

**GUIDELINES  
FOR  
CREDIT ACCOMMODATIONS**

FOR  
STUDENTS WITH DISABILITIES  
(IEP & 504)

# ELIGIBILITY CRITERIA - continued

- Student must have a current IEP or 504 Plan with **STANDARD-BASED CONTENT**;
  - Connection to grade-level standards must be made in PLOP/GOAL and/or OBJECTIVES;
  - Accommodations must be connected to access to the general education curriculum
- Student has a disability that precludes him/her from achieving and progressing commensurate with grade-level expectations, BUT is learning on grade level content;

# ELIGIBILITY CRITERIA

- Student needs significant instructional supports to access grade level SOL content and to show progress;
- Based on multiple objective measures of past performance, the student might not be expected to achieve the required standard and verified units of credit with the standard time frame.

# ELIGIBILITY CRITERIA, Continued

- An eligibility form, like the forms required for VGLA/VMASST needs to be completed for each student;

# SECTION 1: STUDENT INFORMATION

SECTION I: STUDENT INFORMATION			
Student Name:			Date of Birth:
State Testing Identifier (STI):			
Current Grade of Enrollment:			
School Division Name:	<b>Mecklenburg County Public Schools</b>	School Name:	
Credit Accommodation Considered:	<input type="checkbox"/>	Substitute Assessment	
	<input type="checkbox"/>	Locally Awarded Verified Credit	
	<input type="checkbox"/>	VMAST	
	<input type="checkbox"/>	Division of Minimum Coursework	

# SECTION 2: QUALIFYING QUESTIONS AND SUPPORTING DOCUMENTATION

## SECTION II: Qualifying Questions and Supporting Documentation

**DIRECTIONS:** To participate in credit accommodations for the standard diploma, the student's IEP Team or 504 committee must determine that the student is eligible based on responses to the three criteria and reviewing the information provided below. A response of "No" for any single criterion or failure to provide supporting documentation indicates that the student is NOT eligible for the credit accommodation listed in Section I of this form.

1. **Due to the intensity of the student's disability, he/she is unlikely to achieve and progress commensurate with grade level expectations, but is learning on grade level content?** YES  NO

If yes, answer the following

Brief overview of the student's disability:

Impact of the disability on the student's classroom performance:

2. **The student requires significant instructional supports to access grade-level Standards of Learning (SOL) and show progress?** YES  NO

If yes, answer the following

Describe the individualized supports/specialized program/intervention provided to the student to access grade-level SOL content.

Describe the amount of time the student has used the individualized supports /specialized program/intervention and the impact on progress.

# SECTION 2: QUALIFYING QUESTIONS AND SUPPORTING DOCUMENTATION

3. Based on multiple objective measures of past performance, the student is not expected to achieve the required standard and verified units of credit within the standard time frame. YES  NO

If yes, answer the following
List the assessments and student's performance used to determine that the student is not progressing at the rate expected for the grade level or course.
Describe the instructional remediation provided for the student to progress in the grade-level SOL content
Describe the amount of time the student has used the instructional remediation and the impact on progress

# SECTION 3: JUSTIFICATION STATEMENT

**SECTION IV: JUSTIFICATION STATEMENT:**

*The IEP Team must also provide a justification statement summarizing why the IEP team/504 committee has determined that the student is eligible for credit accommodations. The justification cannot be based on any specific categorical label (disability, gender, social, cultural or economic status, excessive or extended absences, beliefs that the student will fail the test, does not need the test for promotion or graduation or the student's behavior).*

Explain why the credit accommodation is appropriate for this student:

SIGNED:

	BUILDING ADMINISTRATOR OR DESIGNEE	DATE	
	PARENT	DATE	
	COURSE CONTENT TEACHER	DATE	
	SPECIAL EDUCATION TEACHER	DATE	
		DATE	
		DATE	

# IEP CHANGES

## DIPLOMA STATUS AND PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

**DIPLOMA STATUS:** Discuss annually beginning at age 14, or younger.

This student is a candidate for a:      Choose a Diploma Option  
Projected Graduation Date:

If a Modified Standard Diploma has been chosen, indicate below if the student passed either of the following SOL tests, including VGLA & VSEP?

8<sup>th</sup> Grade Reading                       8<sup>th</sup> Grade Math

\*\*\* The IEP team and the student, where appropriate, may select the Modified Standard Diploma option at any point after the student's eighth grade year. When selecting the Modified Standard Diploma, it is essential to consider the student's need for occupational readiness upon school completion, including consideration of courses to prepare the student as a career and technical education program completer. (Use of local courses of study planning guide that includes the graduation requirements is recommended.)

NOTE: The numeracy test (SOL Math 8 test) and literacy test (SOL English 8–Reading Research and Literature test) are requirements for the modified standard diploma. If the IEP team decides to postpone the student's participation in either of these tests, or postpones the student's retake of an end-of-course test that is a requirement to earn a Standard Diploma or Advanced Studies Diploma, then the student's opportunities to take and pass these tests will be decreased.

NOTE: The Modified Standard Diploma is not available for any student graduating in 2017 or entering 9<sup>th</sup> grade in 2013.

\*\*\* Student's must meet the requirements for eligibility and participation in the GED Certificate Program.

NOTE: Special education and related services end upon receiving an Advanced Studies Diploma, Advanced Technical Diploma, Standard Diploma, or Technical Diploma. If the student receives a Modified Standard Diploma, Special Diploma, Certificate of Program Completion, a GAD or a GED Certificate, the student remains entitled to FAPE through age 21. If the student will graduate with an Advanced or standard diploma during the term of the IEP, prior written notice must be completed.

### CREDIT ACCOMMODATIONS

It has been determined that the student is eligible to use credit accommodations to obtain the Standard Diploma. **If YES, the signed participation criteria form and supporting documentation must be completed and made available upon request.**            **YES**            **NO**

Will the student be graduating with a Standard, Technical, or higher level diploma or exceeding the age of eligibility this school year? If yes, a Summary of Performance must be provided to the student prior to graduating or exceeding the age of eligibility.            **YES**            **NO**

Is there a current signed (by the parent or adult student) release of confidential information on file with the school? If NO, discuss form for transition planning with student and family.            **YES**            **NO**

# IEP CHANGES

## STATE AND DISTRICT-WIDE ASSESSMENTS

This student's participation in state or district-wide assessments must be considered and discussed. During the duration of this IEP:

1. Will the student be at an age or a grade level for which the student is eligible to participate in a state or district-wide assessment? If yes, continue to next question.  YES  NO
2. Based on the Present Level of Academic Achievement and Functional Performance, is the student being considered for participation in the Virginia Alternate Assessment Program (VAAP), which is based on Aligned Standards of Learning? If yes, complete the VAAP Participation Criteria.  YES  NO
3. Based on the Present Level of Academic Achievement and Functional Performance, is the student being considered for participation in the Virginia Substitute Evaluation Program (VSEP) If yes, complete the VSEP Participation Criteria for each content considered.  YES  NO
4. Does the student meet the "VSEP participation Criteria"? If yes, determine for specific content area.  YES  NO
5. Based on the Present Level of Academic Achievement and Functional Performance, is the student being considered for participation in the Virginia Grade Level Alternative (VGLA)? If yes, complete the VGLA Participation Criteria for each content area considered.  YES  NO
6. Does the student meet the "VGLA participation criteria"? If yes, determine for specific content area.  YES  NO
7. Does the student meet the VMAST participation criteria? If yes, *determine for specific content area. **Note: The VMAST assessments will only be available to eligible students with disabilities during the 2012-2013 and 2013-14 school years. Beginning in 2014-2015, the VMAST may be used as a credit accommodation for End-of-Course reading and Algebra I for students scoring 374 or below following two attempts at the corresponding SOL End-of-Course test. Participation criteria must be met and supporting documentation must be completed.***  YES  NO

# ASSESSMENTS USED TO VERIFY CREDITS

## 1. SUBSTITUTE TESTS:

- Identify and approve additional substitute tests to earn a verified credit. The Board of Education may from time to time approve additional tests that are recommended by the Superintendent of Public Instruction for the purpose of awarding verified credit.

- The Virginia Department of Education may partner with a school division in the procedure to nominate an additional test. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:
  - The test must be standardized and graded independently of the school or school divisions in which the test is given;
  - The test must be knowledge based;
  - The test must be administered on a multistate or international basis, or administered as part of another state’s accountability assessment program; and
  - To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

SOL TEST	SUBSTITUTE TEST	PROFICIENT	ADVANCED
ENGLISH: WRITING	AP English Language and Composition	2	3
	IB English (Higher Level)	2	3
	IB English (Standard Level)	2	3
	Test of English as a Foreign Language (TOEFL) Internet-based Test (iBT)+	56	83
	Test of English as a Foreign Language (TOEFL) Paper-based Testing (PBT)+	483	557
	Advanced Placement International English Language (APIEL)	2	3
	Cambridge International Examinations: English Language (GCE-AS)	E	D
	Cambridge International Examination: First Language English (IGCSE)	G	D
	Cambridge International Examinations: IGCSE English as a Second Language	D	C
	ACT: Writing Subtest	22	30
	WorkKeys: Writing	3	4
	AP English Literature and Composition++	2	3
	SAT I Writing	400	500

SOL TEST	SUBSTITUTE TEST	PROFICIENT	ADVANCED
ENGLISH: WRITING	AP English Language and Composition	2	3
	IB English (Higher Level)	2	3
	IB English (Standard Level)	2	3
	Test of English as a Foreign Language (TOEFL) Internet-based Test (iBT)+	56	83
	Test of English as a Foreign Language (TOEFL) Paper-based Testing (PBT)+	483	557
	Advanced Placement International English Language (APIEL)	2	3
	Cambridge International Examinations: English Language (GCE-AS)	E	D
	Cambridge International Examination: First Language English (IGCSE)	G	D
	Cambridge International Examinations: IGCSE English as a Second Language	D	C
	ACT: Writing Subtest	22	30
	WorkKeys: Writing	3	4
	AP English Literature and Composition++	2	3
	SAT I Writing	400	500

SOL TEST	SUBSTITUTE TEST	PROFICIENT	ADVANCED
ENGLISH: READING	AP English Literature and Composition	2	3
	IB English (Higher Level)	2	3
	IB English (Standard Level)	2	3
	Test of English as a Foreign Language (TOEFL) Internet-based Test (iBT)+	56	83
	Test of English as a Foreign Language (TOEFL) Paper-based Testing (PBT)+	483	557
	Cambridge International Examinations: Literature in English (IGCSE)	G	D
	Cambridge International Examination: Literature in English (A Level)	E	D
	Cambridge International Examination: English Language(GCE-AS)	E	D
	Cambridge International Examinations: IGCSE English as a Second Language	D	C
	ACT: Reading Subtest	25	31
	AP English Language and Composition+++	2	3

SOL TEST	SUBSTITUTE TEST	PROFICIENT	ADVANCED
ALGEBRA I	CLEP College Algebra	30	40
	IB Math Studies (Standard Level)	2	3
	IB Math Methods (Standard Level)	2	3
	SAT II Math IC	400	500
	SAT II Math IIC	400	500
	AP Calculus +++++	2	3
	Cambridge International Examinations: Further Mathematics (AICE)	E	D
	Cambridge International Examinations: Mathematics (AICE)	E	D
	Cambridge International Examinations: Further Mathematics (A Level)	E	D
	Cambridge International Examinations: Additional Mathematics (IGCSE)	G	D
	Cambridge International Examinations: Mathematics (IGCSE)	G	D
	ACT: Mathematics Subtest	18	26
	IB Mathematics (Higher Level)	2	3
	ACT PLAN: Mathematics Subtest	16	21
	TABE Algebra/Geometry Advanced Test—Level A	652	732

SOL TEST	SUBSTITUTE TEST	PROFICIENT	ADVANCED
ALGEBRA II	IB Math Studies (Standard Level)	2	3
	IB Math Methods (Standard Level)	2	3
	SAT II Math IC	400	500
	SAT II Math IIC	400	500
	AP Calculus +++++	2	3
	Cambridge International Examinations: Further Mathematics (AICE)	E	D
	Cambridge International Examinations: Mathematics (AICE)	E	D
	Cambridge International Examinations: Further Mathematics (A Level)	E	D
	Cambridge International Examinations: Additional Mathematics (IGCSE)	E	D
	IB Mathematics (Higher Level)	2	3

++++ The AP Calculus BC test may be used as a substitute to earn two mathematics verified units of credit. The AP Calculus AB test may be used to earn only one mathematics verified unit of credit.

SOL TEST	SUBSTITUTE TEST	PROFICIENT	ADVANCED
GEOMETRY	Cambridge International Examinations: Mathematics (IGCSE)	E	C
	ACT: Mathematics Subtest	18	25
	IB Mathematics (Higher Level)	2	3
	IB Math Studies (Standard Level)	2	3
	IB Math Methods (Standard Level)	2	3
	SAT II Math IC	400	500
	SAT II Math IIC	400	500
	AP Calculus +++++	2	3

++++ The AP Calculus BC test may be used as a substitute to earn two mathematics verified units of credit. The AP Calculus AB test may be used to earn only one mathematics verified unit of credit.

SOL TEST	SUBSTITUTE TEST	PROFICIENT	ADVANCED
EARTH SCIENCE	Cambridge International Examinations: Environmental Science, GCE - AS Level	E	
	AP Environmental Science	2	
BIOLOGY	AP Biology	2	
	SAT II Biology E & M	400	
	CLEP General Biology	30	
	IB Biology (Higher Level)	2	
	IB Biology (Standard Level)	2	
	Cambridge International Examinations: Biology, GCE -A Level	E	
	Cambridge International Examinations: Biology, GCE- AS Level	E	
CHEMISTRY	AP Chemistry		
	SAT II Chemistry		
	CLEP General Chemistry		
	IB Chemistry (Higher Level)		
	IB Chemistry (Standard Level)		
	Cambridge International Examinations: Chemistry, GCE- A Level		
	Cambridge International Examinations: Chemistry, GCE - AS Level		

SOL TEST	SUBSTITUTE TEST	PROFICIENT	ADVANCED
US HISTORY	AP US History	2	3
	CLEP History of US I and II (total score for both tests)	60	80
	SAT II American History	400	500
	IB US History (Higher Level)	2	3
WORLD HISTORY from 1000 AD	SAT II World History	400	500
	AP World History	2	3
	AP European History	2	3
	IB History of Europe	2	3
WORLD HISTORY to 1000 AD	SAT II World History	400	500
WORLD GEOGRPAHY	AP Human Geography	2	3
	Cambridge International Examinations: IGCSE Geography	G	D
	Cambridge International Examinations: GCE -AS Level	E	C
	Cambridge International Examinations: GCE -A Level	E	D
	IB Geography Test	2	3

# ASSESSMENTS USED TO VERIFY CREDITS

## 2. VMAST:

- Permit the continued use of the Virginia Modified Achievement Standards Test (VMAST) until 2014-2015 for verified credit purposes for Algebra I and EOC reading.
- Will remain as a separate SOL Test after 2014;
- Beginning in 2014-2015, scores of students who participate in VMAST will no longer be included in the participation rate or pass rate calculations for federal accountability, as required for approval of Virginia's *Elementary and Secondary Education Act (ESEA)* flexibility application.

# ELIGIBILITY CRITERIA FOR VMAST (2014-2015)

- To take the VMAST for verified credit purposes, a student must meet all current VMAST eligibility requirements and beginning in the 2014-2015 school year the student must also meet the following additional criteria:
  - **Student must pass the high school course; and**
  - **Score 374 or below on the end-of-course Standards of Learning test after taking the test at least twice**

**THE VMAST PARTICIPATION FORM MUST CONTINUE TO BE FILLED OUT PRIOR TO THE IEP COMMITTEE'S DECISION TO CONSIDER THE VMAST AS AN OPTION**

# ASSESSMENTS USED TO VERIFY CREDITS

## 3. LOCALLY AWARDED VERIFIED CREDITS:

- Permit local school boards to award locally awarded verified credits in reading, writing, and mathematics, in addition to science and history, to students with disabilities.
- This is not NEW; LEA's could award verified credits previously in SS and SCI; the new part is now it includes READING, WRITING, AND MATH
- Eligible only for students who have entered ninth grade for the first time in 2000-2001, or thereafter

# ELIGIBILITY CRITERIA FOR LOCALLY AWARDED VERIFIED CREDITS

- Eligible students MUST :
  - **Student must pass the high school course; and**
  - **Score within 375-399 scale score range on any administration of the SOL test after taking the test at least twice, and**
  - **Demonstrate achievement in the academic content through an appeal process administered at the local level, and**

# APPEALS PROCESS FOR LOCALLY AWARDED VERIFIED CREDITS

- Appeals Process:
  - The appointment by the local school board of a local review panel comprised of at least three educators.
    - Different panels may be appointed for individual schools or groups of schools, at the local school board's discretion;
  - The local review panel will:
    - review information which provides evidence of the student's achievement of adequate knowledge of the Standards of Learning content.
    - The panel shall have discretion in determining the information to be considered and may include, but not be limited to, results of classroom assessments, division wide exams, course grades, and additional academic assignments (e.g., papers, projects, essay or written questions) as deemed appropriate.

# APPEALS PROCESS FOR LOCALLY AWARDED VERIFIED CREDITS - Continued

- Appeals Process:
  - Based on the evidence reviewed, the local review panel may
    - (a) award the verified credit,
    - (b) deny the verified credit,
    - (c) suggest participation in a remedial program and retesting, or
    - (d) make additional academic assignments as deemed appropriate prior to determining whether to award the verified credit.

# APPEALS PROCESS FOR LOCALLY AWARDED VERIFIED CREDITS - Continued

- General Provisions for Implementation:
  - No more than four verified credits may be awarded through this process and these guidelines may not be used to award verified credits for the Advanced Diploma;
  - The award of verified credits under these guidelines will not be used to recalculate a school's accreditation rating;
  - Local school boards shall adopt policies that specify local procedures for implementing these guidelines.

## **MCPS POLICY (6-4.6) – APPEALS PROCESS LOCALLY AWARDED VERIFIED CREDITS**

### **First 3 steps in requesting a Review for locally awarded verified credits:**

1. The student must attend and successfully complete the “SOL Brush-up” class for the subject in question;
2. The student shall be responsible for gathering necessary data (results of classroom assignments, course grades, division-wide exams, participation in remediation activities and any other academic information the panel deems necessary) in order for the panel to make a decision concerning awarding the verified credit.
3. Students will request a review through their principal who in turn will inform the Assistant Superintendent for Instruction of the Request, who will schedule the review.

## **MCPS POLICY (6-4.6) – APPEALS PROCESS LOCALLY AWARDED VERIFIED CREDITS**

### **MCPS APPEALS PANEL:**

1. The School Board shall appoint a local review panel comprised of at least three educators (one professional staff member from Bluestone High School, one from Park View High School, and one Central Office person who serves as assistant superintendent, director, or coordinator) to evaluate the student's evidence of achievement of adequate knowledge of the Standards of Learning.

# MCPS POLICY (6-4.6) – APPEALS PROCESS LOCALLY AWARDED VERIFIED CREDITS

## MCPS APPEALS PANEL:

- Based on the evidence reviewed, the local review panel may
  - (a) award the verified credit,
  - (b) deny the verified credit,
  - (c) suggest participation in a remedial program and retesting, or
  - (d) make additional academic assignments as deemed appropriate prior to determining whether to award the verified credit.
- The decision of the panel will be final.

# ASSESSMENTS USED TO VERIFY CREDITS

## 4. ADDITIONAL COURSE OFFERINGS:

- Augment the Personal Finance course (3120) to include the 21 Work Readiness Skills (WRS) for the Commonwealth.
  - ✓ Allow this augmented course to meet the Economics and Personal Finance requirement *if* the student has earned at least 3 standard credits in history and social science.
  - ✓ The economics strand in these courses would be deemed a credit accommodation.
  - ✓ Upon completion of the augmented Personal Finance course, the student may take the WRS assessment to earn the Board-approved Work Readiness Skills credential.
  - ✓ This approach would satisfy the graduation requirements for economics and personal finance, history and social sciences, and the workplace credential.

# ADDITIONAL COURSE OFFERINGS - Continued

- Establish minimum content courses in the subject areas required for verified credits and provide flexibility in how the courses are delivered.
- Allow parts I and II of certain required courses to each earn a standard credit towards the total number required in the subject area. The student **MUST** successfully complete:
  - 4 standard credits in English and 1 verified credit each in Reading and Writing
  - 3 standard credits in mathematics that include Algebra I and Geometry, and 1 verified credit in mathematics
  - 3 standard credits in science that include Earth Science and Biology, and 1 verified credit in science
  - 3 standard credits in history and social science that include Virginia and U.S. History and Virginia and U.S. Government, and 1 verified credit in history and social science
- Each part of a course taken and passed can count as a standard credit;

# QUESTIONS & ANSWERS

- Is this applicable to this current year senior class?
  - YES, however, since IEP Programs need time to change the IEP forms, guidance will be coming from VDOE
- Will this result in a standard diploma and students will not be eligible to return for additional services?
  - Yes, a standard diploma will be awarded and access to FAPE will end
- Can the VMAST be administered in the same window as the SOL?
  - The IEP must reflect the use of the credit accommodation. IEP teams should consider their approach to options and carefully review the requirements and testing schedule. Not usually; however, possibly but not good practice.

# QUESTIONS & ANSWERS

- What areas will be permitted to be broken into part I and Part II?
  - All courses that currently have a SCED code as “Parts”; Approved courses that can be broken into 2 courses for standard credit include: Algebra I, Algebra II, Geometry, Earth Science, Biology, VA/US Government, and VA/US History
  - There are no changes to the approved courses for standard diploma. Students who qualify may earn standard credit for participation but MUST finish the content area to receive standard credit for the course.
- Will there be a cap on VMAST when used for credit accommodations?
  - NO; There will be no cap on the number of students who may participate. Students who graduate with a standard diploma using credit accommodations will have no distinction on their record.
  - VMAST will have NO cap beginning in 2014-2015
- What happens with VMAST prior to 2014 and what happens to VMAST after 2014?
  - VMAST will continue to be offered as a separate SOL; however, it will only be allowed to be used as a credit accommodation in Algebra I, English 11: Reading and Writing

# QUESTIONS & ANSWERS

- What about students who have earned a modified standard diploma previously and are eligible to earn a standard diploma but have not returned to school?
  - LEA's can use the exiter's list for Indicator 14 to inform students if credit accommodations could help them earn a standard diploma
  - LEA's should review transcripts of students who have not yet turned 22 yrs old
- Does a substitute test count as a second attempt
  - NO; must take the regular SOL 2x's
- Are ELS student eligible for credit accommodations?
  - NO; only students with an IEP or a 504 Plan