



Excuse Student from Testing

With few exceptions, all students should take the Reading and Math portions of the ITBS. However, these tests may not be appropriate achievement measures for specific students with specialized educational programs and goals. Also, the physical and emotional requirements of the testing situation (e.g., sustained attention, time limitations) may make participation unreasonable for certain students.

A decision to excuse a student from ITBS testing implies that the test does not cover meaningful content or skills for that student. This is true if:

- The student’s program of instruction and educational goals are significantly different from the regular course of instruction and student objectives at the school.
OR
- It is impossible for the student to read and respond to the ITBS test items in a meaningful way.
OR
- Parents request that the student be excused from ITBS testing.

Parents should be part of decisions to excuse students from ITBS testing.

**Admissible reasons to excuse a student from ITBS testing include:
(See Pages 2-5)**



Exclude Scores from Averages

With few exceptions, all students’ ITBS scores should be included in summary averages. The ITBS should *not* be used simply to give a student “a testing experience.” There are many available informal multiple-choice test samples and formats that could be more appropriately used to provide students with such an experience.

The decision to exclude a student’s scores from averages implies that some feature of the testing situation invalidates his/her scores. For example:

- The student receives a testing modification that invalidates the test score (e.g., extended time, reading items to the student).
OR
- The student meets one of the criteria necessary to exclude him/her from testing, but the teacher or parent requests that the student take the test.
OR
- Something unforeseen occurs during testing that invalidates the student’s score.

Parents should be part of decisions to test students and exclude their scores from summary averages.

**Admissible reasons to exclude student scores from summary averages include:
(See Pages 2-5)**





Before taking the test, the student exhibits severe test anxiety or non-test-related emotional trauma that impairs his/her ability to take the test. Every effort should be made to allow the student to make the test up at a different time.

Parents should be notified if this occurs.

SEVERE TEST ANXIETY



During testing, the student exhibits severe test anxiety or non-test-related emotional trauma that impairs his/her ability to take the test. Every effort should be made to allow the student to make the test up at a different time.

Parents should be notified if this occurs.

SEVERE TEST ANXIETY



Parent or guardian submits a written request to the school principal to excuse the student from ITBS testing.

PARENT REQUEST



The student meets one of the criteria necessary to excuse him/her from testing as an ESL or Special Needs student. However, the teacher or parent requests that the student take the test so as not to be singled out from his or her peers. Parent or teacher request is submitted to the school principal in writing.

PARENT REQUEST



The student is unable to read, comprehend, and respond to ITBS test directions and items in a meaningful way because of his or her English language limitation. *Formal testing through the district ESL office documents the presence and degree of an English-language limitation.* This applies to all ESL students, whether or not they are currently part of a district ESL program. **If you have questions, please call the district ESL Program Assistant at 303-486-4265.**

A student's limited English may not impact all ITBS performance. For example, a student who is dominant in a non-English language may not be able to take a reading test, but may do reasonably well on a math test.

- **ESL-Lau A.** Monolingual in a non-English language (non-English speaking).
- **ESL-Lau B or Lau C.** Dominant in a non-English language (limited English speaking).

Parents should be part of decisions to excuse students from ITBS testing.

ENGLISH as a SECOND LANGUAGE



During testing, the student exhibits off-task behavior that invalidates his/her test responses. If teachers prepare students for testing, emphasize the importance of the test, and actively monitor student behavior during testing there will be *very few* exclusions of this nature.

- **Random Marking.** The teacher/proctor witnesses a student randomly marking the test answer sheet (scores *cannot* be excluded because answer sheets “appear to be” randomly marked).
- **Cheating.** The teacher/proctor witnesses a student copying answers from another student's answer sheet.
- **Student Refusal/No Attempt.** The student is unwilling or does not attempt to take or to complete the test.
- **Student Leaves During Testing.** During testing, the student leaves the room and does not finish the subtest. Scores can be excluded from summary averages **on this subtest only**.

Parents should be notified if these situations occur.

OFF-TASK BEHAVIOR



Most students with mild to moderate disabilities and/or limitations should participate fully in ITBS testing.

A student may be excused from ITBS testing if one of the following criteria apply:

- 1) The student's instructional program and goals are significantly different from the school's regular instruction and student objectives.
- AND/OR**
- 2) The severity of the disability makes it impossible to read and respond to ITBS items in a meaningful way or to complete the test in the stipulated time,

In either case, formal testing by district Student Achievement Services or a written IEP or ILP substantiates the severity of the disability/condition and describes the student's individualized program/goals.

Most students with the following disabilities meet one or both of the criteria described above.

- **S.L.I.C.** (Significantly Limited Intellectual Capacity)
- **Multiple Disabilities.**
- **Autism.**
- **Traumatic Brain Injury.**
- **Other.** Non-participation in the ITBS *may* be appropriate for students with other types of severe disabilities or conditions if they meet criteria (1) and/or (2) described above.

Parents should be part of decisions to excuse students from ITBS testing.

If you have questions, please call the district Student Achievement Services office at 303-486-4235.

**STUDENTS WITH
SPECIAL NEEDS**



The student can read, comprehend, and respond to test items and directions in a meaningful way. However, documented learning limitations make it impossible for him or her to complete the test in the time or manner stipulated by the test publisher*. *The student has a written IEP or ILP that stipulates extended testing time, reading test items to the student, or the use of Braille test versions as testing modifications.*

The following test modifications invalidate a student's scores on the ITBS*:

- **Extended Time.**
- **Reading Test Items to Student.**
- **Braille Test Version.**

*We cannot compare modified test performance with a norm group who took the test with no modifications. If a student's IEP/ILP requires any of these modifications, teachers may excuse the student from ITBS testing altogether (see "Excuse Student from Testing," this document).

Parents should be part of decisions to exclude student scores from summary averages.

**MODIFIED TESTING
CONDITIONS**

CHERRY CREEK SCHOOLS
Office of Assessment & Evaluation 3/99

Modification - A testing condition that violates ITBS norming conditions and thus invalidates a student's test scores.

Accommodation - An adjustment to the testing condition or environment that allows a student to participate fully in testing but does not violate ITBS norming conditions.

The following testing accommodations are allowed on the Iowa Tests of Basic Skills. These accommodations need not be documented. ***Scores for tests taken under these conditions should be included in summary averages.***

- If large group settings are inappropriate or distracting, teachers may administer the test in small group or individual sessions.
- Teachers may request large-print test editions and/or answer sheets from each school's Special Education/Vision/Hearing representative no later than one month prior to testing. A teacher or teaching assistant must transfer the student's responses to a standard-sized test answer sheet.
- Teachers may present test directions with videotape, audiotape, or by signing.
- Students may use certain devices normally used in the course of their instructional day:
 - ✓ Visual magnifiers,
 - ✓ Auditory amplification devices,
 - ✓ Pencil grips,
 - ✓ Noise buffers.
- In some cases, it is permissible for students to mark answers in the test booklet. A teacher or a teaching assistant must transfer the student's answers to a standard-sized test answer sheet. This accommodation should be used judiciously (i.e., for students with tracking problems) due to the cost of disposing of and replacing marked test booklets.
- Students may respond to items orally (although they must read the items themselves) while a scribe marks answers on the test answer sheet.
- Teachers may administer subtests in different sequence, or administer one or two subtests per day.

*Students should be tested in an environment and in an atmosphere
that promotes their best performance.*

TESTING ACCOMMODATIONS ALLOWED ON THE ITBS

Iowa Tests of Basic Skills (ITBS): Student Test Participation Guide



With few exceptions, all students should take the ITBS in the manner prescribed by the test publisher and the district assessment program. Wherever possible, decisions about student participation in these tests should be made well before the actual test administration and with the informed consent of the student’s parents.

Documentation for non-participation or for departures from standardized testing conditions must be included on the Test Control Sheet and sent with the test answer sheets to the Office of Assessment & Evaluation. This document provides criteria and explanations for the “Excuse Student from Testing” and “Exclude Test Scores from Averages” categories listed on the Test Control Sheet.

PAGE 1	Overview of “Excuse Student from Testing” Overview of “Exclude Scores from Averages”	
PAGES 2-5	Admissible Reasons to “Excuse...” or “Exclude...”	
	<i>Excuse from Testing</i>	<i>Exclude from Averages</i>
PAGE 2	Severe Test Anxiety	Severe Test Anxiety
PAGE 3	Parent Request	Parent Request
PAGE 4	English as a Second Language	Off-Task Behavior
PAGE 5	Students with Special Needs	Modified Testing Conditions
PAGE 6	Testing Accommodations Allowed on the ITBS	