input type="checkbox"/> TAKS–Alt field test <input type="checkbox"/> TEKS-based LDAA: _____	

* Refer to pages 60–71 in the ARD manual to determine if an accommodation is allowable.