

# **Section IV**

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# Suggested Considerations for Review of Individualized Education Programs or Section 504 Plans

Most students with disabilities take the California English Language Development Test (CELDT) along with all other students under standard conditions. Some students with disabilities may require test variations, accommodations, and/or modifications or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Accommodations, modifications, and/or alternate assessments must be specified in each student's individualized education program (IEP) or Section 504 Plan.\*

Before any test variation is used, the following activities should be considered when preparing or updating the IEP or Section 504 Plan.

1. **Review state and federal regulations.** (Title 5 *California Code of Regulations*, CELDT; Individuals with Disabilities Education Improvement Act of 2004 [IDEA]; and Title III of the Elementary and Secondary Education Act [ESEA])
2. **Review “*Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*.”** This matrix is available on the California Department of Education (CDE) CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.
  - Note that (1) using variations and accommodations produces valid results because they do not alter what the test measures, and (2) using modifications or taking an alternate assessment produces invalid results because they alter what the test measures.
  - Discuss the impact of modifications or alternate assessments on the CELDT, resulting in scores that are not valid.
3. **Review IEPs and Section 504 Plans.**
  - Note if the CELDT is specifically addressed.
  - Determine if the student information is current.

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\* Students with a Section 504 Plan are not eligible to take alternate assessments for the CELDT.

**4. Determine how the student will participate in the CELDT.**

- Determine which test variations, accommodations, and/or modifications the student will use to participate in the CELDT.
- If the student has an IEP, determine if a student's disability would preclude him or her from taking any or all domains of the CELDT (with or without variations, accommodations, and/or modifications). Also determine which alternate assessment(s) is needed for the domain(s) of the CELDT that a student is unable to take.
- Specify in the IEP or Section 504 Plan exactly how and for what domain(s) of the CELDT that test variations, accommodations, and/or modifications are to be implemented relative to the student's disability. If the student has an IEP, specify any alternate assessment(s) the student will use and identify which domain(s) of the CELDT the alternative assessment(s) are replacing. Note how the student's disability precludes the student from taking any or all sections of the CELDT.
- Review each domain of the CELDT a student has taken with modification(s) or for which an alternate assessment has been administered. If one or more domains of the CELDT have been taken with modifications or if alternate assessment(s) have been administered, the overall score will not reflect the student's actual performance level in English.

# Understanding CELDT Administration with Variations, Accommodations, Modifications, and/or Alternate Assessments

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In California, students with disabilities who participate in state assessments are permitted to use variations, accommodations, modifications, and/or alternate assessments during testing as determined by their individualized education programs (IEPs) or Section 504 Plans. The impact on a student's California English Language Development Test (CELDT) results when variations, accommodations, modifications, and/or alternate assessments are used is described below. A list of allowable variations, accommodations, and modifications are provided in "Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)," which is available on the California Department of Education (CDE) CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

## Variations

A test variation is the first level of any change in the assessment environment or process as shown in the "Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)." Some variations may be used by all students, and other variations may be used to take the CELDT if they are regularly used in the classroom. The student's teacher and/or IEP or Section 504 Plan team determine whether variations are appropriate for an individual student. Test variations do not alter the test construct. Use of test variations, therefore, does not affect the calculation or interpretation of the CELDT scale scores.

## Accommodations

An accommodation is the second level of change in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. Accommodations may include variations in scheduling, setting, aids, equipment, and presentation format. The IEP or Section 504 Plan team determines whether accommodations are appropriate for an individual student. Accommodations do not alter the test construct. Use of accommodations, therefore, does not affect the calculation or interpretation of the CELDT scale scores.

## Modifications

A modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. The CELDT results on the Student Performance Level Report will indicate that the student received the Beginning score in each domain for which modifications were used. The Student Performance Level Report also will have a note indicating that the results should be interpreted with caution. When students take one or more domains of the test with modifications, the scale score for the domain(s) and the overall scale score are considered not valid. The student's individual item responses along with his or her raw scores will be provided in the electronic data file. The student's scores should be interpreted by the IEP team, with the assistance of school district assessment staff, to ensure appropriate instructional placement.

## Alternate Assessments

Alternate assessments provide another means to measure the English language proficiency of students with disabilities whose IEP teams have determined that they are unable to participate in one or more parts of the CELDT even with variations, accommodations, and/or modifications. The CELDT results on the Student Performance Level Report will indicate that the student received the Beginning score in each domain for which alternate assessments were used. The Student Performance Level Report also will have a note indicating that the results should be interpreted with caution. When students take an alternate assessment for one or more domains of the CELDT, the scale score for the domain(s) and the overall scale score are considered not valid. The student's individual item responses along with his or her raw scores will be provided in the electronic data file. The student's scores should be interpreted by the IEP team, with the assistance of school district assessment staff, to ensure appropriate instructional placement.

## More Information

For further information on interpreting tests administered with test variations, accommodations, modifications, and/or alternate assessments, refer to the National Center on Educational Outcomes policy posted at <http://education.umn.edu/NCEO/OnlinePubs/Policy11.htm> (Outside Source). Guidance on the standards and assessment requirements of the No Child Left Behind (NCLB) Act of 2001 is available on the No Child Left Behind Web page at <http://www.cde.ca.gov/nclb/>.

# Participation Criteria for Alternate Assessments

Alternate assessments provide another means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in one or more parts of the California English Language Development Test (CELDT) even with test variations, accommodations, and/or modifications. In order to assist an IEP team in determining whether a student should use alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is “Disagree,” the team should consider including the student in the CELDT with the use of any necessary test variations, accommodations, and/or modifications.

## Circle “Agree” or “Disagree” for each item:

|              |                 |   |
|--------------|-----------------|---|
| <b>Agree</b> | <b>Disagree</b> | The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.  |
| <b>Agree</b> | <b>Disagree</b> | The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum. |
| <b>Agree</b> | <b>Disagree</b> | The student cannot take the CELDT even with test variations, accommodations, and/or modifications.  |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.   |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based on excessive or extended absences.  |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.   |
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.   |

|              |                 |  |
|--------------|-----------------|--|
| <b>Agree</b> | <b>Disagree</b> | The decision to participate in an alternate assessment is not based primarily on a specific categorical program. |
| <b>Agree</b> | <b>Disagree</b> | The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.   |

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Note: Revised in January 2004 by the California Department of Education





# Sample School District Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments

**School District**

| Activities  | Person(s)<br>Responsible | Format/<br>Timeline | Needed<br>Materials | Date<br>Accomplished |
|---|--------------------------|---------------------|---------------------|----------------------|
| <p><b>School District CELDT Coordinator</b></p> <ul style="list-style-type: none"> <li>• Review ordering specifications/timeline/process from test contractor.</li> <li>• Identify process for contacting test contractor to respond to site questions/problems as they occur.</li> <li>• Schedule initial planning meeting with district special education/Section 504 lead(s):                             <ul style="list-style-type: none"> <li>– Review CELDT requirements (who is to be tested, what can be used for test variations, accommodations, modifications, and/or alternate assessments, etc.).</li> <li>– Prepare timeline/process for ordering materials, providing site training, and determining roles and responsibilities of staff.</li> <li>– Develop meeting schedule to maintain ongoing communication.</li> </ul> </li> <li>• Plan communications schedule to keep key stakeholders informed about CELDT administration, scoring, reporting, and uses. Stakeholders include:                             <ul style="list-style-type: none"> <li>– Site employees (certificated and non-certificated)</li> <li>– School district management team (principals, directors, assistant superintendents, public information officer, superintendent)</li> <li>– School board members</li> <li>– Parents and guardians (all grade levels) with or without students needing test variations, accommodations, modifications, or alternate assessments</li> </ul> </li> </ul> |                          |                     |                     |                      |

# Sample School District Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)

**School District**

| Activities  | Person(s) Responsible | Format/Timeline | Needed Materials | Date Accomplished |
|---|-----------------------|-----------------|------------------|-------------------|
| <p><b>School District CELDT Coordinator</b></p> <ul style="list-style-type: none"> <li>• Work with special education/Section 504 lead(s) to prepare school and school district information/training packet(s) for:                             <ul style="list-style-type: none"> <li>- IEP/Section 504 Plan reviews</li> <li>- Ordering process</li> <li>- Preparing and providing for test variations, accommodations, modifications, and/or alternate assessments during testing</li> </ul> </li> <li>• Include procedures and materials for assisting students with test variations, accommodations, modifications, and/or alternate assessments in training sessions for CELDT test examiners and proctors.</li> <li>• Develop school district process to receive and respond to site requests for test variations, accommodations, modifications, and/or alternate assessments.</li> <li>• Provide training for site personnel to include:                             <ul style="list-style-type: none"> <li>- Procedures for administering the CELDT</li> <li>- Process and materials to respond to requests for needed test variations, accommodations, modifications, and/or alternate assessments</li> </ul> </li> </ul> |                       |                 |                  |                   |

**School District**

**Sample School District Action Plan Worksheet  
for Test Variations, Accommodations,  
Modifications, and/or Alternate Assessments (continued)**

| Activities   | Person(s)<br>Responsible | Format/<br>Timeline | Needed<br>Materials | Date<br>Accomplished |
|--|--------------------------|---------------------|---------------------|----------------------|
| <p><b>School District CELDT Coordinator</b></p> <ul style="list-style-type: none"> <li>• Identify specific needs for providing requested test variations, accommodations, modifications, and/or alternate assessments with:                             <ul style="list-style-type: none"> <li>- Facilities manager(s)</li> <li>- Site CELDT coordinator(s)</li> <li>- Other school district leadership</li> </ul> </li> </ul> |                          |                     |                     |                      |
| <ul style="list-style-type: none"> <li>• Work with school district special education/Section 504 lead(s) to ensure all test materials remain secure.</li> </ul>  |                          |                     |                     |                      |
| <ul style="list-style-type: none"> <li>• Maintain ongoing communications with district special education/Section 504 lead(s) through regularly scheduled meetings.</li> </ul>  |                          |                     |                     |                      |
| <ul style="list-style-type: none"> <li>• Schedule a debriefing with district and site special education/Section 504 lead(s) and site CELDT coordinators.</li> </ul>  |                          |                     |                     |                      |

# Sample School District Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments

**School  
District**

| Activities  | Person(s)<br>Responsible | Format/<br>Timeline | Needed<br>Materials | Date<br>Accomplished |
|---|--------------------------|---------------------|---------------------|----------------------|
| <p><b>Special Education/Section 504 Leads</b></p> <ul style="list-style-type: none"> <li>• Develop process and timeline for reviewing current IEPs and Section 504 Plans for test variations, accommodations, modifications, and/or alternate assessments and send them to sites for updating (see CELDT regulations on test variations, accommodations, modifications, and/or alternate assessments).</li> <li>• Provide information/training session with site CELDT coordinator(s).</li> <li>• Receive from site special education leads complete list of students receiving services specified in current IEP or Section 504 Plans.</li> <li>• Meet with school district CELDT coordinator to outline plan for ensuring all students with test variations, accommodations, modifications, and/or alternate assessments specified in their IEPs or Section 504 Plans have them for the CELDT. Identify facilities, equipment, and/or materials needed.*</li> <li>• Prepare and schedule training for site CELDT and special education coordinators to include:                             <ul style="list-style-type: none"> <li>- IEP/Section 504 Plan process</li> <li>- Test variations, accommodations, modifications, and/or alternate assessments identification</li> <li>- Test administration</li> <li>- Procedure for monitoring test administration</li> <li>- Test security maintenance</li> </ul> </li> <li>• Meet as scheduled with district CELDT coordinator to maintain communications and meet key deadlines.</li> </ul> |                          |                     |                     |                      |

\* Students with a Section 504 Plan are not eligible to take alternate assessments for the CELDT.

**Site**

**Sample Site Action Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments**

| Activities   | Person(s) Responsible | Format/Timeline | Needed Materials | Date Accomplished |
|--|-----------------------|-----------------|------------------|-------------------|
| <p><b>Site CELDT Coordinator</b></p> <ul style="list-style-type: none"> <li>• Participate in training session, provided by school district CELDT coordinator:                             <ul style="list-style-type: none"> <li>- Review CELDT specifications, ordering process, timeline, and forms.</li> <li>- Review role with site special education/Section 504 lead(s) and determine process/timeline for preparing school summary of needs for test variations, accommodations, modifications, and/or alternate assessments.</li> </ul> </li> </ul>  |                       |                 |                  |                   |
| <ul style="list-style-type: none"> <li>• Prepare school summary of IEP and Section 504 test variations, accommodations, modifications, and/or alternate assessments:                             <ul style="list-style-type: none"> <li>- Meet with site special education/Section 504 lead(s) to review test variation, accommodation, modification, and/or alternate assessment needs as identified in individual plans.</li> <li>- Prepare a school summary planning chart for test variations, accommodations, modifications, and/or alternate assessments.</li> <li>- Return completed school summary planning chart to school district CELDT coordinator.</li> </ul> </li> </ul> |                       |                 |                  |                   |

# Site Sample Site Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)

| Activities   | Person(s) Responsible | Format/Timeline | Needed Materials | Date Accomplished |
|--|-----------------------|-----------------|------------------|-------------------|
| <p><b>Site CELDT Coordinator</b></p> <ul style="list-style-type: none"> <li>• Complete test variation, accommodation, and modification arrangements for CELDT testing:                             <ul style="list-style-type: none"> <li>– Review assessment summary planning chart of test variations, accommodations, modifications, and/or alternate assessments with site special education/Section 504 lead(s) to determine special arrangements that will be needed.</li> <li>– Provide training for CELDT examiners and proctors.</li> <li>– Coordinate site setup activities for test variations, accommodations, modifications, and/or alternate assessments.</li> </ul> </li> </ul> |                       |                 |                  |                   |
| <ul style="list-style-type: none"> <li>• Coordinate test administration activities before, during, and after the site test dates:                             <ul style="list-style-type: none"> <li>– Provide direction/assistance to test examiners and proctors.</li> <li>– Package all completed tests with test variations, accommodations, and/or modifications as directed and return them to school district CELDT coordinators.</li> <li>– Follow identified process for administering and scoring alternate assessments.</li> </ul> </li> </ul>  |                       |                 |                  |                   |
| <ul style="list-style-type: none"> <li>• Participate in test administration debriefing with school district CELDT coordinator:                             <ul style="list-style-type: none"> <li>– Summarize strengths in the planning and implementation process and areas that need improvement.</li> <li>– Attend debriefing sessions with school district CELDT coordinator.</li> </ul> </li> </ul>   |                       |                 |                  |                   |

**Site**

**Sample Site Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments**

| Activities  | Person(s) Responsible | Format/Timeline | Needed Materials | Date Accomplished |
|---|-----------------------|-----------------|------------------|-------------------|
| <p><b>Special Education/Section 504 Leads</b></p> <ul style="list-style-type: none"> <li>• Participate in training session provided by school district CELDT coordinator:                             <ul style="list-style-type: none"> <li>- Discuss site process for reviewing and updating IEPs and Section 504 Plans.</li> <li>- Outline plan for identifying test variation, accommodation, modification, and/or alternate assessment needs and working with site CELDT coordinator to complete school summary planning chart.</li> </ul> </li> </ul>   |                       |                 |                  |                   |
| <ul style="list-style-type: none"> <li>• Schedule and complete IEP/Section 504 team meetings:                             <ul style="list-style-type: none"> <li>- Identify and invite IEP/Section 504 team participants.</li> <li>- Conduct IEP/Section 504 team meetings as scheduled.</li> </ul> </li> </ul>   |                       |                 |                  |                   |
| <ul style="list-style-type: none"> <li>• Work with CELDT coordinator to summarize test variation, accommodation, modification, and/or alternate assessment needs identified in the IEPs and Section 504 Plans.*                             <ul style="list-style-type: none"> <li>- Prepare school summary information for school district CELDT coordinator.</li> </ul> </li> </ul>   |                       |                 |                  |                   |
| <ul style="list-style-type: none"> <li>• Prepare strategies for providing test variations, accommodations, modifications, and/or alternate assessments:                             <ul style="list-style-type: none"> <li>- Work with CELDT coordinator to:                                     <ul style="list-style-type: none"> <li>• Identify test variation, accommodation, modification, and/or alternate assessment issues related to testing logistics.</li> <li>• Develop an individual plan for providing test variations, accommodations, modifications, and/or alternate assessments.</li> </ul> </li> </ul> </li> </ul> |                       |                 |                  |                   |

\* Students with a Section 504 Plan are not eligible to take alternate assessments for the CLEDT.

**Site**

**Sample Site Action Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)**

| Activities   | Person(s) Responsible | Format/Timeline | Needed Materials | Date Accomplished |
|--|-----------------------|-----------------|------------------|-------------------|
| <p><b>Special Education/Section 504 Leads</b></p> <ul style="list-style-type: none"> <li>• Work with classroom teachers to ensure that identified accommodations/modifications are used in classroom instruction:                             <ul style="list-style-type: none"> <li>- Make classroom visits to ensure accommodations/modifications identified in the IEPs and Section 504 Plans are part of the classroom instruction.</li> <li>- Discuss required test variations, accommodations, and/or modifications to address testing needs with teachers and CELDT examiners.</li> </ul> </li> </ul> |                       |                 |                  |                   |
| <ul style="list-style-type: none"> <li>• Work with CELDT coordinator to complete special arrangements for CELDT testing or alternate assessments:                             <ul style="list-style-type: none"> <li>- Participate in training for CELDT testing administrators.</li> <li>- Work with site CELDT coordinator to prepare any special setup needed.</li> </ul> </li> </ul>   |                       |                 |                  |                   |
| <ul style="list-style-type: none"> <li>• Complete documentation of test variations, accommodations, modifications for CELDT or alternate assessments used:                             <ul style="list-style-type: none"> <li>- Post use of test variations, accommodations, modifications for CELDT or alternate assessments with date on IEPs and Section 504 Plans.</li> <li>- Summarize strategies and areas that need improvement in planning/implementation process for future test administrations.</li> <li>- Attend briefing with school district special education lead.</li> </ul> </li> </ul>    |                       |                 |                  |                   |