

Frequently Asked Questions – Adverse Effect

1. Do teams have to look at all basic skill areas at EPT meeting?

Yes, you must look at all areas of concern at the EPT meeting. There are two ways to document these areas of concern:

- You are only required to find evidence and document ONE basic skill area for adverse effect. The additional areas of concern will be addressed in the needs section.
- If your special education administrator determines that all areas of concern must be addressed in the adverse effect section that is also acceptable. However, it is still necessary to fully complete the needs section in order to document the requirement for specialized instruction.

2. What if an area of concern arises through the evaluation process, but it wasn't in the original evaluation plan?

There are two ways to document these areas of concern:

- You may amend the current evaluation plan and include a record review of the new information.
- You may close the current evaluation plan and start a new one and include the new areas of concern with the new testing information.

3. Can we use SBAC scores as a measure of adverse effect?

We are referring this question back to the special education administrator. Each special education administrator has the authority to decide whether or not to use the Smarter Balanced scores for eligibility meetings; however, it can only be used as supporting evidence. It is up to your district administrator to determine if Smarter Balanced test scores will be allowed for use as supplemental information regarding adverse effect criteria. For each student, a lengthy, specific multi-step process must be followed to determine whether or not a student's scores can be considered; for more information on this topic, please have your special education administrator contact us.

4. How valid are the SAT scores?

Not all students take SAT and ACT tests; therefore these scores may only be used as supplemental information and are not a true measure of adverse effect.

5. What's the difference between a curriculum-based measure and a curriculum-based assessment?

The definition of a curriculum based measure is the repeated, direct assessment of targeted skills in basic areas, such as math, reading, writing, and spelling, using materials taken from the teaching curriculum. The curriculum based assessment is the name of the test used to gather data.

6. Are there specific assessments for the high school levels?

Finding high school measures for any of the basic skills may be difficult, but not impossible. Information and examples of what is currently being used in Vermont schools has been provided. However, many of these are geared toward elementary students. This list is not exhaustive. If you have questions about specific measures, please feel free to contact us.

7. Whose job is adverse effect?

All educators have a responsibility to provide their students with the best possible support and instruction. Documenting adverse effect must be a collaborative process between general and special educators. The following table provides you with examples of who often has the best information for a given measure of adverse effect.

Type of Measure	Criterion	Person(s) Responsible
Individually administered nationally-normed achievement test	-1 SD or 15th percentile	Spec Educator, SLP, School Psychologist trained in test administration
Nationally-normed group administered achievement tests, including nationally-normed curriculum-based measures	-1 SD or 15th percentile	Classroom teacher(s) or Others (i.e., special educators and guidance counselors)
Grades	Performance at or below the lowest 15% compared to grade level peers	Classroom teacher(s)
Curriculum based measures, could include benchmark assessments and continuous progress monitoring outcomes	Performance at or below the lowest 15% compared to grade level peers	Classroom teacher(s) or Others
Criterion-referenced tests	Student lacks skills typical of an average student at same grade level	Spec Educator, SLP, Classroom teacher(s), or Others
Group administered criterion-referenced tests	Performance indicates student is among lowest 15%	Classroom teacher(s) or Others
Other measures	Performance indicates student is among lowest 15%	Classroom teacher(s), SLP, or Others