

## ASSESSMENT

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

Date: \_\_\_\_\_

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### CLASSROOM-BASED ASSESSMENTS

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- Yes    No   Student requires accommodations to participate in classroom-based assessments.  
 Yes    No   Student requires alternate assessment/methods to participate in classroom-based assessments.

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### DISTRICT-WIDE ASSESSMENTS

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- District does not administer district-wide assessments  
 District does not administer district-wide assessments at this grade level: \_\_\_\_\_

**Student will:**

- Participate in the entire district-wide assessment with no accommodations  
 Participate in the entire district-wide assessment with accommodations  
 Participate in part(s) of the district wide assessment (specify) \_\_\_\_\_  
 Participate in the district-wide alternate assessment

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### STATE ACADEMIC ASSESSMENTS

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The State academic assessments are the Illinois Standards Achievement Test (ISAT) at grades 3-8 and the Prairie State Achievement Exam (PSAE) at grade 11, Illinois Measure of Annual Growth in English (IMAGE) in grades 3-8 and 11 (for English Language Learner (ELL) students), and Illinois alternate Assessment (IAA) in grades 3-8 and 11.

**Student will:**

- Participate in the ISAT/PSAE/IMAGE with no accommodations  
 Participate in the ISAT/PSAE/IMAGE with accommodations  
 Participate in the IAA

**If the student will participate in the IAA, the following were met:**

- The ISAT/PSAE/IMAGE is not appropriate (specify below)  
 The IAA participation guidelines were met  
 The alternate assessment selected is appropriate for the student (explain)

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### STATE ASSESSMENT OF LANGUAGE PROFICIENCY

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The State assessment of language proficiency is Assessing Comprehension and Communication in English State to State (ACCESS) in grades K-12

- Yes    No   ENGLISH LANGUAGE LEARNER (ELL). If "NO," skip to next section

**Student will:**

- Participate in the ACCESS with no accommodations  
 Participate in the ACCESS with accommodations

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### ASSESSMENT ACCOMMODATIONS

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If the student is participating in any of the above assessment(s) with accommodations, specify the needed accommodations (e.g., extended time, alternate setting, auditory testing) necessary to measure the student's academic achievement and functional performance. ***The accommodations should be appropriate for that particular assessment and reflective of those already identified for the student in the Supplementary Aids, Accommodations, and Modifications section.***