

ADVERSE EFFECT CHARTS 2016

WRITTEN EXPRESSION	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 1</p> <p><i>Individually Administered Nationally Normed Achievement Test</i></p> <p>any standardized achievement test that offers results in the form of standard scores or percentiles</p>	<ol style="list-style-type: none"> 1. Woodcock-Johnson Achievement Test 2. Test of Early Written Language 3. Word Identification and Spelling Test 4. Wechsler Individual Achievement Test 5. Kaufman Test of Educational Achievement 6. Diagnostic Assessment of Reading 7. Test of Orthographic Competence 8. Test of Written Spelling 9. Test of Written Expression 10. Test of Written Language 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 2</p> <p><i>Group Administered Nationally Normed Achievement Test</i></p> <p>standardized tests that are given to all students in a group format - results provide national percentile ranking</p>	<ol style="list-style-type: none"> 1. Gates-MacGinitie 2. Stanford Achievement Test 3. Terra Nova 4. Otis Lennon School Ability Test 5. Metropolitan Achievement Test 6. Comprehensive Test of Basic Skills 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 3</p> <p><i>Grades</i></p> <p>grades indicate that the student is not meeting the standard or is showing little evidence of meeting the standard for that stage of development</p>	<ol style="list-style-type: none"> 1. Most recent report card or progress report 2. Student's level of written expression is within the lowest 15% when compared to grade level peers 3. Teacher determined grading system 4. IEP based individualized grading systems 	<p>Generally, in comparison to the Common Core Standards, the VT Standards or VELs (kindergarten)</p> <ul style="list-style-type: none"> • In heterogeneous classrooms, the student's grade is among the lowest 15% of grade level peers • Otherwise, the student's grades represent the lowest 15% in comparison to the expected level of performance for grade level peers

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WRITTEN EXPRESSION	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 4</p> <p><i>Curriculum Based Measures</i> data that reports the student's performance over an extended period of time – data is reported in reference to a grade level expectation - information is not quantified in a standard score format</p>	<ol style="list-style-type: none"> 1. On-demand writing prompt compared to Common Core, Grade Equivalents, or a classroom rubric 2. Writing fluency (number of sentences produced) as compared to peers 3. Quality of writing as compared to peers – lowest 15% – teacher statement 4. Charts, graphs, or checklists 	<p>Comparison to performance of grade level peers on same measure which indicates that the student is among the lowest 15%</p>
<p style="text-align: center;">MEASURE 5</p> <p><i>Criterion Referenced Assessments</i> tests that are not standardized, but are scored on a level of expected development - test results indicate how the student is performing in relation to grade level peers</p>	<ol style="list-style-type: none"> 1. Brigance Inventory 2. Developmental Reading Assessment 3. Assessment of Basic Language and Learning Skills 4. Verbal Behavior Milestones Assessment and Placement Program 5. Primary Observation Assessment 6. Measures of Academic Progress (MAPS) 	<p>Individual: Test results indicate that the student lacks skills or knowledge as compared to grade level peers</p> <p>Group: Comparison to performance of average grade level peers on same measure in relation to the Common Core or VT Standards which indicates that the student is among the lowest 15%</p>
<p style="text-align: center;">MEASURE 6</p> <p><i>Other Measures of Performance</i> class work that demonstrates limited ability when compared to the performance of grade level peers on the same measure</p>	<ol style="list-style-type: none"> 1. Alternative placement due to written expression weaknesses 2. Writing portfolio 3. Grade Equivalent comparison – writing skills/ expression well below grade level 	<p>Comparison to performance of grade level peers on same measure which indicates that the student is among the lowest 15%</p>

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READING FLUENCY	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 1</p> <p><i>Individually Administered Nationally Normed Achievement Test</i></p> <p>any standardized achievement test that offers results in the form of standard scores or percentiles</p>	<ol style="list-style-type: none"> 1. Comprehensive Test of Phonological Processing 2. Woodcock-Johnson Achievement Test 3. Word Identification and Spelling Test 4. Gray Oral Reading Test 5. Wechsler Individual Achievement Test 6. Test of Word Reading Efficiency 7. Test of Silent Word Reading Fluency 8. Diagnostic Assessment of Reading 9. Phonological Awareness Test 10. Nelson-Denny Reading Test 11. Kaufman Test of Educational Achievement 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 2</p> <p><i>Group Administered Nationally Normed Achievement Test</i></p> <p>standardized tests that are given to all students in a group format - results provide national percentile ranking</p>	<ol style="list-style-type: none"> 1. Gates-MacGinitie 2. Stanford Achievement Test 3. Terra Nova 4. Otis Lennon School Ability Test 5. Metropolitan Achievement Test 6. Comprehensive Test of Basic Skills 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 3</p> <p><i>Grades</i></p> <p>grades indicate that the student is not meeting the standard or is showing little evidence of meeting the standard for that stage of development</p>	<ol style="list-style-type: none"> 1. Most recent report card or progress report 2. Student's reading accuracy/text level is within the lowest 15% when compared to grade level peers 3. Teacher determined grading system 4. IEP based individualized grading systems 	<p>Generally, in comparison to the Common Core Standards, the VT Standards or Vermont Early Learning Standards (kindergarten)</p> <ul style="list-style-type: none"> • In heterogeneous classrooms, the student's grade is among the lowest 15% of grade level peers • Otherwise, the student's grades represent the lowest 15% in comparison to the expected level of performance for grade level peers
<p style="text-align: center;">MEASURE 4</p> <p><i>Curriculum Based Measures</i></p> <p>data that reports the student's performance</p>	<ol style="list-style-type: none"> 1. Reading group text level as compared to peers, Common Core Standards or Grade Equivalents 2. Running Records – text level – lowest 15% 3. Charts, graphs, or checklists indicating student performance over time 	<p>Comparison to performance of grade level peers on same measure which indicates that the student is among the lowest 15%</p> <p>NOTE: The SBAC should be used here only as a</p>

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READING FLUENCY	EXAMPLES	CRITERION FOR COMPARISON
<p>over an extended period of time – data is reported in reference to a grade level expectation - information is not quantified in a standard score format</p>	<ol style="list-style-type: none"> 4. Teacher made tests 5. Standardized benchmark assessment (AIMSWEB, Lexia, Track My Progress, Fountas and Pinnell) 6. Continuous progress monitoring 7. Great Leaps 	<p>supplement to other basic skill measures of adverse effect.</p>
<p>MEASURE 5 <i>Criterion Referenced Assessments</i> tests that are not standardized, but are scored on a level of expected development - test results indicate how the student is performing in relation to grade level peers</p>	<ol style="list-style-type: none"> 1. Brigance Inventory 2. Qualitative Reading Inventory 3. Developmental Reading Assessment 4. Phonological awareness screening tools 5. Primary Observation Assessment 6. Dynamic Indicators of Basic Early Literacy Skills 7. STAR Reading 8. Study Island 	<p>Individual: Test results indicate that the student lacks skills or knowledge compared to grade level peers</p> <p>Group: Comparison to performance of grade level peers on same measure in relation to the Common Core or VT Standards which indicates that the student is among the lowest 15%</p> <p>NOTE: The SBAC should be used here only as a supplement to other basic skill measures of adverse effect.</p>
<p>MEASURE 6 <i>Other Measures of Performance</i> class work that demonstrates limited ability when compared to the performance of grade level peers on the same measure</p>	<ol style="list-style-type: none"> 1. Alternative placement due to reading fluency weaknesses 2. Grade Equivalent comparison – fluency 3. Student Work 4. Classroom Portfolios 	<p>Comparison to performance of grade level peers on same measure which indicates that the student is among the lowest 15%</p>

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READING COMPREHENSION	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 1</p> <p><i>Individually Administered Nationally Normed Achievement Test</i></p> <p>any standardized achievement test that offers results in the form of standard scores or percentiles</p>	<ol style="list-style-type: none"> 1. Woodcock-Johnson Achievement Test 2. Test of Early Reading Ability 3. Gray Oral Reading Test 4. Wechsler Individual Achievement Test 5. Diagnostic Assessment of Reading 6. Gray Silent Reading Test 7. Test of Reading Comprehension 8. Test of Silent Contextual Reading Fluency 9. Kaufman Test of Educational Achievement 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms.</p>
<p style="text-align: center;">MEASURE 2</p> <p><i>Group Administered Nationally Normed Achievement Test</i></p> <p>standardized tests that are given to all students in a group format - results provide national percentile ranking</p>	<ol style="list-style-type: none"> 1. Gates-MacGinitie 2. Stanford Achievement Test 3. Terra Nova 4. Otis Lennon School Ability Test 5. Metropolitan Achievement Test 6. Comprehensive Test of Basic Skills 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms.</p>
<p style="text-align: center;">MEASURE 3</p> <p><i>Grades</i></p> <p>grades indicate that the student is not meeting the standard or is showing little evidence of meeting the standard for that stage of development</p>	<ol style="list-style-type: none"> 1. Most recent report card or progress report 2. Student's reading comprehension level is within the lowest 15th %ile when compared to grade level peers 3. Teacher determined grading system 4. IEP based individualized grading systems 	<p>Generally, in comparison to the Common Core Standards, the VT Standards or Vermont Early Learning Standards (VELS) through kindergarten</p> <ul style="list-style-type: none"> • In heterogeneous classrooms, the student's grade is among the lowest 15% of grade level peers • Otherwise, the student's grades represent the lowest 15% in comparison to the expected level of performance for grade level peers

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READING COMPREHENSION	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 4</p> <p><i>Curriculum Based Measures</i> data that reports the student's performance over an extended period of time – data is reported in reference to a grade level expectation - information is not quantified in a standard score format</p>	<ol style="list-style-type: none"> 1. Reading group comprehension level as compared to peers, Common Core Standards or GEs 3. Charts, graphs, or checklists indicating student performance over time 4. Teacher made tests 5. Standardized benchmark assessment (AIMSWEB, Lexia, Fountas and Pinnell, Great Leaps) 6. Continuous progress monitoring 7. Classroom assessment measuring understanding of concepts/vocabulary from silent or oral reading 	<p>Comparison to performance of grade level peers on same measure which indicates that the student is among the lowest 15%</p> <p>NOTE: The SBAC should be used here only as a supplement to other basic skill measures of adverse effect.</p>
<p style="text-align: center;">MEASURE 5</p> <p><i>Criterion Referenced Assessments</i> tests that are not standardized, but are scored on a level of expected development - test results indicate how the student is performing in relation to grade level peers</p>	<ol style="list-style-type: none"> 1. Brigance Inventory 2. Qualitative Reading Inventory 3. Developmental Reading Assessment 4. Primary Observation Assessment 5. Dynamic Indicators of Basic Early Literacy Skills 6. Assessment of Basic Language and Learning Skills 7. Verbal Behavior Milestones Assessment and Placement Program 8. STAR Reading 9. Study Island 9. Measures of Academic Progress (MAPS) 	<p>Individual: Test results indicate that the student lacks skills or knowledge compared to grade level peers</p> <p>Group: Comparison to performance of grade level peers on same measure in relation to the Common Core or VT Standards</p> <ul style="list-style-type: none"> • Performance indicates that the student is among the lowest 15% <p>NOTE: The SBAC should be used here only as a supplement to other basic skill measures of adverse effect.</p>
<p style="text-align: center;">MEASURE 6</p> <p><i>Other Measures of Performance</i> class work that demonstrates limited ability when compared to the performance of grade level peers on the same measure</p>	<ol style="list-style-type: none"> 1. Alternative placement due to reading comprehension weaknesses 2. Grade Equivalent comparison – comprehension 3. Student Work 4. Classroom Portfolios 	<p>Comparison to performance of grade level peers on same measure which indicates that the student is among the lowest 15%</p>

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BASIC READING	EXAMPLES	CRITERION FOR COMPARISON
<p>MEASURE 1 <i>Individually Administered Nationally Normed Achievement Test</i> any standardized achievement test that offers results in the form of standard scores or percentiles</p>	<ol style="list-style-type: none"> 1. Comprehensive Test of Phonological Processing 2. Woodcock-Johnson Achievement Test 3. Test of Early Reading Ability 4. Word Identification and Spelling Test 5. Gray Oral Reading Test 6. Wechsler Individual Achievement Test 7. Test of Word Reading Efficiency 8. Test of Silent Word Reading Fluency 9. Diagnostic Assessment of Reading 10. Phonological Awareness Test 11. Nelson-Denny Reading Test 12. Kaufman Test of Educational Achievement 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms.</p>
<p>MEASURE 2 <i>Group Administered Nationally Normed Achievement Test</i> standardized tests that are given to all students in a group format - results provide national percentile ranking</p>	<ol style="list-style-type: none"> 1. Gates-MacGinitie 2. Stanford Achievement Test 3. Terra Nova 4. Otis Lennon School Ability Test 5. Metropolitan Achievement Test 6. Comprehensive Test of Basic Skills 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms.</p>
<p>MEASURE 3 <i>Grades</i> grades indicate that the student is not meeting the standard or is showing little evidence of meeting the standard for that stage of development</p>	<ol style="list-style-type: none"> 1. Most recent report card or progress report 2. Student's reading accuracy/text level is within the lowest 15% when compared to grade level peers 3. Teacher determined grading system 4. IEP based individualized grading systems 	<p>Generally, in comparison to the Common Core Standards, the VT Standards or Vermont Early Learning Standards (VELS - kindergarten)</p> <ul style="list-style-type: none"> • In heterogeneous classrooms, the student's grade is among the lowest 15% of grade level peers • Otherwise, the student's grades represent the lowest 15% in comparison to the expected level of performance for grade level peers

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BASIC READING	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 4</p> <p><i>Curriculum Based Measures</i></p> <p>data that reports the student's performance over an extended period of time – data is reported in reference to a grade level expectation - information is not quantified in a standard score format</p>	<ol style="list-style-type: none"> 1. Reading group text level as compared to peers, Common Core Standards or GEs 2. Running Records – text level – lowest 15% 3. Charts, graphs, or checklists indicating student performance over time 4. Teacher made tests 5. Standardized benchmark assessment (AIMSWEB, Lexia, Track My Progress, Fountas and Pinnell,) 6. Continuous progress monitoring 7. Great Leaps 	<p>Comparison to performance of grade level peers on same measure which indicates that the student is among the lowest 15%.</p> <p>NOTE: The SBAC should be used here only as a supplement to other basic skill measures of adverse effect.</p>
<p style="text-align: center;">MEASURE 5</p> <p><i>Criterion Referenced Assessments</i></p> <p>tests that are not standardized, but are scored on a level of expected development - test results indicate how the student is performing in relation to grade level peers</p>	<ol style="list-style-type: none"> 1. Brigance Inventory 2. Qualitative Reading Inventory 3. Developmental Reading Assessment 4. Phonological awareness screening tools 5. Primary Observation Assessment 6. Dynamic Indicators of Basic Early Literacy Skills 7. Assessment of Basic Language and Learning Skills 8. Verbal Behavior Milestones Assessment and Placement Program 9. STAR Reading 10. Study Island 9. Measures of Academic Progress (MAPS) 	<p>Individual: Test results indicate that the student lacks skills or knowledge compared to grade level peers</p> <p>Group: Comparison to performance of grade level peers on same measure in relation to the Common Core or VT Standards which indicates that the student is among the lowest 15%</p> <p>NOTE: The SBAC should be used here only as a supplement to other basic skill measures of adverse effect.</p>
<p style="text-align: center;">MEASURE 6</p> <p><i>Other Measures of Performance</i></p> <p>class work that demonstrates limited ability when compared to the performance of grade level peers on the same measure</p>	<ol style="list-style-type: none"> 1. Alternative placement due to reading skill weaknesses 2. Grade Equivalent comparison – decoding ability 3. Student Work 4. Classroom Portfolios 	<p>Comparison to performance of grade level peers on same measure which indicates that the student is among the lowest 15%</p>

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MATH REASONING	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 1</p> <p><i>Individually Administered Nationally Normed Achievement Test</i></p> <p>any standardized achievement test that offers results in the form of standard scores or percentiles</p>	<ol style="list-style-type: none"> 1. Woodcock-Johnson Achievement Test 2. Wechsler Individual Achievement Test 3. Kaufman Test of Educational Achievement 4. Comprehensive Mathematical Abilities Test 5. Key Math 6. Test of Early Mathematical Ability 7. Test of Mathematical Ability 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 2</p> <p><i>Group Administered Nationally Normed Achievement Test</i></p> <p>standardized tests that are given to all students in a group format - results provide national percentile ranking</p>	<ol style="list-style-type: none"> 1. Gates-MacGinitie 2. Stanford Achievement Test 3. Terra Nova 4. Otis Lennon School Ability Test 5. Metropolitan Achievement Test 6. Comprehensive Test of Basic Skills 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 3</p> <p><i>Grades</i></p> <p>grades indicate that the student is not meeting the standard or is showing little evidence of meeting the standard for that stage of development</p>	<ol style="list-style-type: none"> 1. Most recent report card or progress report 2. Student's math reasoning level is within the lowest 15% when compared to grade level peers 3. Teacher determined grading system 4. IEP based individualized grading systems 	<p>Generally, in comparison to the Common Core Standards, the VT Standards or Vermont Early Learning Standards (VELS - kindergarten)</p> <ul style="list-style-type: none"> • In heterogeneous classrooms, the student's grade is among the lowest 15% of grade level peers • Otherwise, the student's grades represent the lowest 15% in comparison to the expected level of performance for grade level peers
<p style="text-align: center;">MEASURE 4</p> <p><i>Curriculum Based Measures</i></p> <p>data that reports the student's performance over an extended period of time – data is reported</p>	<ol style="list-style-type: none"> 1. Math computation level as compared to peers or grade level expectations 2. Classroom assessment based on classroom math calculation instruction or Common Core/Grade Equivalents 3. Mad Minutes mastery as compared to peers 	<p>Comparison to performance of average grade level peers on same measure which indicates that the student is among the lowest 15%</p> <p>NOTE: The SBAC should be used here only as a supplement to other basic skill measures of adverse effect.</p>

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MATH REASONING	EXAMPLES	CRITERION FOR COMPARISON
<p>in reference to a grade level expectation - information is not quantified in a standard score format</p>	<ol style="list-style-type: none"> 4. Charts, graphs, or checklists indicating student performance over time 5. Teacher made tests 6. Standardized benchmark assessment (AIMSWEB) 7. Continuous progress monitoring 	
<p>MEASURE 5 <i>Criterion Referenced Assessments</i> tests that are not standardized, but are scored on a level of expected development - test results indicate how the student is performing in relation to grade level peers</p>	<ol style="list-style-type: none"> 1. Brigance Inventory 2. District Math Assessment 3. Primary Numbers and Operations Assessment 4. Early Numeracy Assessment 5. Assessing Math Concepts (Kathy Richardson) 6. Assessment of Basic Language and Learning Skills 7. Verbal Behavior Milestones Assessment and Placement Program 8. STAR Math 9. Measures of Academic Progress (MAPS) 	<p>Individual: Test results indicate that the student lacks skills or knowledge as compared to grade level peers</p> <p>Group: Comparison to performance of grade level peers on same measure in relation to the Common Core or VT Standards which indicates that the student is among the lowest 15%</p> <p>NOTE: The SBAC should be used here only as a supplement to other basic skill measures of adverse effect.</p>
<p>MEASURE 6 <i>Other Measures of Performance</i> class work that demonstrates limited ability when compared to the performance of grade level peers on the same measure</p>	<ol style="list-style-type: none"> 1. Alternative 'out of level' placement due to math reasoning weaknesses 2. Common Core/Grade Equivalent comparison – still working on standards well below grade level 3. Math Portfolio – math reasoning work 4. Teacher statement that student is within lowest 15% 	<p>Comparison to performance of grade level peers on same measure which indicates that the student is among the lowest 15%</p>

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MATH CALCULATION	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 1</p> <p><i>Individually Administered Nationally Normed Achievement Test</i></p> <p>any standardized achievement test that offers results in the form of standard scores or percentiles</p>	<ol style="list-style-type: none"> 1. Woodcock-Johnson Achievement Test 2. Wechsler Individual Achievement Test 3. Kaufman Test of Educational Achievement 4. Comprehensive Mathematical Abilities Test 5. Key Math 6. Test of Early Mathematical Ability 7. Test of Mathematical Ability 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 2</p> <p><i>Group Administered Nationally Normed Achievement Test</i></p> <p>standardized tests that are given to all students in a group format - results provide national percentile ranking</p>	<ol style="list-style-type: none"> 1. Gates-MacGinitie 2. Stanford Achievement Test 3. Terra Nova 4. Otis Lennon School Ability Test 5. Metropolitan Achievement Test 6. Comprehensive Test of Basic Skills 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 3</p> <p><i>Grades</i></p> <p>grades indicate that the student is not meeting the standard or is showing little evidence of meeting the standard for that stage of development</p>	<ol style="list-style-type: none"> 1. Most recent report card or progress report 2. Student's math calculation level is within the lowest 15% when compared to grade level peers 3. Teacher determined grading system 4. IEP based individualized grading systems 	<p>Generally, in comparison to the Common Core Standards, the VT Standards or Vermont Early Learning Standards (VELS - kindergarten)</p> <ul style="list-style-type: none"> • In heterogeneous classrooms, the student's grade is among the lowest 15% of grade level peers • Otherwise, the student's grades represent the lowest 15% in comparison to the expected level of performance for grade level peers
<p style="text-align: center;">MEASURE 4</p> <p><i>Curriculum Based Measures</i></p> <p>data that reports the student's performance over an extended period</p>	<ol style="list-style-type: none"> 1. Math computation level as compared to peers or grade level expectations 2. Classroom assessment based on classroom math calculation instruction or Common Core/Grade Equivalents 	<p>Comparison to performance of average grade level peers on same measure which indicates that the student is among the lowest 15%</p> <p>NOTE: The SBAC should be used here only as</p>

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MATH CALCULATION	EXAMPLES	CRITERION FOR COMPARISON
of time – data is reported in reference to a grade level expectation - information is not quantified in a standard score format	<ol style="list-style-type: none"> 3. Mad Minutes mastery as compared to peers 4. Charts, graphs, or checklists indicating student performance over time 5. Teacher made tests 6. Standardized benchmark assessment (AIMSWEB, Track My Progress) 7. Continuous progress monitoring 	a supplement to other basic skill measures of adverse effect.
<p style="text-align: center;">MEASURE 5</p> <p><i>Criterion Referenced Assessments</i></p> <p>tests that are not standardized, but are scored on a level of expected development - test results indicate how the student is performing in relation to grade level peers</p>	<ol style="list-style-type: none"> 1. Brigance Inventory 2. District Math Assessment 3. Primary Numbers and Operations Assessment 4. Early Numeracy Assessment 5. Assessing Math Concepts (Kathy Richardson) 6. Assessment of Basic Language and Learning Skills 7. Verbal Behavior Milestones Assessment and Placement Program 8. STAR Math 	<p>Individual: Test results indicate that the student lacks skills or knowledge as compared to grade level peers</p> <p>Group: Comparison to performance of grade level peers on same measure in relation to the Common Core or VT Standards which indicates that the student is among the lowest 15%</p> <p>NOTE: The SBAC should be used here only as a supplement to other basic skill measures of adverse effect.</p>
<p style="text-align: center;">MEASURE 6</p> <p><i>Other Measures of Performance</i></p> <p>class work that demonstrates limited ability when compared to the performance of grade level peers on the same measure</p>	<ol style="list-style-type: none"> 1. Alternative ‘out of level’ placement due to math calculation weaknesses 2. Common Core/Grade Equivalent comparison – still working on standards well below grade level 3. Math Portfolio – computation work 4. Teacher statement that student is within lowest 15% 	Comparison to performance of grade level peers on same measure which indicates that the student is among the lowest 15%

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LISTENING COMPREHENSION	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 1</p> <p><i>Individually Administered Nationally Normed Achievement Test</i></p> <p>any standardized achievement test that offers results in the form of standard scores or percentiles</p>	<ol style="list-style-type: none"> 1. Woodcock Johnson Cluster Scores 2. Wechsler Individual Achievement Test Skill Areas 3. Comprehensive Assessment of Speech & Language 4. Comprehensive Receptive & Expressive Vocabulary Test 5. Clinical Evaluation of Language Fundamentals – Receptive Cluster 6. Peabody Picture Vocabulary Test 7. Test of Language Competence 8. The Listening Comprehension Test 9. Oral and Written Language Scales – Receptive Language Cluster 10. Batelle Developmental Inventory 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 2</p> <p><i>Group Administered Nationally Normed Achievement Test</i></p> <p>standardized tests that are given to all students in a group format - results provide national percentile ranking</p>		<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 3</p> <p><i>Grades</i></p> <p>grades indicate that the student is not meeting the standard or is showing little evidence of meeting the standard for that stage of development</p>	<ol style="list-style-type: none"> 1. Most recent report card or progress report 2. Any grade that has been directly impacted by a deficit in listening comprehension – ex. following directions 3. Teacher determined grading systems 4. IEP based individualized grading systems 5. With a teacher statement that this student is within the lowest 15% 	<p>Generally, in comparison to the Common Core Standards, the VT Standards or Vermont Early Learning Standards (VELS - kindergarten)</p> <ul style="list-style-type: none"> • In heterogeneous classrooms, the student’s grade is among the lowest 15% of grade level peers • Otherwise, the student’s grades represent the lowest 15% in comparison to the expected level of performance for grade level peers

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LISTENING COMPREHENSION	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 4</p> <p><i>Curriculum Based Measures</i></p> <p>data that reports the student's performance over an extended period of time – data is reported in reference to a grade level expectation - information is not quantified in a standard score format</p>	<ol style="list-style-type: none"> 1. Listening comprehension ability as compared to peers or grade level expectations, (i.e. when asked to take notes, follow directions, respond to questions, analyze/filter orally presented information) 2. Classroom observation by Speech Language Pathologist 3. Teacher made tests (e.g., vocabulary) 4. Rubric 1.13 Communication Standards - Listening 5. Teacher statement that the student is within the lowest 15% 	<p>Comparison to performance of average grade level peers on same measure which indicates that the student is among the lowest 15%</p>
<p style="text-align: center;">MEASURE 5</p> <p><i>Criterion Referenced Assessments</i></p> <p>tests that are not standardized, but are scored on a level of expected development - test results indicate how the student is performing in relation to grade level peers</p>	<ol style="list-style-type: none"> 1. Brigance Inventory of Basic Skills 2. Qualitative Reading Inventory (Listening Comprehension Subtest, Passage Retelling) 3. Primary Observation Assessment 4. Developmental Reading Assessment 5. Assessment of Basic Language and Learning Skills 6. Verbal Behavior Milestones Assessment and Placement Program 	<p>Individual: Test results indicate that the student lacks skills or knowledge as compared to grade level peers</p> <p>Group: Comparison to performance of grade level peers on same measure in relation to the Common Core or VT Standards which indicates that the student is among the lowest 15%</p>
<p style="text-align: center;">MEASURE 6</p> <p><i>Other Measures of Performance</i></p> <p>class work that demonstrates limited ability when compared to the performance of grade level peers on the same measure</p>	<ol style="list-style-type: none"> 1. Grade Expectation based rubric or rubric of developmental standards for listening comprehension skills 2. Language Sample by Speech Language Pathologist – emphasis upon listening comprehension 3. Student work 4. Observation by Speech Language Pathologist in learning environment 	<p>Comparison to performance of grade level peers on same measure which indicates that the student is among the lowest 15%</p>

ADVERSE EFFECT CHARTS 2016

ORAL EXPRESSION	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 1</p> <p><i>Individually Administered Nationally Normed Achievement Test</i></p> <p>any standardized achievement test that offers results in the form of standard scores or percentiles</p>	<ol style="list-style-type: none"> 1. Woodcock Johnson Cluster Scores 2. Wechsler Individual Achievement Test Skill Areas 3. Comprehensive Assessment of Speech & Language 4. Comprehensive Receptive & Expressive Vocabulary Test 5. Clinical Evaluation of Language Fundamentals – Expressive Cluster 6. Oral and Written Language Scales – Expressive Language Cluster 6. Test of Language Competence 7. Expressive Vocabulary Test 8. Expressive One-Word Picture Vocabulary Test 9. Test of Problem Solving (Expressive, pragmatic measure) 10. Goldman-Fristoe Test of Articulation 11. Arizona Articulation Proficiency Scale 12. Batelle Developmental Inventory 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 2</p> <p><i>Group Administered Nationally Normed Achievement Test</i></p> <p>standardized tests that are given to all students in a group format - results provide national percentile ranking</p>		<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 3</p> <p><i>Grades</i></p> <p>grades indicate that the student is not meeting the standard or is showing little evidence of meeting the standard for that stage of development</p>	<ol style="list-style-type: none"> 1. Most recent report card or progress report 2. Any grade that has been directly impacted by a deficit in oral expression – ex. Class participation 3. Teacher determined grading systems 4. IEP based individualized grading systems 5. With a teacher statement that this child is within the lowest 15% 	<p>Generally, in comparison to the Common Core Standards, the VT Standards or Vermont Early Learning Standards (VELS - kindergarten)</p> <ul style="list-style-type: none"> • In heterogeneous classrooms, the student’s grade is among the lowest 15% of grade level peers • Otherwise, the student’s grades represent the lowest 15% in comparison to the expected level of performance for grade level peers

ADVERSE EFFECT CHARTS 2016

ORAL EXPRESSION	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 4</p> <p><i>Curriculum Based Measures</i> data that reports the student's performance over an extended period of time – data is reported in reference to a grade level expectation - information is not quantified in a standard score format</p>	<ol style="list-style-type: none"> 1. Oral expression ability as compared to peers or grade level expectations when expressing ideas, responding to questions, or when asked to do oral reports- Morning Meeting - 2. Speech Language Pathologist observation 3. Language sample 4. Rubric 1.15 Communication Standards – Expression/Speaking 5. Teacher statement that the student is within the lowest 15% 	<p>Comparison to performance of average grade level peers on same measure which indicates that the student is among the lowest 15%</p>
<p style="text-align: center;">MEASURE 5</p> <p><i>Criterion Referenced Assessments</i> tests that are not standardized, but are scored on a level of expected development - test results indicate how the student is performing in relation to grade level peers</p>	<ol style="list-style-type: none"> 1. Oral retell from Developmental Reading Assessment or Benchmark Assessment if retell is clearly related to oral expression deficits versus comprehension deficits 2. Peer comparison 3. Clinical Evaluation of Language Functioning - Pragmatics Profile, Teacher Checklist in oral expression 4. Qualitative Reading Inventory – Passage Retelling (if retell is clearly related to oral expression deficits versus comprehension deficits) 5. Assessment of Basic Language and Learning Skills 6. Verbal Behavior Milestones Assessment and Placement Program 	<p>Individual: Test results indicate that the student lacks skills or knowledge as compared to grade level peers</p> <p>Group: Comparison to performance of grade level peers on same measure in relation to the Common Core or VT Standards which indicates that the student is among the lowest 15%</p>
<p style="text-align: center;">MEASURE 6</p> <p><i>Other Measures of Performance</i> class work that demonstrates limited ability when compared to the performance of grade level peers on the same measure</p>	<ol style="list-style-type: none"> 1. Grade Equivalent based rubric based on oral expression skills 2. Developmental benchmarks for oral expression - articulation standards 3. Language Samples 4. SLP observation in the learning environment 	<p>Comparison to performance of average grade level peers on same measure which indicates that the student is among the lowest 15%</p>

ADVERSE EFFECT CHARTS 2016

MOTOR	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 1</p> <p><i>Individually Administered Nationally Normed Achievement Test</i></p> <p>any standardized achievement test that offers results in the form of standard scores or percentiles</p>	<ol style="list-style-type: none"> 1. Alberta Infant Motor Scales 2. Batelle Developmental Inventory 3. Bruinink-Oseretsky Test of Motor Proficiency 4. Klein-Bell Activities of Daily Living Scale 5. Kaufman Assessment Battery for Children 6. Miller Assessment for Preschoolers 7. Motor-Free Visual Perception Test 8. Movement Assessment Battery for Children 9. Peabody Developmental Motor Scales 10. Pediatric Evaluation of Disability Inventory 11. Behavior Problem Checklist 12. Standardized Sensory Assessment 13. Test of Gross Motor Development 14. Test of Visual-Motor Skills 15. Test of Visual-Perceptual Skills 16. WeeFIM 17. Pediatric Evaluation of Disability Inventory 	<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 2</p> <p><i>Group Administered Nationally Normed Achievement Test</i></p> <p>standardized tests that are given to all students in a group format - results provide national percentile ranking</p>		<p>Scores at or below the 15th percentile or 1 standard deviation below the mean (typically a score of 85 or below) using grade norms</p>
<p style="text-align: center;">MEASURE 3</p> <p><i>Grades</i></p> <p>grades indicate that the student is not meeting the standard or is showing little evidence of meeting the standard for that stage of development</p>	<ol style="list-style-type: none"> 1. Most recent report card or progress report 2. Student's motor skill level is within the lowest 15% when compared to grade level peers 3. Teacher determined grading system 4. IEP based individualized grading systems 	<p>Generally, in comparison to the Common Core Standards, the VT Standards or Vermont Early Learning Standards (VELS - kindergarten)</p> <ul style="list-style-type: none"> • In heterogeneous classrooms, the student's grade is among the lowest 15% of grade level peers • Otherwise, the student's grades represent the lowest 15% in comparison to the expected level of performance for grade level peers

ADVERSE EFFECT CHARTS 2016

MOTOR	EXAMPLES	CRITERION FOR COMPARISON
<p style="text-align: center;">MEASURE 4</p> <p><i>Curriculum Based Measures</i> data that reports the student's performance over an extended period of time – data is reported in reference to a grade level expectation - information is not quantified in a standard score format</p>	<ol style="list-style-type: none"> 1. Charts, graphs, or checklists indicating student performance over time 2. Classroom assessments 3. Fluency measures 4. Timed handwriting tests 5. Handwriting Without Tears assessment 6. Hoops, Groups and other Loops? 7. PE Skill checklists /assessments 	<p>Comparison to performance of average grade level peers on same measure which indicates that the student is among the lowest 15%</p>
<p style="text-align: center;">MEASURE 5</p> <p><i>Criterion Referenced Assessments</i> tests that are not standardized, but are scored on a level of expected development - test results indicate how the student is performing in relation to grade level peers</p>	<ol style="list-style-type: none"> 1. Quality of Upper Extremity Skills Test 2. Pediatric Outcomes Data Collection Questionnaires 3. Juvenile Arthritis Self-Report Index 4. Gross Motor Function Measure 5. Erhardt Developmental Prehension Assessment 6. Early Intervention Developmental Profile 7. Child Development Inventory 8. Behavioral Assessment Scale of Oral Functions in Feeding 9. Barthel Index 10. Activities Scales for Kids 11. School Functional Assessment 12. Canadian Occupational Performance Measure 13. Brigance Inventories 14. Goal Attainment Scaling 15. Heartland 16. HELP 17. Sensory Profile 18. Assessment of Basic Language and Learning Skills 19. Verbal Behavior Milestones Assessment and Placement Program 	<p>Individual: Test results indicate that the student lacks skills or knowledge as compared with grade level peers</p> <p>Group: Comparison to performance of average grade level peers on same measure in relation to the Common Core or VT Standards which indicates that the student is among the lowest 15%</p>
<p style="text-align: center;">MEASURE 6</p> <p><i>Other Measures of Performance</i> class work that demonstrates limited ability when compared to the performance of grade level peers on the same measure</p>	<ol style="list-style-type: none"> 1. Student work 2. Alternative placement due to motor skill challenges (Adaptive PE, etc.) 3. Observation by Occupational Therapist/Physical Therapist in learning environment 	<p>Comparison to performance of grade level peers on same measure which indicates that the student is among the lowest 15%</p>

ADVERSE EFFECT CHARTS 2016

FUNCTIONAL PERFORMANCE

Where a student demonstrates behavioral, emotional, adaptive behavior or social skills issues which may have an impact on their access to the general education environment and progress in the general education curriculum, the Evaluation Planning Team must document the effect of these functional performance concerns in determining a student's adverse effect in a basic skill. This review would include both formal and informal assessments, such as a combination of the examples for formal assessments below, coupled with observations of the student in structured and unstructured environments and other anecdotal information related to the student's functional performance.

EXAMPLES	AREAS/VERSIONS FOR COMPARISON
1. Burks Behavior Rating Scale	Parent and teacher behavior rating versions.
2. Behavior Assessment System for Children (BASC)	Parent, teacher, and child behavior rating versions.
3. Conners Parent and Teacher Rating Scales	Primarily used to determine Attention Deficit Hyperactivity Disorder (ADHD).
4. Child Behavior Rating Scales	Measures behavior within a classroom setting.
5. Behavioral and Emotional Rating Scale	Measures personal strengths and competencies. Parent, teacher, and child scales
6. Vanderbilt ADHD Teacher and Parent Rating Scales	Used to determine ADHD.
7. Nisonger Child Behavior Rating Form	Parent and teacher versions for students with developmental or intellectual delays and a third version for students with normal developmental levels.
8. The Assessment of Functional Living Skills	Measures six areas of functional behavior: Basic Living Skills; Home Skills and Community Participation Skills; School Skills; Independent Living Skills and Vocational Skills
9. Assessment of Basic Language and Learning	Specifically designed to assess functional skills for students in Applied Behavioral Analysis (ABA) programs
10. Vineland Adaptive Behavior Scales	Normed by age groups. Teacher and Parent versions.
11. The Callier Asuza Scale	Designed specifically for blind-deaf students.
12. Adaptive Behavior Assessment System	Primarily for use with students with an intellectual disability.
13. Diagnostic Adaptive Behavior Scale	Test of adaptive and functional skills for students with an intellectual disability.
14. Achenbach System of Empirically Based Assessment	Assesses adaptive and maladaptive functioning in students