### Tool C: Previous Test Participation and Performance Documentation

Whether a student participated in the alternate assessments in the past should not be a definitive indication that a student should again participate in the alternate assessments. Similarly, participation in the general assessment does not necessarily mean that the student should again take the general assessment. With extreme caution, then, IEP team members should look at data on test participation and performance.

For every year in which the student was in a tested grade, the IEP team should document and review which test the student took and how the student performed on the test. In cases were a student, year after year, consistently achieves the Meeting or Exceeding Expectations on DLM alternate assessments, it may be necessary to consider whether or not the alternate assessments, and the limited content assessed in the Essential Elements, is truly appropriate for the student. In these cases, it may be necessary to transition the student to the general assessment in order for the assessment to be ambitiously challenging (Endrew F.).

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:**  Enter the student’s proficiency level or score for each test the student took. Once complete, place a copy in the student’s special education records.  **For grade 2 students** who do not have state assessment scores, use their universal screening scores instead.

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| --- | --- | --- | --- |
| Grade | Reading/Language Arts | Mathematics | Science |
| **DLM/Alternate Assessment** | **General/Universal Screening** | **DLM/Alternate Assessment** | **General/Universal Screening** | **DLM/Alternate Assessment** | **NGSA/Science Assessment** |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |