**Michigan Assessment Consortium**

**Building and Using Common Assessments: A Professional Development Series**

**Facilitator User Guide**

|  |  |  |
| --- | --- | --- |
| **Module 6:** Assessing Students with Special Needs  **Focus Questions:**  How can we get special needs students more engaged in the common assessment? | **Narrator:**  Ed Roeber  Professor  Michigan State University  **Narrator Contact Information**  517.432.0427  **Email**  Roeber@msu.edu | |
| **Estimated Module Instruction Time:**  20 minutes |
| **Resources:**  Handout: Examples of extended standards | | |
| **Suggested Activities:** | | **Estimated Time:** |
| **1.** Module viewing | | 20 minutes |
| **2.**  Review the example of extended standards | | 5 minutes |
| **3.**  Determine how students with disabilities and English learners will participate in the common assessments. | | 45 minutes |
| **3.** Create extended standards for the district’s standards | | 8-16 hours |
| **Implementation Notes:** It is important to consider this topic when developing common assessments used by all students. Rather than “retrofit” assessment accommodations onto the common assessment after it is built, or worse, decide to exclude the students with disabilities or English learners from the final common assessment, it is essential that districts consider the assessment needs of these students *from the outset.* This will help to assure the fullest participation of these students in the assessment, as well as the most useful information for teachers. | | |