

Differential Graduation and Competency Standard for Individuals with Exceptional Needs

Differential Assessment Procedures

The following are examples of different assessment procedures the IEP team may determine appropriate for individual students.

1. Sensory Mode

Alternatives/changes which may be necessary for those students presenting either sensory and/or motor impairments such as blind and partially sighted, deaf and hard of hearing, orthopedically handicapped students presenting perceptual-motor problems.

a. Translation of district tests into student's primary mode of communication.

- (1) Braille.
- (2) Large print.
- (3) Signing.
- (4) Cued speech.
- (5) Total communication.

b. Use of equipment.

- (1) Typewriter.
- (2) Alternate communication devices.
- (3) Type recorders.
- (4) Magnifying equipment.
- (5) Calculators.

c. Dictation of answers.

2. Written Format

Modification may be needed to accommodate auditory and/or visual perceptual difficulties.

a. Reduction of number of questions on a page.

- b. Allowance for more space on a page between columns and problems.
- c. Use of larger print.
- d. Alternatives to the standard separate answer sheet:
 - (1) Student dictates answer - teacher marks on answer sheet.
 - (2) Student marks answer on test.
 - (3) Student works on chalkboard or separate piece of paper.
- e. All materials needed to answer the problems on the same page rather than requiring the student to refer back to map or previous reference.
- f. Placement of math problems on graph paper.

3. Time Constraints

Modification may be necessary to accommodate difference in rate of response to tasks.

- a. Allowance of more time for each test.
- b. Administration of the test in more than one session.
- c. Provision of more breaks during the testing session.

4. Testing Conditions

Modification may be necessary for students with difficulties identified which interfere with their functioning in a large group test situation.

- a. Administration of the test individually or in a small group.
- b. Reading of the directions aloud to the student.
- c. Provision of extra examples when giving instructions.
- d. Repetition and rephrasing of directions until understood.
- e. Provision of individual instructions and examples upon request.

Differential Standards

Differential standards may be considered for elementary students who have not demonstrated success on any of the test items even with differential assessment procedures and have not met IEP goal and objectives for remedial instruction.

Differential standards will be developed for individual elementary special education students only with the approval of the district-level assessment team appointed by the Administrator of Special Education.

Regulation FRESNO UNIFIED SCHOOL DISTRICT

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