RIDE Alternate Assessment and Program Updates

September 23, 2026

RHODE ISLAND

Agenda

- Alternate Assessment Eligibility
  - Guidance Review
  - New Forms
- LEA 1% Monitoring Process
  - How monitoring decisions are made
  - File Review Process and Results
- 1% Waiver Updates
- Updates on State Assessment
- Dynamic Learning Maps (DLM) Updates and Announcements
  - Instructionally Embedded Model
  - DLM Assessment Calendar
  - DLM Readiness Requirements
- Questions

Alternate Assessment Eligibility

Guidance Review and New Forms

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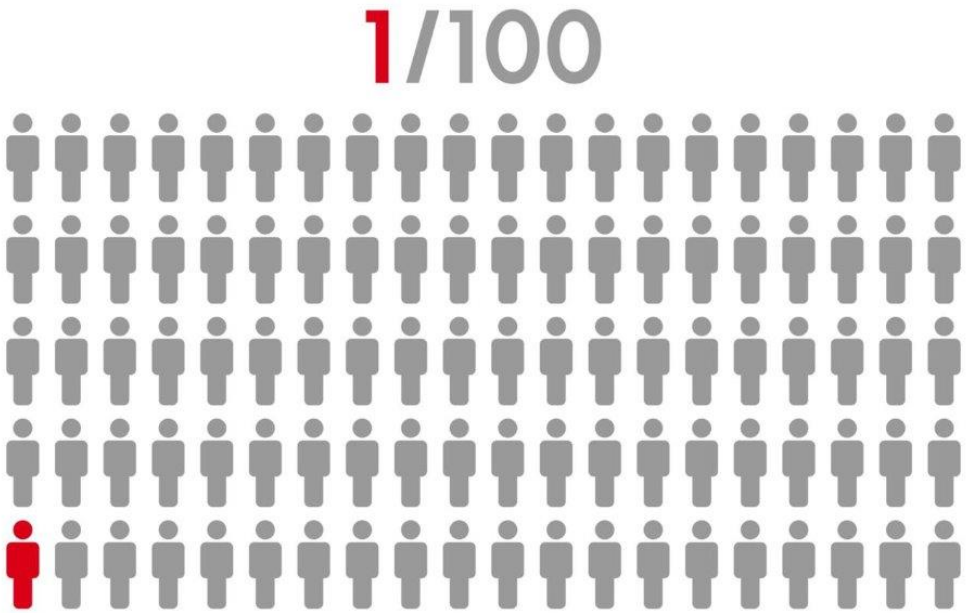
Who is the Alternate Assessment For?

A student is identified as having **the most** significant cognitive disability because the student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains on the challenging state academic content standards for the grade in which the student is enrolled. (Sec 200.6(d)(1)(iii)).



- Student's verbal IQ is 2 ½ standard deviations below the mean.
- Student's non-verbal IQ is 2 ½ standard deviations below the mean.
- Student's adaptive score is 2 ½ standard deviations below the mean.
- The student is unable to generalize their daily living and community skills across all settings without intensive, frequent, and individualized instruction and support.

Overview of the Alternate Assessment Eligibility Process

DATA

- Cognitive Evaluation
- Adaptive Evaluation
- Educational Data
- Speech and Language
- OT/PT

Internal Review

- Director
- LEA
- School Psychologist
- Special Education Teacher
- General Education Teacher

Decision

- Draft Tools go home 3 days before meeting
- Discussion of the tools is had at the IEP meeting
- Documentation Form completed and signed

Eligibility Documentation: Summary of Updates

TOOL	Updates	Notes
2025-26 IEP Team Guidance for Alternate Assessment	Yes	• **Remember** to distribute this document to all IEP Team members, including school psychologists and LEA representatives. It contains all of the guidance and policies you need to know.
1. TOOL A- Intellectual Functioning Rubric	Yes	• Data section updated • Verbal Score clarified- for non-verbal students
2. TOOL B- Adaptive Functioning Rubric	NO	• Remember that a teacher and parent adaptive are required • Remember when filling out the student's adaptive scale, the skills should be compared to a typical peer not other students in a self-contained classroom.
3. TOOL C- Previous Participation and Performance Table	NO	• Remember that IEP teams must fill the form out completely
Documentation of Unobtainable verbal Score	NEW	• Must be used if a verbal score cannot be obtained
4. Alternate Assessment Documentation form	YES	• Previous participation section added • Signature of parent added

2026-27 Updates to Tool A: Intellectual Functioning Rubric

Type of Evaluation	Name of Evaluation(s)	Date	Results
Individual Cognitive Ability Evaluation			Nonverbal Score:
			Verbal Score*:
FSIQ Score:			Visual/Spatial Score:
			Fluid Reasoning Score:
			Working Memory Score:
Speech Evaluation			Receptive Score:
			Expressive Score:
AAC Evaluation			
OTHER			

2026-27 Updates to Tool A: Intellectual Functioning Rubric

Average Cognitive Ability →			Most Significant Cognitive Disability
1	2	3	4
Verbal Intelligence/Cognition (related to language skills)* ☐ Verbal score unobtainable. See attached *Documentation of Unobtainable Verbal Score* documentation form.			
Comments:			
Verbal intelligence in average range or above (85 or above).	Verbal Intelligence 1 to 2 standard deviations below the mean (between 84 and 76).	Verbal Intelligence 2 to 2.5 standard deviations below the mean (between 75 and 64).	Verbal Intelligence 2.5 standard deviations or more below the mean (63 or lower).
Nonverbal Intelligence/Cognition (related to nonverbal reasoning, visual/spatial, nonverbal memory)			
Comments:			
Non-verbal intelligence in average range or above (85 or above).	Non-verbal Intelligence 1 to 2 standard deviations below the mean (84-76).	Non-verbal Intelligence 2 to 2.5 standard deviations below the mean (75 – 64).	Non-verbal Intelligence 2.5 standard deviations below the mean (63 or lower).
Thinking/Reasoning/Problem-Solving			
Comments:			
Reasoning and problem-solving skills at age-level or within average range on an assessment.	Minimal assistance (e.g., general education interventions/supports) needed to carry out reasoning and problem-solving tasks.	Requires moderate assistance, interventions, and supports to support learning and completing cognitive tasks involving thinking,	Requires intensive and consistent assistance, interventions, and supports to support learning and completing cognitive tasks

NEW for 2026-27: Documentation of Unobtainable Verbal Score

Appendix D, page 29, IEP Guidance document

*IMPORTANT: The absence of a verbal score **does not** automatically qualify or disqualify a student for the alternate assessment. IEP teams must still gather and evaluate all other required evidence as described in the full Guidance for IEP Teams document. A verbal score cannot be estimated, assumed, or extrapolated from other data.*

Some reasons a verbal score cannot be obtained:

- Student is nonverbal or has severely limited expressive language
- Student uses AAC that precludes a standard verbal administration
- Student does not speak English and no appropriately normed instrument in their home language is available.
- Documented sensory impairment (significant hearing loss, dysarthria, apraxia, etc.)
- Evaluator made repeated attempts and verbal responses were inconsistent or absent despite optimal conditions.

Guidance:

- Appropriate cognitive evaluation for nonverbal student must be used to obtain a cognitive score.
- Some (not all inclusive) examples of cognitive evaluations for nonverbal students: TONI-4, CTONI-2, PTONI (only for students through age 11), Leiter-3, WNV, MSEL.
- Informal observations, checklists, and parent interviews **may not** substitute for norm-referenced evaluation data for the cognitive sections of Tools A and B.
- *Documentation of Unobtainable Verbal Score* form must be completed *before* completing Tool A: Intellectual Functioning Tool.

NEW for 2026-27: Documentation of Unobtainable Verbal Score

Appendix D, page 29, IEP Guidance document

Documentation for Students with Unobtainable Verbal Score

Complete this section before proceeding with completing Tool A of the eligibility process. Depending on the reason the student is nonverbal, there may be multiple attempts and multiple evaluation tools that were used to get a cognitive score. It is important to document all attempts at obtaining a cognitive score as this is further documentation that the student is nonverbal.

Once this form is complete, then the IEP team can continue with the eligibility process, as outlined in the *IEP Guidance* document, by checking off *verbal score is unobtainable* on Tool A: Intellectual Functioning Rubric.

As with all eligibility forms, a copy of this form must be provided to the parents along with the other eligibility documents and the IEP.

Student Name: _____ **Date of Birth:** _____

State-Assigned Student ID (SASID): 1000- _____ **IEP Meeting Date:** _____

Completed By (Name/Role): _____

Student's Primary Disability: _____

Home Language: _____

AAC Device, if using: _____

SECTION 1: Reason Verbal Score is Unobtainable

Reason Verbal Score is Unobtainable (check all that apply):

- ☐ Student is nonverbal; does not use spoken language as a primary communication mode.
- ☐ Student uses an AAC device or system that does not permit standard verbal test administration.
- ☐ Student has a documented hearing impairment that prevents valid verbal responses.
- ☐ Student has a documented speech/motor impairment (e.g., dysarthria, apraxia) preventing verbal responses.
- ☐ Student does not communicate in English and no appropriately normed instrument in the home language exists.
- ☐ Evaluator made repeated attempts and verbal responses were inconsistent or absent despite optimal conditions. Explain below:

_____

_____

_____

Intelligence Tests That Allow for AAC Devices During Administration*

TONI-4 (Test of Nonverbal Intelligence) ❧ **CTONI-2** (Comprehensive Test of Nonverbal Intelligence, Second Edition) ❧ **PTONI**** (Preschool Test of Nonverbal) ❧ **Leiter-3** (Leiter International Performance Scale) ❧ **WNV** (Wechsler Nonverbal Scale of Ability) ❧ **MSEL** (Mullen Scales of Early Learning)

**The evaluations listed are not inclusive. **This test may be appropriate for students up through age 11.*

SECTION 2: Attempted Evaluations

When a verbal score cannot be obtained, the IEP team must document the specific reason and use an evaluation appropriate for the student, such as the CTONI or WNV, etc., before continuing with the eligibility process.

Directions: If you attempted a cognitive evaluation that included a verbal section, and were unable to obtain a verbal score, record those attempts here. ***You are not required to try to obtain a verbal score. However, if you did, record the results here.***

Provide the type, name, date, results of each evaluation attempted.

Attempt 1:

Name of Evaluator	Title	Location of Evaluation	Date

Evaluation Name	Results (by subtest)

Attempt 2:

Name of Evaluator	Title	Location of Evaluation	Date

Evaluation Name	Results (by subtest)

Attempt 3:

Name of Evaluator	Title	Location of Evaluation	Date

Evaluation Name	Results (by subtest)

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NEW for 2026-27: Documentation of Unobtainable Verbal Score

Appendix D, page 29, IEP Guidance document

Complete this form **before** completing Tool A.

Step 1: Complete the student information.

Step 2: Check off why a verbal score cannot be obtained.

Step 3: If a verbal score cannot be obtained, then a cognitive evaluation appropriate for the student must be given.

Step 3: Complete Section 2 *if* there was a cognitive evaluation given and a verbal score was not obtainable.

SECTION 2: ATTEMPTED EVALUATIONS

When a verbal score cannot be obtained, the IEP team must document the specific reason and use an evaluation appropriate for the student, such as the CTONI or WNV, etc., before continuing with the eligibility process.

Directions: If you attempted a cognitive evaluation that included a verbal section, and were unable to obtain a verbal score, record those attempts here. ***You are not required to try to obtain a verbal score. However, if you did, record the results here.***

Provide the type, name, date, results of each evaluation attempted.

Attempt 1:

Name of Evaluator	Title	Location of Evaluation	Date

Evaluation Name	Results (by subtest)

Attempt 2:

Name of Evaluator	Title	Location of Evaluation	Date

Evaluation Name	Results (by subtest)

Attempt 3:

Name of Evaluator	Title	Location of Evaluation	Date

Evaluation Name	Results (by subtest)

2026-27 Updates to Documentation Form

IEP Team Guidance, Pages 21 - 22

IEP Team Eligibility for Alternate Assessment Documentation Form

Directions: This form should be completed, signed, and attached to the IEP at the time of the student's annual IEP review along with completed copies of the Tool A: Intellectual Functioning Rubric, Tool B: Adaptive Functioning Rubric, and Tool C: The Previous Test Participation and Performance Documentation sheet. The family should be provided with copies of this form and the tools along with their copy of the IEP.

Is this the student's first eligibility determination for alternate assessment (including eligibility determinations made in other RI districts)?	**YES**	**NO** *See next step.*
If No: • Date of IEP meeting when the first eligibility determination was made: _____ • New diagnostic testing does not need to be completed unless the evaluation does not meet the requirements found on page 12 of this document. • Tools A, B, and C must be completed before filling out this Documentation form.		

Student Name: _____ DOB: _____

State-Assigned Student ID (SASID): 1000-_____ IEP Meeting Date: _____

What is the disability that is impacting the student's cognitive functioning? _____

Participation Criteria		
CRITERIA 1: Student meets the definition of having the most significant cognitive disability.		
Check one of these boxes: ☐ In **Tool A: Intellectual Functioning Rubric,** is the student's verbal and non-verbal scores 2.5 or more standard deviations below the mean (63 or lower)? ☐ For a student who was administered a language-free cognitive evaluation (TONI, WNV, etc.) for a nonverbal student, in **Tool A: Intellectual Functioning Rubric,** is the student's score 2.5 or more standard deviations below the mean (63 or lower)? *Unobtainable Verbal Score Documentation Form must be completed and included with all other eligibility forms.*	**YES**	**NO**
In **Tool A: Intellectual Functioning Rubric** is the majority of evidence in column 4?	**YES**	**NO**
In **Tool B: Adaptive Functioning Rubric,** is the student's adaptive behavior scale score 2.5 or more standard deviations below the mean (63 or lower)?	**YES**	**NO**
CRITERIA 2: Formative and summative evaluations and data show that the Essential Elements will be challenging for the student.		
In **Tool A: Intellectual Functioning Rubric,** *Learning* section, is the majority of evidence in columns 3 and 4?	**YES**	**NO**
Does the **Previous Test Participation and Performance Documentation Form Tool C**, show that the student is making progress toward the Essential Elements and/or that the Essential Elements are (or will be) challenging to the student?	**YES**	**NO**

CRITERIA 3: The student is unable to generalize daily living and community skills consistently in home, school, and community settings without intensive, frequent, and individualized instruction and supports.		
In **Tool B: Adaptive Functioning Rubric,** is the student's adaptive behavior scale score 2.5 or more standard deviations below the mean (63 or lower)?	**YES**	**NO**
In **Tool B: Adaptive Functioning Rubric**, is the majority of evidence in columns 3 and 4?	**YES**	**NO**
In **Tool B: Adaptive Functioning Rubric,** *Daily Living Skills* and *Community Skills* sections, is the majority of evidence in columns 3 and 4?	**YES**	**NO**

If any decision is no, the IEP team must follow the instructions on page 22, If the Decision is NO.

If no verbal score was obtained, Documentation for Students with Unobtainable Verbal Score must be attached and reviewed by IEP Team.

IEP Team Assurance: The IEP team has thoroughly discussed the evidence gathered to determine eligibility, completed the Intellectual Functioning Rubric, Adaptive Functioning Rubric, and the Previous Test Participation and Performance Documentation sheet and affirms that they followed the processes and procedures outlined in this document.

The IEP team has informed the parent(s) of the implications of their child's participation in the alternate assessments, namely that:

- Their child's academic progress towards achievement of the content standards in English language arts, mathematics, and science will be measured using the Essential Elements.
- They understand the graduation options for their child.
- They have been informed of any other implications, including any effects of local policies on the student's education, resulting from taking an alternate assessment.
- The IEP team *does / does not (circle one)* find this student eligible to participate in the alternate assessments.

_____	_____	_____
Name of LEA Representative (print)	Signature of LEA Representative	Date

_____	_____	_____
Name of Parent (print)	Signature of Parent	Date

2026-27 Updates to Documentation Form

IEP Team Guidance, Pages 21 - 22

Updated to reflect the use of nonverbal cognitive evaluation.

Check one of the boxes.

Participation Criteria		
CRITERIA 1: Student meets the definition of having the most significant cognitive disability.		
Check one of these boxes: ☐ In **Tool A: Intellectual Functioning Rubric,** is the student's verbal and non-verbal scores 2.5 or more standard deviations below the mean (63 or lower)? ☐ For a student who was administered a language-free cognitive evaluation (TONI, WNV, etc.) for a nonverbal student, in **Tool A: Intellectual Functioning Rubric,** is the student's score 2.5 or more standard deviations below the mean (63 or lower)? *Unobtainable Verbal Score Documentation Form must be completed and included with all other eligibility forms.*	**YES**	**NO**

2026-27 Updates to Documentation Form

IEP Team Guidance, Pages 21 - 22

If any decision is no, the IEP team must follow the instructions on page 22, If the Decision is NO.

If no verbal score was obtained, Documentation for Students with Unobtainable Verbal Score must be attached and reviewed by IEP Team.

IEP Team Assurance: The IEP team has thoroughly discussed the evidence gathered to determine eligibility, completed the Intellectual Functioning Rubric, Adaptive Functioning Rubric, and the Previous Test Participation and Performance Documentation sheet and affirms that they followed the processes and procedures outlined in this document.

The IEP team has informed the parent(s) of the implications of their child's participation in the alternate assessments, namely that:

- Their child's academic progress towards achievement of the content standards in English language arts, mathematics, and science will be measured using the Essential Elements.
- They understand the graduation options for their child.
- They have been informed of any other implications, including any effects of local policies on the student's education, resulting from taking an alternate assessment.
- The IEP team *does / does not (circle one)* find this student eligible to participate in the alternate assessments.

Name of LEA Representative (print)	Signature of LEA Representative	Date
Name of Parent (print)	Signature of Parent	Date

The parent signature is also required.

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LEA 1% Monitoring Process

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LEA 1% Monitoring Process

Not Monitored

- Under the 1%
- Intervention measure of 1.3 or below

Monitored

- Intervention Score of 1.4 or above and/or:
- Over 1% by 15 or more students and/or:
- Student eligibility has continued to increase.

LEA 1% Monitoring Process

District	If the LEA tested 1% of students:	Number of students the LEA tested over the 1%:	Number of students tested	Intervention Measure
State of RI	688	275	963	
District A	52	23	75	3.60
District B	25	6	31	1.91
District C	9	1	10	1.10

File Review: Identify Files

File Review: Part 1- Student Information

Date of file review:

Name and role of the person completing the review:

Part 1: Student Information
Name:
SASID:
Date of Birth:
Date of most current IEP:
Current Grade:
Primary Disability:
Is the student identified as MLL?:
When did the student first qualify to take the DLM?:

File Review: Part 2- Student Data

Part 2: Student Data	
Date of most current cognitive evaluation:	
Name of most current cognitive evaluation:	
Full Scale IQ:	
Verbal:	
Non-Verbal:	
Working Memory:	
Processing Speed:	
Other important subtest data:	
Date of last speech and language evaluation:	
Name of last speech and language evaluation:	
Receptive Score:	
Expressive Score:	
Other evaluations completed: (educational, observation, etc.)	
State/District Assessment information:	

File Review: Part 3- Adaptive Behavior

Part 3: Adaptive Behavior
Date of most current adaptive behavior scale:
Name of most current adaptive behavior scale:
Adaptive Composite Score (Teacher):
Adaptive Composite Score (Parent):
Communication:
Daily Living Skills:
Socialization:

Part 4: Academic Information

Part 4: Academic Information
What is the student's present level in reading:
What is the student's present level in math:
What is the student's present level in writing:
What are the student's math goals?
What are the student's reading goals?
What are the student's writing goals?

File Review: Part 5- Other Considerations

Part 5: Other Considerations
What is the student's attendance record?
Has the student received instruction with High Quality Curriculum Materials?
Where has the student's instruction primarily taken place?
Does the student have behavioral considerations?
Does the student have a reliable form of communication?

File Review: Part 6 – Next Steps

Part 6: Next Steps
• Was the Alternate Assessment Eligibility process followed as outlined in the Eligibility Guidebook? • Was all of the data current? • Was the data correctly represented on the tools? • Was the documentation form filled out correctly? If the answer to any of these questions is no, the student's qualification for the Alternate Assessment is in question and the LEA must develop a corrective action plan.

What We Learned From the LEAs:

- LEAs were able to identify patterns and areas of the eligibility process that needed to be reviewed with IEP Team members.
- Many students' cognitive, adaptive, and other evaluations did not meet the recency requirements (i.e., the evaluations were more than six years old).
- The adaptive evaluations were not being used as intended; many teachers were evaluating students against students in their room rather than typical peers.
- Tool C- The Previous Participation and Performance Table was not being completed.
- Because the tools are in the electronic IEP systems, many teams are not reading and using the guidance document.
- Almost all LEAs continued the file review process beyond the required number of files to review.

RIDE's Next Steps:

- Provide additional guidance on how to complete the eligibility process with a non-verbal student.
- Provide guidance on evaluation tools (specifically cognitive evaluations).
- Provide guidance on more appropriate instructional tools, materials, and curricula.
- Continue to work with LEAs on the file review process.

RI 1% Waiver Updates

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RI Waiver Request Status and Updates

2025-26 School Year:

- ELA and Math was approved.
- Science was not approved. RI did not meet participation requirements for students with disabilities.

2026-27 School Year: USED asked us to provide plans to improve participation for students with disabilities in NGSA and DLM science.

- Will be reaching out to LEAs who did not test 95% of students with disabilities in NGSA.
- Participation data will be released in October in the Student Data Portal.
  - Please reach out to outplacement schools to ensure they know they need to administer *Rhode Island* state assessments to any students.
- Waiver is due December 14, 2026.
- State and LEA 1% data will be posted by November.

Updates on State Assessment

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2026-2027 Test Coordinator Monthly Webinars

- **Who:** district and school test coordinators, special education directors, MLL directors, data managers, technology coordinators
- **What:** pertinent information about state assessments, including monthly tasks, to support schools and LEAs in a successful test administration year
- **Calendar and Registration:**

Monthly Test Coordinator Webinar Calendar (Wednesdays at 10:00 AM)	
Registration 1 (September – November)	**Registration 2 (December – June)**
https://us02web.zoom.us/webinar/register/WN_vO0lH9HbTx6ZPkzEGAhEhg	https://us02web.zoom.us/webinar/register/WN_yBuf_6BERvOTMoKkk92MSQ
October 21, 2026	December 9, 2026
November 18, 2026	January 13, 2027
	February 10, 2027
	March 10, 2027
	April 14, 2027
	May 12, 2027
	June 9, 2027

2026-2027 State Assessment Calendar

State testing windows are posted at www.ride.ri.gov/Assessment-Schedules

Test	Content Area(s)	Grades	Primary Test Window	Makeup Test Window
WIDA ACCESS	ELP	K-12	Jan. 4 – Feb. 12, 2027	Feb. 15 – 26, 2027
WIDA Alternate ACCESS	ELP	K-12	Jan. 4 – Feb. 12, 2027	Feb. 15 – 26, 2027
RICAS - ELA	ELA	3-8	March 22 - April 9, 2027	April 12 - 16, 2027
RICAS - Math	Math	3-8	April 26 - May 14, 2027	May 17 - 21, 2027
DLM	ELA, Math Science	3-8 5, 8, 11	March 29 – May 28, 2027	
NGSA	Science	5, 8, 11	April 26 – May 14, 2027	May 17 – 28, 2027
PSAT 10	Reading, Math	10	March 22 - April 9, 2027	April 12 - 16, 2027
RI SAT School Day	Reading, Math	11	March 22 - April 9, 2027	April 12 - 16, 2027

2026-2027 RISAP Training Calendar

Training calendar is posted at: http://www.ride.ri.gov/assessment-manuals

Rhode Island State Assessment Program:
Guide to Required Training

This document contains training requirements for district and school test coordinators, their teams, and test administrators for the 2026-27 Rhode Island State Assessments.

More information is at http://www.ride.ri.gov/assessment-manuals

RIDE Rhode Island Department of Education

- Training requirements for each state assessment.
- Dates for test coordinator and test administrator trainings for all assessments.
- Links to register.

State Assessment Accommodations Training for Administrators

Assessment/Title of Training	Dates/Times	Registration Link
Digital SAT Suite of Assessments: Accommodations and Supports (SSD Online Part 1)	**OPTION 1:** [IN PERSON] **December 15** (**9:00-11:30 AM)** **OPTION 2:** [WEBINAR] **December 17 (9:30-11:30 AM)**	**OPTION 1:** [IN PERSON] December 15 **OPTION 2:** [WEBINAR] December 17
Understanding Accommodations for RI State Assessments	**OPTION 1:** [IN PERSON] **January 26 (9:00 AM – 12:00 PM)** **OPTION 2:** [IN PERSON] **January 27 (9:00 AM – 12:00 PM)** **OPTION 3:** [WEBINAR] **February 11 (9:30 AM – 12:00 PM)**	**OPTION 1:** [IN PERSON] **January 26** **OPTION 2:** [IN PERSON] **January 27** **OPTION 3:** [WEBINAR] **February 11**
Test Coordinator Training for DLM	**OPTION 3:** [IN PERSON] **March 9 (9:00 AM – 11:30 AM)** **OPTION 3:** [IN PERSON] **March 9 (12:30 – 3:00 PM)**	**Both Options** [IN PERSON] **March 9**
Administering the SAT Suite to Students with Accommodations (Part 2)	**March 18** [WEBINAR] (**9:30-11:00 AM)**	[Webinar] **March 18**

Individual Student Score Reports (ISRs) Policy

www.ride.ri.gov/assessment-results

All ISRs (except RICAS) have been either shipped and delivered to schools or made available on the assessment platform.

- **RICAS** ISRs will arrive in districts this Fall**.**
- **SAT and PSAT 10** ISRs are not mailed to schools**.** Test coordinators must print or download ISRs from the https://k12reports.collegeboard.org/ website.

Sending ISRs to Families:

- Families should receive ISRs no more than two months after LEAs receive them.*
- Score Report Shells in languages other than English are available for all state assessments.
- Score interpretation materials are available for teachers and families.

***NOTE:** The NGSA science and RICAS ISRs are the exception because these ISRs include state-level data that has not yet been released to the public. LEAs must wait to send the NGSA and RICAS ISRs to families until all state assessment data has been released.

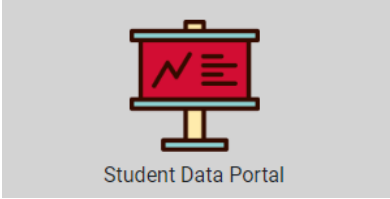
Outplacement Schools:

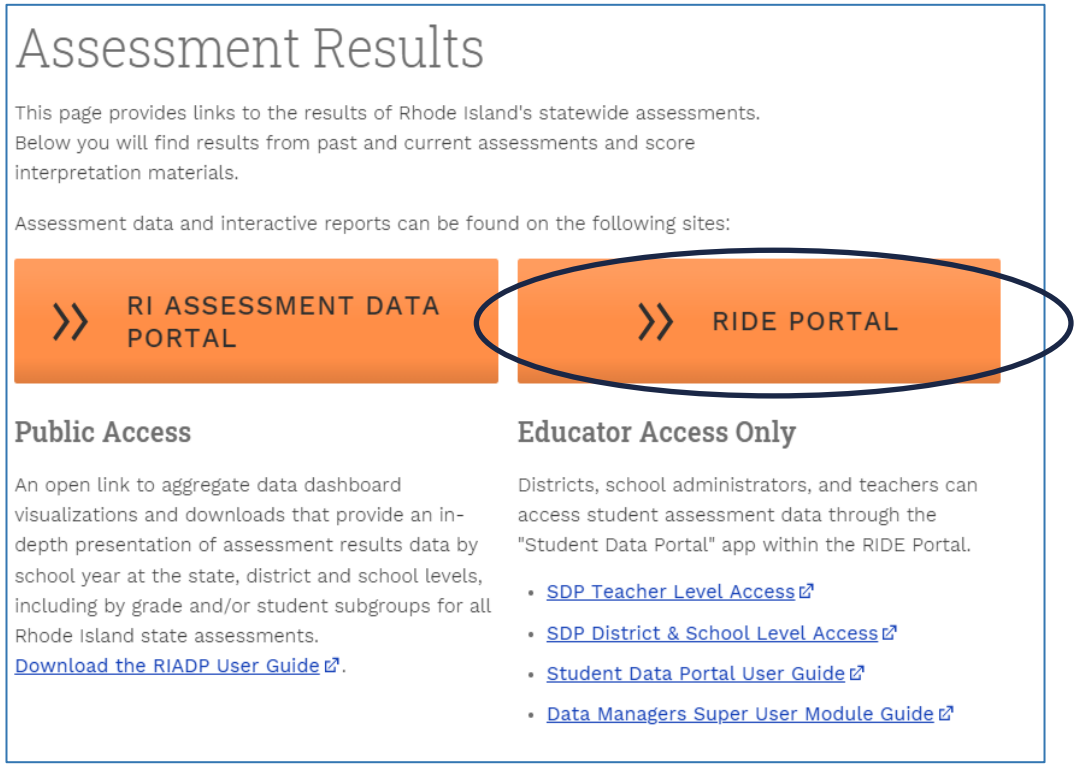
- Sending LEAs are responsible for providing outplacement schools with ISRs for student records.
- Sending LEAs are responsible for ensuring families receive ISRs.

RIDE Data Portal

•To access the RIDE Data Portal, visit the RIDE website: https://ride.ri.gov/ or go to https://portal.ride.ri.gov and follow these steps:

1. Click on the ***Instruction and Assessment*** tab at the top of the homepage.
2. Choose ***Assessment*** from the drop down.
3. Choose ***Assessment Results*** from the left.
4. Choose ***RIDE Portal*** and log in.
5. Once logged in, click on ***All Applications*** on left and find the Portal icon.





DLM Updates and Announcements

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RHODE ISLAND DEPARTMENT OF EDUCATION

Moving to the DLM Instructionally Embedded Model

A new approach to Rhode Island's alternate assessment for students with the most significant cognitive disabilities

For District Special Education Directors • Test Coordinators • Principals • Teachers

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Why We're Changing

Stronger Instructional Support

We’re giving teachers a model that supports instruction all year long.

DLM will continue to be Rhode Island's alternate assessment.
What's changing is when and how it's given — shifting from a single spring test to assessment embedded in instruction throughout the year.

This shift affects students in grades 3–8 and 11 who participate in DLM assessments in ELA, Mathematics, and Science.

How the Instructionally Embedded Model Works

A continuous cycle repeated throughout each assessment window, for tested Essential Elements.

1 → **2** → **3** → **4** → **5**

CHOOSE

Pick an Essential Element and linkage level for the student in the Instruction and Assessment Planner.

TEACH

Provide instruction at that level of complexity.

ASSESS

Assign a testlet; it's delivered to the student in Kite Student Portal.

EVALUATE

Review the results (Mastered/Not Mastered) to plan the next step.

REPEAT

Continue the cycle throughout the assessment window.

Assessment informs instruction, and instruction informs assessment — the cycle repeats until blueprint requirements are met for each student.

This mirrors the DLM "Process for Instructionally Embedded Assessments" resource available on the DLM website.

Two Phases of the Transition

PHASE 1

2026–27 School Year

Practice Year

- DLM Year End model is still administered as usual this year
- Instructional Planner available Oct. – Feb. 2, 2027, for educators to practice with
- Three optional training sessions offered for teachers on October 27, 28, and 29.
- Participation and training are NOT required

PHASE 2

2027–28 School Year

Required

- IE model officially replaces the Year End model
- Two testing windows (Fall and Spring) — both required
- Scores count toward state assessment and accountability reporting
- Test window dates to be announced in summer 2027

! **Note:** Rhode Island continues to administer the required DLM Year End model during the 2026–27 school year, in addition to the Instructional Planner practice period.

Key Dates — Phase 1 (2026–27)

Sept. 23 & Oct. 21	BOTH	Special Education Director Webinars. (Registration Link for Oct. 21 Webinar)
Oct. 5	BOTH	Student registration to Kite Educator Portal begins
Oct. 24	IE PLANNER	Prerequisite tasks due (accounts, rosters, First Contact Survey, Personal Needs Profile)
Oct. 27, 28, or 29	IE PLANNER	Instructional Planner Teacher Training (optional, in-person). Registration Link
Feb. 2, 2027	IE PLANNER	Last day to use the Instructional Planner
March 9, 2027	DLM YE	DLM Test Coordinator Training (required). Registration Link
March 29 – May 28	DLM YE	DLM Year End Model Testing Window — required, administered as usual

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Key Dates — Phase 2 (2027–28)

Exact dates have not yet been finalized — here's what we know so far.

TBD (Fall 2027)	**DLM IE**	Testing Window 1 — required for all eligible students
TBD (Spring 2028)	**DLM IE**	Testing Window 2 — required for all eligible students
TBD	**DLM IE**	District Test Coordinator refresher training
Ongoing	**DLM IE**	Updates shared via DLM Test Updates emails and the RI DLM webpage

Questions? alternate.assessment@ride.ri.gov **Watch for updates:** www.ride.ri.gov/dlm

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Questions?

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