

PARTICIPATION GUIDELINES FOR THE CRCT-M – Revised for 2013-14 School Year

Eligibility for the Georgia CRCT-M in grades 3 – 8 is based on a student's Individualized Education Program (IEP), which reflects an emphasis on curricular instruction of the state-adopted curriculum. In order to guide an IEP team in the participation determination, the criteria below shall be considered for each content area.

Check "YES" or "NO" for each criterion, based upon evidence clearly defined in the student's IEP. Note: If the answer to any of the criteria is "NO," the student is not eligible to participate in the CRCT-M and must participate in the general CRCT. All students must participate in the general CRCT in Science and Social Studies.

Reading		English Lang. Arts		Mathematics		Evidence in the IEP clearly shows that:					
YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	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. Note: For third-grade students who do not have a grade 1 or 2 standardized test, other valid assessment evidence for the content area under consideration (such as, benchmarks, unit assessments, etc.) may be used as documentation that the student did not meet grade-level expectations the prior year. 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:					
YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	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:					
YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	For each content area under consideration, the student has access to and instruction in the state-adopted curriculum in 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 state-adopted curriculum. Indicate where this information is documented in the IEP:					
YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	For each content area under consideration, in the previous year the student: <ul style="list-style-type: none"> ➢ did not meet the standard for the state-mandated test (CRCT or was not proficient on another state's assessment) OR ➢ reached established or extending progress on the GAA OR ➢ did not achieve the advanced score of "Basic Proficiency" for two or more consecutive years OR ➢ achieved the advanced performance level of "Basic Proficiency" on the Georgia CRCT-M for the first time, 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 					

Check "ASSURED" for each of the following statements. If assurance cannot be checked, the student is NOT eligible to participate in the CRCT-M.

The decision to participate in the CRCT-M is NOT based on:

ASSURED <input type="checkbox"/>	The amount of time the student has received special education services.
ASSURED <input type="checkbox"/>	Excessive or extended absences.
ASSURED <input type="checkbox"/>	Language, cultural, or economic differences.
ASSURED <input type="checkbox"/>	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 state-adopted curriculum.
ASSURED <input type="checkbox"/>	An administrative decision made outside of the IEP team's discussion of these participation criteria.

Final Decision: Based on information that has been reviewed and documented by the IEP Team, the student is eligible to participate in the CRCT-M for:

Reading: Yes No English Language Arts: Yes No Mathematics: Yes No

Date: _____

Student Name: _____

This document must be attached and regarded as part of the student's IEP. It can be scanned to include with electronic IEP.