

# The Criterion-Referenced Competency Tests – Modified

Participation Guidelines Webinars  
September 14 – 16, 2011



Georgia  
**CRCT-M**



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# Agenda

1. What is the CRCT-M?
2. Who are the students?
3. Standards-Based IEPs
4. CRCT-M Participation Guidelines
5. Questions & Answers



# What is the CRCT-M?

- The CRCT-M is a grade-level alternate assessment designed for eligible students with IEPs
  - Grades 3 – 8
    - Reading
    - English/Language Arts
    - Mathematics
  - Students must take the CRCT for any subject in which the student does not take the CRCT-M
  - All students must take the Science and Social Studies CRCT.



# CRCT-M Test Score Ranges

## ➤ Performance Level 1

< 300 = Below Proficiency

## ➤ Performance Level 2

300 – 329 Emerging Proficiency

## ➤ Performance Level 3

≥ 330 = Basic Proficiency

- The lowest obtainable scale score (for every grade and content area) is 200. The highest obtainable scale score varies by grade and content area but ranges from 410 to 430



# Who are the students?

- Passive learners / non-risk takers
- Have meta-cognition deficits
  - Can't generalize skills and concepts to new situations or problems
  - Don't make connections
  - Can't change topics easily
  - Can't readily access and apply strategies
- Limited vocabulary and prior knowledge
- Poor decoding, fluency, and comprehension skill
- Poor number sense



# Teacher Strategies for Students

- Guided practice
- Preview words/questions
- Group, chunk, and summarize
- Visual tools
  - Number lines
  - Place value charts
  - Manipulatives
  - Graphic organizers
  - Multiple representation
  - Assistive Technology to access text



# What does this mean in the classroom?

- Present instruction in chunks- explain your chunking process
- Teach them to use supports and scaffolds
- Model think alouds and have students do think alouds in return
- Explicitly teach text strategies
- Preview of vocabulary
- Teaching students ways to approach new situations
- Assignments may need to be reformatted
- Responses need to be restructured so students can demonstrate what they know and can do



# Standards-Based IEPs



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# GPS and the Standards-Based IEP

- All students must have access to the Georgia Performance Standards
- IEP goals must tie to a standard, but should not reiterate the standard
  - They are the “value-added” that students with IEPs require to achieve the standards
- IEP goals are **in addition to the GPS** that special education services provide a student, **not the in place of**
- Special education must help accelerate the learning of students so they can ultimately achieve on level
- May require longer time in school, both length of day and/or extended school year
- Mastery of IEP goals should be embedded within grade level instruction, not offered in isolation



# For Example...

- Dustin is in 7<sup>th</sup> grade but reads substantially below that level. His IEP addresses his specific reading weaknesses. Examination of individual data indicates that his decoding skills are strong, but he lacks fluency, which in turn affects his reading comprehension. His IEP contains a measurable fluency goal (Dustin will read 120 wpm on a 4<sup>th</sup> grade level passage over 8 consecutive measures) and comprehension goal (Dustin will identify and use reading strategy appropriate for a grade-level passage (accessed in digital format) to answer questions with 80% accuracy over 8 consecutive measures) as part of his specially designed instruction. To accomplish this, Dustin is in a reading skills class taught by a special education teacher **in addition** to his ELA class that is co-taught and addresses 7<sup>th</sup> grade ELA GPS.
- In his ELA class, he has accommodations and supports to access the standards. All of his texts and other printed materials are provided in a digital format, which he accesses through a text reader. He receives a chunked vocabulary list in advance of any new unit, and the special education teacher re-formats worksheets and assignments to eliminate unnecessary verbiage, emphasize key points, and to provide more space between sentences.
- For the last two summers, Dustin has participated in ESY for three hours per week, to concentrate on reading skills and continue fluency practice.



# What do we mean by educational data?

- Educational data includes
  - Eligibility information
  - Progress on IEP goals and objectives
  - Descriptions of the types of supports the student requires in order to make progress
  - Formative and summative assessment from the classroom
  - Participation and results of previous state-mandated test administration
- Educational data is individual for the student
- Educational data is reviewed by content area



# Overview: Types of Educational Data and Decision-Making

- The decisions made by the IEP team should be based upon educational data:
  - Goals and, if appropriate, objectives
  - Services and supports
  - Instructional and testing accommodations
  - State-mandated test in which the student will participate



# Pieces of Educational Data: Eligibility Information

- Provides a description of the relative strengths and needs of the student
  - In relation to overall psychological processes
  - In relation to general learning constructs
  - In relation to relative life skills
- Provides the basis for further discussion on HOW the student learns and shows learning within the curriculum



# Pieces of Educational Data: Progress on IEP Goals and Objectives

- IEP goals and, when appropriate, objectives must allow students to make progress within the general curriculum; for some students, IEP goals and required objectives will include the learning of relevant life skills
- Progress on IEP Goals and Objectives indicate how the student is making progress
- Progress indicates that appropriate services and supports are being implemented



# Instructional Supports

- On-going scaffolding of instructional support may be necessary for the student to make progress within the general curriculum;
- For other students, the focus on instruction is through activities which provide access to the general curriculum, while reducing the depth and breadth of the curriculum
- The description of types of scaffolding and supports needed provides a basis for understanding HOW the student is making progress and showing what they know and can do
- Should be reviewed for EACH general curriculum content area



# Pieces of Educational Data: Formative and Summative Classroom Data

- ALL students with disabilities should have both formative and summative classroom data
- Formative and summative classroom indicates:
  - The effectiveness of the educational program
  - The effectiveness of scaffolds and supports
  - How quickly the student makes progress within the general curriculum



# Pieces of Educational Data:

## Previous Participation in State-Mandated Testing

- Previous participation in state-mandated testing and results of such testing
- Results are reviewed for each content area
- Results are reviewed by the supports provided during test administration
- Results are reviewed IN LIGHT OF
  - the achievement standard appropriate for the test
  - other current educational data



# CRCT-M Participation Guidelines



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# CRCT-M Participation Guidelines

- These guidelines must be considered by the IEP team.
- IEP teams must be trained.
- The process is iterative – the IEP team must consider each criteria for each content area (Reading, ELA, Mathematics).
- IEP teams must document where in the IEP supporting evidence exists.



# CRCT-M Participation Guidelines

- The completed participation guidelines should become part of the IEP.
- IEPs will be monitored for compliance.
- **IMPORTANT:**
  - Students who met expectation on the CRCT last year (on the main or retest administration) are NOT eligible.



# CRCT-M Participation Guidelines

## CRCT-M Participation Guidelines Form

1. *The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by the student's performance on the previous year's state-mandated test (i.e., CRCT) in the content area under consideration or another state's assessment, if appropriate.*
  - *What is it about the student's disability that makes it difficult for the student to learn? Indicate where this is documented in the IEP.*
2. *The student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP. The determination of the student's progress has been based on multiple measurements (i.e. benchmarks, unit assessments, progress monitoring, etc.), that are valid for the content area under consideration and that have been collected over a period of time.*
  - *Indicate where this information is documented in the IEP.*



# CRCT-M Participation Guidelines

## CRCT-M Participation Guidelines Form

3. *For each content area under consideration, the student has access to and instruction in the GPS for the grade in which the student is enrolled. The student's IEP includes goals that: 1) are related to the content area under consideration; 2) support access to the grade level content standards; and 3) are designed to promote the student's progress in the content area GPS.*
- *Indicate where this information is documented in the IEP.*
4. *For each content area under consideration, in the previous year the student:*
- *did not meet the standard for the state-mandated test (CRCT or was not proficient on another state's assessment) OR*
  - *reached extending progress on the GAA for the content area OR*
  - *achieved the advanced performance level of "Basic Proficiency" on the Georgia CRCT-M, has been evaluated for returning to the general CRCT, but it has been determined through other evidence, as documented in the IEP, that the student should remain on the CRCT-M OR*
  - *did not meet grade-level expectations in grade 1 or 2 on other valid assessments (such as, benchmarks, unit assessments, etc.); applicable for entering third-grade students only.*



# CRCT-M Participation Guidelines

- *The decision to participate in the CRCT-M is NOT based on:*
  - *The amount of time the student has received special education services.*
  - *Excessive or extended absences.*
  - *Language, cultural, or economic differences.*
  - *A specific eligibility or combination of disabilities (i.e., deafness / blindness, visual, auditory, and/or motor disabilities), but rather the student's inability to appropriately demonstrate their knowledge of the Georgia Performance Standards in a content area.*
  - *An administrative decision made outside of the IEP team's discussion of these participation criteria.*

The CRCT-M Participation Guidelines are posted on the CRCT-M web page in the "Resources" portlet. This form must be used.



# What would constitute documentation for each criterion considered?

1. *The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by the student's performance on the previous year's state-mandated test (i.e., CRCT) in the content area under consideration or another state's assessment, if appropriate.*

## **This would not be sufficient:**

Ben is currently being provided with special education services under the Specific Learning Disabilities and Speech Impaired eligibilities. He has been receiving special education services for 3 years, since he was in the 3<sup>rd</sup> grade. He has never met the CRCT standard in reading or English/language arts. He did not meet standard for mathematics last year.

## **This is a more appropriate example of documentation:**

Ben is currently being provided with special education services under the Specific Learning Disabilities and Speech Impaired eligibilities. His auditory processing difficulties impact his language, basic reading skills and reading comprehension most significantly, but also make it difficult for him to remember vocabulary specific to mathematics. He has been receiving special education services for 3 years, since he was in the 3<sup>rd</sup> grade. Since the third grade, Ben has not met standard on the Reading and English/language arts CRCT, even with accommodations such as extended time, reading of the test items through a text reader, and having the test administered by a familiar individual in a small group setting. His scores in these subjects have decreased (moving farther from meets) each year, and remediation and a second attempt at the 5<sup>th</sup> grade Reading CRCT did not improve his score. He met standard on math in 3<sup>rd</sup> and 4<sup>th</sup> grade, but not in 5<sup>th</sup>, even after remediation and a second attempt.



# What would constitute documentation for each criterion considered?

2. *The student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP. The determination of the student's progress has been based on multiple measurements (i.e. benchmarks, unit assessments, progress monitoring, etc.), that are valid for the content area under consideration and that have been collected over a period of time.*

## **This would not be sufficient:**

Ben receives special education services. He is not passing any of his classes. He is closer at passing math, though, and if he completes some extra credit homework his grade will improve. His special education and general education teachers state that he is on the 2<sup>nd</sup> grade level in reading.

## **This is a more appropriate example of documentation:**

Ben is participating in co-taught classes for all content areas. In addition, he receives additional special education services for reading, English/language arts and mathematics during all exploratories except PE. When working on reading and English/language arts, Ben receives specific instruction in basic decoding skills, reading strategies for comprehension, and vocabulary building for academics and content from both the resource teacher and speech language pathologist. When working on mathematics, he receives specific instruction in vocabulary and recalling basic facts for multiple step problems from the resource teacher and speech/language pathologist. Progress monitoring and results of the benchmark assessments indicate that Ben is now meeting expectations in mathematics, but not in reading and English/language arts. Decoding skills are increasing slightly, but fluency in decoding, applying rules for comprehension, grammar and spelling continue to be well below grade level expectations



# What would constitute documentation for each criterion considered?

3. *For each content area under consideration, the student has access to and instruction in the GPS for the grade in which the student is enrolled. The student's IEP includes goals that: 1) are related to the content area under consideration; 2) support access to the grade level content standards; and 3) are designed to promote the student's progress in the content area GPS.*

## **This would not be sufficient:**

Ben is currently working on goals in the areas of reading, English/language arts, and mathematics. Ben uses AT in the classroom. Ben has had access to ESY.

## **This is a more appropriate example:**

Ben is currently working on goals in the areas of reading (decoding and comprehension), English/language arts (identifying rules and spelling), and mathematics (identifying process for answering multiple-step problems, recalling basic facts while working on a problem). During instruction in both the general education and resource classroom, Ben utilizes a text reader for content area (science and social studies) text and for all classroom tests. Ben also uses multiple color pencils to highlight important information, create and use graphic organizers, and review work in all content areas. After the remediation Ben received last year due to not passing the CRCT in 5<sup>th</sup> grade, Ben participated in a 3-week ESY program to strengthen needed skills for transition to middle school. Progress was noted in mathematics.



# What would constitute documentation for each criterion considered?

- 4. *For each content area under consideration, in the previous year the student:*
  - *achieved the advanced performance level of “Basic Proficiency” on the Georgia CRCT-M, has been evaluated for returning to the general CRCT, but it has been determined through other evidence, as documented in the IEP, that the student should remain on the CRCT-M*
- **This would not be sufficient:**

Ben receives special education services and scored 400, “Basic Proficiency”, on CRCT-M in reading in 4<sup>th</sup> grade, but the team feels he should stay on CRCT-M one more year
- **This is a more appropriate example:**

Ben receives special education services and scored 400, “Basic Proficiency”, on CRCT-M in reading in 4<sup>th</sup> grade. Ben continues to work on IEP goals in reading and English/language arts. He receives specific instruction in reading strategies for comprehension, grammar, and vocabulary building from both the resource teacher and speech language pathologist. Progress monitoring and results of the benchmark assessments indicate that Ben has demonstrated increased performance in reading and English/language arts; however, he continues to need significant scaffolding to apply strategies for comprehension and grammar. When the scaffolding is removed Ben experiences difficulty with the content. He has not transitioned to the next level to perform independently without additional supports. It is the decision of the committee that Ben continues to require the scaffolding that is provided by the CRCT-M for him to demonstrate his knowledge of the content assessed in ELA/Reading.



# IEP Documentation

## For the 2011-2012 School Year:

- IEP Team meets to review all pertinent data.
- Participation is determined for each of the areas in which CRCT-M is available by completing the participation form.
- If CRCT-M is selected for student by IEP team, change is noted under Section VII - Assessment Determination For District and Statewide Assessments For Grades K-12 of IEP, indicating that documentation of participation decision is attached.



# IEP Documentation

- In order for a student who has achieved “Basic Proficiency” on the CRCT-M the prior year to remain on the CRCT-M the following year, the IEP team should conduct a IEP review that includes examining other evidence such as national and local tests that the district administers, class tests, and other student work. After consideration of all evidence, the IEP team determines the appropriate assessment for the student (CRCT or CRCT-M) and documents the decision in the IEP.



# IEP Documentation

- **Other things to consider:**

- What kind of classroom supports do they continue to need?
- Are they ready to show what they know about the GPS without the enhancements provided through the CRCT-M?
- **Remember the CRCT-M is a stepping stone to the CRCT.**



# Additional Information

- The same accommodations for the CRCT are allowable for the CRCT – M.
- Retests available in :
  - Reading: grades 3, 5, and 8
  - Mathematics: grades 5 and 8.
- Systems and schools must ensure each student is provided the appropriate test. Systems may want to have each school create a roster by content area to ensure appropriate testing.



# Testing Window

- The CRCT-M will be administered during the state window for the CRCT: April 2 – May 4, 2012.
  - Systems will select 5 consecutive days to administer the CRCT-M.
  - Systems are not required to administer the CRCT-M at the same time as the CRCT.
  - However, all schools in the system must take the CRCT-M at the same time.



# Participation Limited to 2%

- Participation on the CRCT-M is limited to 2% of all students enrolled in tested grades (grades 3 – 8).
  - Approximately 16,000 across grades 3 – 8 statewide
- To the extent the district is under 1% on the GAA, the district may exceed 2% on the CRCT-M.
  - For instance, if a district tests 0.8% on the GAA, the district may test 2.2% on the CRCT-M.
  - Districts must continue to seek a waiver if the 1% (for GAA) cap is exceeded.
  - Estimating 2% Presentation is posted at:  
[http://www.gadoe.org/ci\\_testing.aspx?PageReq=CI\\_TESTING\\_CRCTM](http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_CRCTM)



# AYP/Accountability Questions

For questions specific to Adequate Yearly Progress (AYP), Accountability, and the 2% “limitations”:

Contact the Accountability Division at:  
(404) 463-1158.

[http://www.doe.k12.ga.us/sia\\_account.aspx](http://www.doe.k12.ga.us/sia_account.aspx)



# CRCT-M Resources

The following materials are available from the CRCT-M homepage:

[http://www.gadoe.org/ci\\_testing.aspx?PageReq=CI\\_TESTING\\_CRCTM](http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_CRCTM)

- Participation Guidelines
- Parent Brochure
- Test Coordinator's Manual (TCM)
- Test Examiner's Manual (TEM)
- Sample Answer Document
- Study Guides
- Frequently Asked Questions
- Score Interpretation Guide
- Sample Tests
- Read Aloud Guidelines
- Content Weights
- Promotion and Retention Guidelines
  - [http://public.doe.k12.ga.us/pea\\_policy.aspx?PageReq=PEARetention](http://public.doe.k12.ga.us/pea_policy.aspx?PageReq=PEARetention)



# Questions?

Questions about the administration of the CRCT-M:  
Mary Nesbit-McBride / Assessment  
404.232.1207 / [mmcbride@doe.k12.ga.us](mailto:mmcbride@doe.k12.ga.us)

Questions about instruction or amending IEPs:  
Kayse Harshaw/ Special Education  
404.463.5281 / [sharshaw@doe.k12.ga.us](mailto:sharshaw@doe.k12.ga.us)

