



High-Stakes Testing Flyer

As school districts and states come under increased pressure to improve educational results, high-stakes testing has emerged as a hot issue.

Many school districts do not teach children grade-level material. As a result, children do not learn the skills they need to pass these tests. When children fail, they pay a high price when they are retained or denied a high school diploma. We should not penalize students when schools do not teach necessary knowledge and skills.

What do you need to know to advocate for your child? What do the policy makers in your state need to know? The resources in this High-Stakes Testing Flyer will help.

Free Publications: High-Stakes Testing

Tool Kit on Teaching and Assessing Students with Disabilities. To achieve excellence in education for students with disabilities, Secretary of Education Margaret Spellings launched an initiative focused on improving teaching, learning, and assessing by increasing states' capacity to provide rigorous assessment, instruction, and accountability for these students. The keys to this effort are instruction and assessment, relying on the most current and accurate information on how students with disabilities learn while also measuring student performance to ensure continuous growth and progress. [April 2006]
<http://www.osepideasthatwork.org/toolkit/index.asp>

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, U. S. Department of Education, Office of Civil Rights (2000). Describes standards for tests that have important consequences for students: tests used for diagnostic and intervention purposes, assessment of academic educational achievement, and alternate assessments for students with disabilities.
<http://www.ed.gov/offices/OCR/testing/index.html>

Do No Harm - High Stakes Testing and Students with Learning Disabilities, Disability Rights Advocates (2001). Describes accommodations, alternate assessments, and safeguards for statewide assessment systems to comply with the law and guarantee educational opportunities to students with learning disabilities. To order bound copies, contact Disability Rights Advocates, 449 15th Street, Suite 303. Oakland, CA 94612-2821. Phone: 510-451-8644
http://www.dralegal.org/publications/do_no_harm.php

Articles: High-Stakes Testing

NICHY Connections to...Including Students with Disabilities in State & District Assessments. Federal law--specifically, the Individuals with Disabilities Education Act (IDEA)--requires that students with disabilities be included in large state or district assessment programs. In order to enable children with disabilities to participate in such general assessments, appropriate accommodations may be made, as necessary, as well as

modifications in how the assessments are administered (including individual modifications, as appropriate). The decision as to whether a particular child will participate in a particular assessment belongs to the IEP team. The IEP team also specifies what accommodations or modifications that child will need in order to participate. [July 26, 2004]

<http://www.nichcy.org/resources/largeassessments.asp>

Are Children with Disabilities Required to Take High-Stakes Tests? Answers questions about using high-stakes tests for children with disabilities.

http://www.wrightslaw.com/advoc/ltrs/exempt_state_tests.htm

Qs & As about IDEA, Students with Disabilities and State and District-wide Assessments. "Family friendly" version of OSEP Memorandum about assessments; 26 questions and answers about parental permission, role of IEP team, accommodations and modifications; alternate assessments, out-of-level testing, accountability, and more.

<http://www.wrightslaw.com/law/osep/faqs.idea.assessment.htm>

Why Children with Disabilities Should Take High Stakes Tests: One Parent's View.

A parent of child with Down Syndrome describes her child's case. Over the objections of school staff, her child took tests and passed with average or above average scores.

<http://www.wrightslaw.com/info/highstak.down.success.htm>

News: High Stakes Testing

High Stakes Lawsuit in Massachusetts: How High Are the Stakes? In September, 2002, six students filed suit against the state department of education and their school district, alleging that the MCAS exam discriminates against students with disabilities, minority students, and students with limited-English skills. (October 1, 2002)

<http://www.wrightslaw.com/info/test.highstakes.mass.htm>

Federal Judge Orders California to Provide LD Students with Accommodations on High School Exit Exam. Judge issued a preliminary injunction in *Juleus Chapman, et. al. v. CA Dept of Education, et al.*, required California to provide accommodations for learning disabled students who take the California High School Exit Exam. (February 21, 2001)

<http://www.wrightslaw.com/news/2002/ca.injunction.accoms.htm>

Lawsuit Against High Stakes Test Filed in California. Disabilities Rights Advocates filed lawsuit against California Dept of Education; claims exit exam discriminates because it does not provide for an alternate assessment, provides no procedure to request accommodations, nor any process for appeals. (May 9, 2001)

http://www.wrightslaw.com/news/2001/CA_highstakes.htm

Judge Asked for Injunction So Seniors Can Graduate Battles about high-stakes tests flare up around the country; issues include high expectations v. accountability, due process rights, and obligations to teach basic skills.

http://www.wrightslaw.com/advoc/articles/highstakes_tests_2000.htm

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