

## GENERAL EDUCATION STUDENTS RECEIVING SUPPORTS

Students in this category, “General Education Students Receiving Supports” are eligible to receive Level 1 and Level 2 Accessibility Features on the DeSSA assessments. This category of students is not eligible for participation in the DeSSA-Alternate assessment.

### Criteria for Identifying a Student as a General Education Student Receiving Supports

#### Who can identify students?

It is recommended that *more than one educator* participate in the identification of each student who needs supports as well as the selection of supports for the student.

#### Which students can be identified?

Educators should consider students who are **struggling and at-risk**. Students who are currently **receiving interventions** through the Response to Intervention (RTI) program or have been **referred to the school’s problem-solving team**, may benefit from supports. Additionally, students who have **physical injuries** such as a broken arm may be in need of a support like scribing.

#### How should level 2 (designated supports) be selected?

Educators should consider the student’s **documented** needs. To select supports that match the student’s documented needs, educators should refer to **data** about student’s performance with and without the support. The data may be **observational** or based on the student’s performance on a curriculum-based **measurement**. Educators should ask – how does the student perform with and without the support? Does the support benefit the student?

In addition to reviewing student data, educators must **consider whether the support is being used during classroom instruction**. Supports should be familiar to the student and used regularly, not only on the assessment. Taking the practice test is a good opportunity for students to try out different supports and to talk with the teacher about whether the support was helpful.

**PLEASE NOTE: more supports are not necessarily better for the student.** Some supports could make the test harder depending on student’s needs. It is important for support selection to be customized to the student’s needs.

Also, educators should consider each student individually and **refrain from assigning supports on a blanket basis**. For example, an educator should not assign all of his/her students a particular accommodation in the assumption that a designated support benefits all students.

## How to Document a General Education Student Receiving Level 2 Supports

Follow these steps after identifying a general education student to receive Level 2 supports:

1. Log in to TIDE
2. Go to the edit student screen.
3. Update the student as a general education student receiving supports.
4. Enter the student's supports in the TIDE database.

A decision tree illustrating the process of identifying students and selecting supports is shown in **Error! Reference source not found.**

The form needed to review, select, and document designated supports for a student can be found in Appendix A-1. Descriptions regarding specific Level 2 supports can be found in Appendix A-2.

The Department of Education expects that a student's supports on the Accessibility Form and entered in the TIDE/DLM database will be available, offered, and provided on the days of testing.
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### Figure 1: Decision Tree for Assessing General Education Students with Supports

All the statements have to be true to continue.

