

Virginia Modified Achievement Standards Test (VMAST) Participation Criteria Form

DIRECTIONS: VMASST assessments are available for Algebra I and End-of-course Reading for eligible students with disabilities pursuing a Standard Diploma with credit accommodations and for Grade 8 Mathematics and Grade 8 Reading for eligible students with disabilities pursuing a Modified Standard Diploma.

The VMASST is an online grade level alternate assessment designed for a small group of students with disabilities. Students participating in the VMASST are expected to learn grade level content; however, they may require additional time and a variety of instructional and assessment supports. Students participating in the VMASST do not receive a modified curriculum; the achievement expectations are modified and rigor is reduced by including supports and simplifications that allow participating students to access and demonstrate knowledge of grade level content. Eligibility must be determined separately for mathematics and reading.

To identify appropriate students for the VMASST, a student's IEP team must address each section of this form and attach supporting documentation as indicated. Additionally the IEP must ensure that each participant meets the following criteria:

- Has a current Individualized Education Program (IEP) with standards-based content goals.
- Has a disability which precludes him or her from achieving and progressing commensurate with grade-level expectations.
- Achievement and progress have been evaluated using multiple, objective measures of evidence.
- Supports used for daily instruction and classroom assessment that are clearly documented.

Section I: Student Information

Student Name: Mary Jones Date of Birth: _____

State Testing Identifier (STI): _____

School Commonwealth Middle Current Grade of Enrollment: 8

Content Area/ Course Considered Algebra I

Content Area/ Course Teacher (s) Marilyn Andrews

Disability Category

- *Brief overview of the student's disability*

Mary was found eligible for special education services as a student with Learning Disabilities in reading and mathematics in grade 4. Specific areas of weakness include visual-spatial processing, visual memory, and processing speed. Evaluations of academic achievement conducted in March 2010 included the Basic Reading Inventory which measures reading and listening skills. This inventory indicated that Mary's overall reading skills were at the 4th grade level with a specific weakness in decoding skills. Scores from the Algebra Readiness Test indicated below grade level performance as follows: Number and Number Sense (5th grade level), Measurement and Geometry (6th grade level), Probability and Statistics, Patterns, Functions, and Algebra (4th grade level).

- *Impact of the disability on the student's classroom performance*

Mary is unable to decode unfamiliar words and often has difficulty understanding new vocabulary presented across all content areas. Reading comprehension is improved in the classroom setting when information is presented orally through classroom discussions, texts in audio format, and the read-aloud accommodation. In the areas of mathematics, Mary shows weaknesses in general concepts, number sense, and in the interpretation of graphs and diagrams and other pictures. Mary also has difficulty attending to operational signs and the sequencing of steps in complex operations and frequently demonstrates computation errors and the incorrect application of the correct steps

needed in problem-solving.

Section II: Qualifying Questions and Supporting Documentation

To participate in the VMAST, the student's IEP Team must determine that the student is eligible based on answering the three questions and reviewing the information provided below. A response of "No" for any question or failure to provide supporting documentation indicates that the student is NOT eligible for the VMAST in the content area/course listed in Section I of this form.

INTENSIVE INDIVIDUALIZED INSTRUCTION

1. Does the student need significant instructional supports to access grade level Standards of Learning (SOL) and show progress?

Yes No

- ***Describe the individualized supports provided to the student to access grade level SOL content.***

In the general education classroom and in the resource room Mary is provided with manipulatives and extended time to complete assessments. Directions are frequently repeated and clarified to make sure that Mary comprehends instructions. Other individual supports include highlighting operational signs, and cue cards with steps outlined for complex operations. Mary also maintains a personal dictionary with the simple definitions for new mathematics vocabulary.

- ***Describe the amount of time the student has used the individualized supports and the impact on progress.***

The individual supports described above have been provided for Mary since the beginning of the school year. Mary's class work and classroom assessments indicated that she making progress on attending to operational signs in calculation problems, especially when she uses her highlighter and is reminded to check her work. Only minimal progress has been shown with interpretation of graphs and diagrams.

- ***Describe the instructional accommodation (s) provided to the student to access grade level SOL content.***

Mary has been provided with the read-aloud accommodation and audio texts for mathematics assignments.

- ***Describe the amount of time the student has used the instructional accommodation(s) and the impact on progress.***

The read-aloud accommodations and audio texts have been provided since the beginning of the school year.

- ***Describe the specialized program/intervention provided to the student to access grade level SOL content.***

Mary receives grade level mathematics instruction in the general education class and in the Special Education Resource Room. In the resource room, Mary participates in a computer-based remediation program that is aligned to the Grade 8 Mathematics Standards of Learning. This program is a research-based intervention program that has been piloted at the middle school for struggling learners. The program identifies specific areas for remediation and provides units of instruction accordingly. Mary also receives one-to one instruction from the County Math Specialist in conjunction with the computer-based training on any concept or skill that

is particularly challenging for her.

- ***Describe the amount of time the student has been instructed using a specialized program/intervention and the impact on progress.***

Mary has participated in the computer-based remediation program and has had one to one instruction since October 2010. An analysis of the record of Mary's performance shows that she has mastered concepts in several skill areas; however she is not expected to complete the entire program of grade 8 skills by the end of the school year. A recent progress report from the Math Specialist indicated that she is considering Mary for participation in a Math Boot Camp that will be conducted by the school division for 4 weeks during the summer.

CLASSROOM ASSESSMENTS

2. Does the student need supports for classroom assessments in order to demonstrate knowledge of grade level or course content?
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Yes No

- ***Describe and attach a copy of a supported assessment or assessment items.***

To assess Mary's knowledge and skill, Mary special education teacher highlights and/or underlines important operational signs and terms on all of Mary's test. A copy of recent test on solving problems of area and perimeter are attached to this form.

- ***How did the student perform on the supported assessment or assessment items? If applicable, how does this differ from the student's performance on "unsupported" assessments given to regular education students?***

Mary received a low passing score on the unit test described above. It should be noted that the test was also read to Mary and directions were clarified. She indicated anecdotally to the Math Specialist that the highlighting and underlining helps her to focus. Most general education students passed the assessment with grades of a B- or higher.

- ***Describe an assessment or assessment items administered to the student without supports (i.e. Benchmark tests, SOL released items).***

Mary participated in the SOL math tests in grades 6 and 7 as well as division benchmark assessments.

- ***How did the student perform on assessment or assessment items without supports?***

Mary participated in the grade 6 and 7 SOL tests and received failing scores. Performance on division benchmark tests has also been unsatisfactory.

- ***Describe assessment accommodations and explain why they have been insufficient.***

The read aloud accommodation on classroom assessments has been extremely helpful to Mary; however her performance on the division benchmark test and the SOL assessments indicate the read-aloud accommodation alone is not sufficient. Use of supports such as highlighting, underlining, and cues in conjunction to the read-aloud accommodation appear to provide Mary the best opportunity to demonstrate her knowledge and skill. Without these additional supports, Mary is easily frustrated and makes errors in the correct application of operational signs and the sequence of steps which result from her Learning Disability.

STUDENT PERFORMANCE

3. Is the student not expected to achieve grade level proficiency within the year?

Yes No

- ***List the measures used to monitor student progress and performance and to determine that the student is not progressing at the rate expected for the grade level or course.***
 - Student performance print out from computer-based remediation program
 - Algebra Readiness post test
 - Math Specialist report
 - Classroom assessments and grades
- ***Describe the student's progress and performance demonstrated on each measure listed.***
 - Student performance print out from computer-based remediation program
 - o Performance report indicates that Mary is not likely to complete all instructional units by the end of the school year. Currently, Mary has only received satisfactory scores on 9 out of the 25 areas of need indicated by the program.
 - Algebra Readiness post test
 - o Mary's achievement has in the 4- 6 grade level on most skill areas.
 - Math Specialist report
 - o Based on Mary's current performance on the computer –based remediation program and the one to one instruction provided by the Math Specialist, a recent report of progress indicated likely placement in the Summer Math Boot Camp. Consideration for this camp indicates that Mary is not likely to satisfactorily complete all concepts by the end of the school year.
 - Classroom assessments and grades
 - o Mary's overall performance on classroom assessments has been barely above passing. Nine week grades are as follows: 1st Nine Weeks – C-, 2nd Nine Weeks – D. 3rd – Nine Weeks – D.

Section III: Justification Statement

The IEP Team must also provide a justification statement summarizing why the IEP team has determined that the student is appropriate for the VMAST. The justification cannot be based on any specific categorical label (disability, gender, social, cultural or economic status, excessive or extended absences, beliefs that the student will fail the test, does not need the test for promotion or graduation or the student's behavior).

Mary's learning disability in mathematics has presented significant challenges as Mary engages in the grade 8 curriculum. Grade 8 mathematics includes concepts such as solving multistep equations and inequalities, graphing, visualizing three-dimensional shapes represented in two-dimensional drawings, transformations, etc. Mary's mastery of these concepts appears to be negatively impacted by her weakness in visual- spatial processing, visual memory and processing speed. Her learning is further hampered by difficulties with sequencing, and in applying operational signs. It appears, however that Mary benefits from individualized supports such as highlighting,

underlining, and cues which focus her attention on critical information needed in problem solving. The use of read-aloud/ audio accommodation is not sufficient. Additional supports are needed in the testing environment to provide Mary with the opportunity to demonstrate her knowledge and skill. Based on this information the IEP team has determined that Mary is eligible for participation in the Algebra I VMAST.

Signed:

_____	Date _____
Course Content Teacher	
_____	Date _____
Special Education Teacher	
_____	Date _____
Parent	
_____	Date _____
Building Administrator or Designee	
_____	Date _____
Other	
_____	Date _____
Other	