

Guidelines for Individual Evaluation of California Students with Disabilities, Birth Through Age Twenty-One

- Updated March 1999 -

**Acknowledgments from Dr. Alice D. Parker,
Assistant Superintendent; Director, Special Education Division**

These guidelines were developed through continuous discussions with Special Education Local Plan Area (SELPA) directors, school psychologists, special education consultants, professors of special education, parents of children with disabilities, members of the California Association of School Psychologists, classroom teachers, and school administrators. All assisted in gathering information about evaluation, assessment, and reevaluation.

We are grateful for the long hours dedicated to this resource by the SELPA work group. This document was developed through careful comparisons of the relevant sections of federal and state statutes and regulations and complemented with practical, in-depth discussions with SELPA directors. As a result, this document clarifies the complex interactions between student assessment activities and the procedural safeguards exercised by the parents of the student involved in the evaluation or reevaluation process.

Guidelines for Individual Evaluation of California Students with Disabilities, Birth Through Age Twenty-One was prepared by Special Education Division staff members J. Vincent Madden, Manager, Assessment, Evaluation, and Support Unit, and Devena D. Reed, Special Education Consultant, in collaboration with the following persons:

Diana (Dede) Wells, SELPA Director, Mount Diablo Unified School District
Barbara Thomas, SELPA Director, Fresno County
Mary Jo DeSio, SELPA Director, San Luis Obispo County
Steve Morford, SELPA Director, Riverside Unified School District
Wilma Poage, Assistant Superintendent, SELPA Director, Colusa County

Introduction

The purpose of these guidelines is to provide information on the initial evaluation and reevaluation of individuals with disabilities. These guidelines are based on the requirements in state and federal statutes and regulations that are related to special education programs.* Part 30 of the *Education Code* and Chapter 3 of the *California Code of Regulations, Title 5, Education*, serve as a guide to the entire process of individual diagnostic testing and the individualized education program (IEP) team's determination of eligibility. A question-and-answer section elaborates on the best practices of evaluation and reevaluation for California children and youths with disabilities from birth through twenty-one years of age.

* California Special Education Programs: A Composite of Laws contains pertinent sections of the Education Code (EC); Government Code (GC); and the California Code of Regulations, Title 5, Education (5 CCR). United States Public Law 105-17, IDEA 97, contains the amendments to the Individuals with Disabilities Education Act. Sections on initial evaluation and reevaluation can be found in 20 United States Code (USC), Chapter 33, sections 1401, 1414, and 1415. A searchable database of the California Special Education Programs: A Composite of Laws is available on this website at http://www2.sac-co.k12.ca.us:591/Laws_search/.

Initial evaluation and reevaluation are broad terms that apply to all individual testing, including observation and data-gathering activities that may result in decisions about a student's educational needs. Evaluations for special education are undertaken with informed parental consent to determine whether a student suspected of having a disability requires special education or, in the case of a three-year reevaluation, continues to require those services. Evaluations encompass review and analysis of student records and provision for new assessments to gain information about the student's present levels of performance. The purpose of all evaluation activities is to help IEP team members make informed decisions about an individual student. The intent is to collect information about how to teach and help a student with a disability to learn in the way in which he or she is the most capable.

The student with a disability is required to participate in general education's state and districtwide testing programs. In the process of evaluation, the term *assess* also describes specific examinations, tests, and observational strategies that provide information about an individual student's performance. The results of all assessments administered to an individual must be considered for both the initial evaluation and the three-year reevaluation. Special education evaluation encompasses all available data about the student's ability to perform in the general education curriculum.

Parental Consent for Evaluation and Reevaluation

The federal Individuals with Disabilities Education Act (IDEA 97); California *Education Code*; and *California Code of Regulations, Title 5, Education*, contain specific protections for the identification, evaluation, and reevaluation of a student suspected of having a disability. Fundamental requirements are as follows:

1. A referral for the evaluation and identification of a student suspected of having a disability shall be coordinated with the procedures for the local educational agency's (LEA's) school-based plan. This coordination ensures that all resources of the general education program have been considered and, where appropriate, used.
2. Prior written notice shall inform the parent in his or her native language, unless doing so is clearly not feasible, whenever the LEA either proposes or refuses to:
 - Initiate an evaluation of the child with a suspected disability.
 - Change the educational placement of the child.
3. The content of the prior written notice to the parent of the child shall include:
 - A description of the action proposed or refused by the LEA
 - An explanation of the LEA's proposal for action or refusal to take action
 - A description of other options considered by the LEA and, if they were rejected, the reasons for rejection
 - A description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action
 - Any other relevant factors

- A statement that parents of a child with a disability have protection under the procedural safeguards of IDEA 97
- For reevaluations, a statement to instruct the parent about the means for obtaining a description of the procedural safeguards
- Resources that parents may contact for help in understanding the protections of procedural safeguards

4. Individual assessment plans that function as prior written notice must include all of the preceding content and describe the reasons or purposes for the evaluation; the types of testing and assessment procedures to be used in the evaluation; the student's language proficiency as determined by the district; any recent assessments, including available independent assessments and any assessment information that the parent requests to be considered; specific alternative assessment methods and procedures, as appropriate; and general education program interventions.

5. Written and informed parental consent for a specific assessment plan must be received before any evaluation or reevaluation activities are initiated. However, such informed parental consent need not be obtained for reevaluation if the LEA can demonstrate that reasonable measures have been taken to obtain such consent and the parent has not responded.

Initial Evaluation

The purpose of the initial evaluation of individuals suspected of having a disability requiring special education is to gather diagnostic information so that the IEP team can:

- Survey information collected with informed parental consent from a variety of sources, including the parent.
- Evaluate the results of assessments conducted by a team of qualified special education personnel.
- Determine whether or not a student has an identified disability that meets California and federal criteria for eligibility.
- Determine whether the student with a disability requires special education and related services.
- Provide instructionally relevant individual information on the ways in which the student learns; the student's present levels of performance; and the additions or changes needed to enable the student to participate in the general curriculum, as appropriate.
- Determine whether identified impairments in learning are sufficient to justify establishing differential standards within district-adopted expectancies for student performance.

Evaluation is required in the following circumstances:

- Prior to a student's placement in a special education program
- Prior to any significant change in the student's educational placement, including an alternative educational setting for students requiring special education
- When a parent or teacher requests one

- At least once every three years

Annual goals, written by the IEP team, must include measurable goals that support the student's involvement in the general curriculum. The ongoing monitoring, with at least an annual review, provides for appropriate revision of the IEP goals and objectives that reflect the student's need to be educated and to participate appropriately with other children with disabilities and with nondisabled children in the general curriculum and in extracurricular and other nonacademic activities.

Reevaluation (Triennial)

The purpose of reevaluation, required at least every three years or more frequently if requested, is to ensure that the IEP team, including the parent:

- Determines whether the student continues to have a disability
- Determines whether the student continues to require special education services
- Determines the necessary additions or modifications that will enable the student to meet his or her individual instructional objectives and participate in the general curriculum, as appropriate
- Reviews existing assessment data and decides whether any further information about the student's present levels of performance and educational needs is required
- Reviews the student's progress toward meeting the district's standards or graduation requirements or both
- Determines appropriate test accommodations or modifications that will enable the student to participate in the administration of districtwide and statewide assessments

In addition to the preceding elements, an additional standard for evaluation procedures is that every evaluation report for each student must be documented in writing. The assessors and the IEP team are expected to gather and to report in writing relevant and necessary information for reevaluations while observing all procedural safeguards for the individual student and his or her family.

Procedural safeguards that apply to the evaluation process are as follows:

- A variety of testing tools and strategies must be selected and administered to gather relevant functional and developmental information about the student in all areas of a suspected disability, including information provided by the parent.
- Evaluations must be administered in the student's native language or other mode of communication, unless it is clearly not feasible to do so. The IEP team must consider the language needs of the student.
- Technically sound test instruments must be administered according to the instructions in the publisher's test manual by qualified school personnel who assess the cognitive and behavioral factors in addition to the physical and developmental factors. The personnel interpreting the tests must take into consideration a child's culture, ethnicity, and language and must be knowledgeable in the area(s) of suspected disability.

- Selected test instruments should provide relevant information from which the IEP team can determine the educational needs of the student. Parents may provide results, for the IEP team to consider, from an independent evaluation obtained at private expense.
- Test instruments and other evaluation materials selected for assessments are not racially or culturally biased and are administered in a manner that is not racially or culturally discriminatory.
- Test instruments must be valid for the purpose for which they are used.
- No single procedure is to be used.
- A copy of the reevaluation report and documentation of eligibility must be given to the parent.

An IEP team meeting is held to complete the evaluation or reevaluation. The team uses the assessment results to determine the student's educational needs and eligibility for special education. The parent and general education teacher are members of the IEP team and contribute to the process of reviewing existing assessment data for the three-year reevaluation. All assessment results and interpretive evaluation reports are a confidential part of the student's educational record.

Questions and Answers

1. How do the terms initial evaluation, assessment, reevaluation, screening, and testing differ in meaning?

Initial evaluation is the term used in federal statutes and regulations to describe a system of assessment procedures, test results, and interpretation of observations and findings that includes IEP decision making. The IEP team determines whether a student has a disability and is eligible for and requires special education services to benefit from the instruction in the school district's general curriculum.

Generally, federal statutes address *assessment* as the administration of standardized diagnostic test instruments, structured interviews, and focused observations of the student in a teaching and learning environment.* The terms *initial evaluation* and *reevaluation* describe the overall decision making in regard to eligibility for special education. Specific test results are combined with an analysis of the student's learning process over an extended period of instruction. For infants and toddlers with disabilities, from birth through two years of age, the term *evaluation* means the description of the procedures used by qualified personnel to determine an infant's or a toddler's present level of development. *Assessment* refers to the ongoing procedures that qualified personnel use to identify the infant's or toddler's unique strengths and needs throughout the period of an infant's or a toddler's eligibility for early intervention services.

Assessment also refers to statewide and districtwide tests that provide specific information about a student's academic progress in an established curriculum. These are basic achievement tests that are administered to all students in a school, grade, or class. The individual testing conducted to evaluate a student's needs for special education differs for these reasons:

- The student is tested on selected instruments intended for individual diagnosis with the *informed* consent of his or her parent.

* The term assessment in California statutes and regulations shall have the same meaning as does the term evaluation in IDEA 97, 20 USC Section 1414.

- Structured observations of the individual student in his or her instructional environment can be used to explore a variety of perceptual and behavioral perspectives.
- The IEP team is responsible for the determination and documentation of its decision regarding a student's eligibility for special education services.

Reevaluation is conducted every three years (triennially) to determine whether the student continues to have a disability and to examine his or her educational needs and present levels of performance. For infants and toddlers with disabilities, periodic progress reviews are performed annually and semiannually.

Screening tests are generally related to the early discovery of developmental or sensory impairments (e.g., in vision, hearing, language, or motor skills) that are known to impede learning in all individuals. Screening tests are administered individually to all students in a school district, school, grade, or class. Even informal tests that precede an individual diagnostic evaluation and single out an individual student require prior parental consent.

Testing refers to a standardized series of questions, tasks, or problem situations designed to determine a student's knowledge or to examine a student's learning processes according to established performance standards.

2. Are interventions and modifications within the general education classroom required before an evaluation?

Yes. Documentation of interventions or modifications or both in the general education classroom represents the school district's efforts to address the educational needs of the student. Usually, interventions or modifications are documented as a part of the referral process. Before a student is referred for special education services, all instructional resources of the general education program must be considered and, where appropriate, used.

3. Does ongoing monitoring of progress contribute to the initial evaluation, annual reviews, and triennial reevaluation?

Yes. The daily, weekly, and monthly progress of the student is noted through informal notes, parent-teacher conferences, report cards, and other reporting procedures required by IDEA 97. These informal measures can become the benchmarks of progress that are documented on the IEP. Annually, or more often if requested, the district must convene the IEP team so that the parents are informed about their child's progress at least as often as are parents of general education students.

4. When must a student be evaluated?

An individual evaluation must be conducted before any action is taken for the placement of a student with a disability in a special education program. In an interim program placement, either when a student's family moves from one LEA to another or as a diagnostic part of the evaluation process, a specific timeline (e.g., 30 days) should be set for completing the IEP. A reevaluation must be conducted every three years, or more frequently if warranted, or if either the parent or the teacher requests one. An evaluation must be conducted before any change in special education placement, including expulsion, may be initiated.

5. What options should be considered when a parent requests an evaluation for special education services?

Local school-site procedures for processing requests for all evaluations for a student suspected of having a disability should ensure the gathering of data about the reason for referral, the student's present levels of performance, and attempts to support the student's progress in the district curriculum prior to referral. This information may be gathered from the parent, from available test results in district records, and from classroom reports of the student's academic progress. The parents should be given a proposed assessment plan within 15 days of their written request for evaluation of their child.

If the student's learning is evident, as shown by the student's progress in the general curriculum, and if there are no observable data to support a suspected disability, the district may refuse the parent's request. However, the parent notice regarding the district's refusal to proceed with an evaluation must contain all required components (Refer to the section "Parental Consent for Evaluation and Reevaluation."). The parent may initiate a due process hearing to challenge the district's decision.

6. What screening is required prior to the initial evaluation or triennial reevaluation?

All students must have had a hearing and vision screening prior to the initial evaluation or triennial reevaluation. The assessment team may decide to use existing screening data or to initiate the screening process as a part of the evaluation or reevaluation.

7. What timelines are required for initial evaluations?

When a referral for a school-age student is made, the assessments and the IEP team's meeting to complete the evaluation must be conducted within 50 days of the district's receipt of written parental consent for specified assessment activities. If this timeline occurs at the end of the school year, allowance is made for the evaluation to be completed when the next school year begins. Timelines for schools on year-round schedules should follow the school calendar without interruption except for school holidays that exceed five days. For school holidays that exceed five days, the 50-day timeline is extended by an equal number of days. Extension of assessment timelines requires parental agreement in writing.

The 45-calendar-day timeline for infants and toddlers begins with the date of referral. The determination of eligibility and the development of the individualized family service plan (IFSP) must have taken place within that period. A child's IFSP must be reviewed annually and

periodically to determine the child's degree of progress in meeting the outcomes specified in the plan. If the family wishes or if conditions warrant, the IFSP team may meet more frequently.

8. What areas must be addressed in the initial evaluation?

The child or student must be evaluated in all areas related to the suspected disability, including, if appropriate, health and development, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and motor abilities. The assessment team is responsible for determining which areas will be addressed on the basis of the information included in the referral. For infants and toddlers, evaluation activities must be conducted in the developmental areas of cognition and physical and motor development, including vision and hearing, communication, social and emotional development, and adaptive development.

9. How are decisions made regarding the need for assessment data for the triennial reevaluation?

The IEP team, with the parent, is responsible for reviewing existing assessment data, including all relevant performance information provided by the parent, current classroom teachers, and related service providers.

The IEP team conducting the reevaluation must answer the following questions:

- How is the student progressing in the general education curriculum?
- What are the present levels of the student's performance?
- Does the student have a disability or continue to have a disability?
- Does the student's disability require the student to continue receiving special education services?
- What are the student's educational needs?

10. Which personnel are required to conduct assessments for initial evaluations and for triennial reevaluations?

A team of qualified persons conducts necessary assessments to provide the IEP team with information for their decision-making process, which is the final stage of the evaluation or reevaluation. The assessment plan should cover gathering information provided by the parent as well as obtaining current classroom-based assessments and observations provided by teachers or other service providers.

For infants and toddlers from birth through two years of age, the team of qualified personnel who determine a child's eligibility for special education services must include the parent. The results must be included in the individualized family service plan (IFSP).

Students with low incidence disabilities or whose primary disability is a speech impairment may not need a multidisciplinary battery of assessments. However, the evaluation should include multiple sources of information. A qualified language, speech, and hearing specialist provides the speech and language assessment for the IEP team to determine whether a student is eligible for special education.

11. What timelines are required for the triennial reevaluation?

The due date for a triennial reevaluation is three calendar years from the date of the IEP meeting for the initial evaluation or the last reevaluation. If requested by the parent or teacher, the date for the reevaluation may be sooner. Informed parental consent should be obtained in writing well in advance of the triennial due date.

Using existing assessment data, the IEP team determines the assessment plan for the reevaluation. The timelines for completing the testing procedures of the assessment plan and developing the IEP and reevaluation report must be met unless the parent agrees, in writing, to an extension of those timelines.* The annual review and the triennial review may be incorporated into one IEP meeting; however, timelines for triennial reevaluation must be completed *within* three calendar years.

The date of the IEP meeting for the reevaluation is entered into the California Special Education Management Information System (CASEMIS) data field LAST_EVAL. This field is used by school districts and the state to monitor timely reevaluations.

12. What are the differences in the evaluation activities of children aged three through five years?

For preschool children, individually administered standardized tests with normative comparisons generally do not have the same outcome on successive trials. So that reliable results may be gained, an assessment plan for the young child should emphasize parental concerns and include alternative assessment activities, such as structured team observations of play activities in developmentally appropriate settings.

13. What must be included in initial evaluations or assessments for infants and toddlers from birth through two years of age?

Initial evaluations and assessments for infants and toddlers must:

- Be conducted to determine the child's level of functioning in each area of cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development.
- Include a review of pertinent health records and medical history.
- Include, with parental consent, a family-directed assessment of the parents' resources, priorities, and concerns related to enhancing the development of the child.

14. What role do independent evaluations play in the evaluation process?

The parent may present an independent evaluation report for consideration by the district. The district's staff members must review and consider the report; however, they may require that it meet the same standards as those established for the assessments conducted by the district.

* EC Section 56043; EC Section 56321(a)

15. What types of data are required or may be considered in an evaluation or a reevaluation?

The IEP team must develop an individual assessment plan that addresses all areas related to the suspected disability. The plan may include a variety of strategies:

- Review of a child's developmental history
- Review of a student's educational and health history
- Hearing and vision tests
- Review of current instructional program modifications
- Results of prior IEPs
- Formal standardized tests
- Appropriate alternative measurements
- Structured observations
- Reviews of portfolios and records
- Criterion-referenced assessment
- Curriculum-based assessment
- Diagnostic teaching
- Parent, student, and teacher reports and rating scales

16. Which standards should be applied to existing data sources that the IEP team may want to consider?

The IEP team should consider whether:

- Existing data are recent enough to be relevant.
- The student data contain comparable results from various sources.
- The assessor is qualified to interpret the results for the suspected disability.

17. What are the evaluation requirements for an alternative assessment?

When alternatives to standardized tests are used in assessment procedures to determine whether a student is eligible for special education, the IEP team members must document the basis for their decision. For culturally and linguistically diverse students, educational agencies in California should use assessment practices that do not necessarily require the administration of standardized intelligence tests resulting in an intelligence quotient (IQ) score. Qualified assessment personnel are responsible to the IEP team for deciding whether data derived from alternative procedures are technically adequate. The IEP team's decision must be documented in a report that supports the existence of a severe discrepancy. When the student meets eligibility for special education

through criteria for a specific learning disability, the evaluation report is guided by the regulations in the *California Code of Regulations, Title 5, Education, Section 3030(j)(4)(C)* as follows:

The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy. The report shall contain information considered by the team which shall include, but not be limited to:

1. Data obtained from standardized assessment instruments
2. Information provided by the parent
3. Information provided by the pupil's present teacher
4. Evidence of the pupil's performance in the regular and/or special education classroom obtained from observations, work samples, and group test scores
5. Consideration of the pupil's age, particularly for young children
6. Any additional relevant information

18. What are the evaluation requirements for an English language learner who has a disability or who is suspected of having a disability?

The definition of *native language* was changed in IDEA 97 to refer to the language normally used by the parents of the English-learning child. If a disability is suspected, school districts should provide and administer tests and other evaluative procedures using the child's native language or other mode of communication, unless it is clearly not feasible to do so.

Procedural safeguards during the evaluation process are the same for all students, with these additional requirements: (1) The plan for evaluation shall be provided in the native language of the parent or other mode of communication used by the parent, unless doing so is clearly not feasible; (2) The plan for evaluation must indicate the student's primary language; (3) Procedures and test materials for use with pupils having limited-English proficiency, as defined in *Education Code* Section 52163(m), shall be in the individual's primary language.

To consider whether an English language learner suspected of having a disability is eligible for special education, the IEP team determines whether the learning disability is demonstrated in his or her native language and in English. Test procedures and interpretation of results must cover the student's achievement in the district curriculum and in the district-adopted sheltered or structured English immersion program. In addition, the IEP team must consider whether a lack of school attendance, a lack of instruction in reading or mathematics, temporary physical disabilities, social maladjustment, or environmental, cultural, or economic factors contribute to the student's performance.

19. Must members of the team who have conducted assessment activities also attend the IEP meeting during which the evaluation process is completed and the student's eligibility and need for special education services are determined?

All assessors are not required to attend the IEP meeting; however, at least one member of the IEP team at the meeting must be knowledgeable about the student, the test instruments, and the

meaning of the test results data and be qualified to interpret the instructional implications of the assessment results.

20. How long are assessment data valid for use in making educational decisions?

Some testing data are valid longer than are other data. When making educational decisions, qualified personnel on the IEP team determine which data may be outdated and help the team in planning what additional information is needed.

21. When is it permissible to refer a student to the state diagnostic centers?

This referral is permissible when a local IEP team recommends additional specialized diagnostic information to plan the instructional program for a student already placed in special education who is not making progress and when the district has used all local assessment services for that student.

22. When must the LEA provide necessary evaluation services for students placed in a location outside their parents' residence?

The LEA must furnish evaluation services in *most* situations. The *only* exception occurs when an individual with disabilities is placed in a proprietary hospital, public hospital, state-licensed children's hospital, psychiatric hospital, or health facility. However, if the hospital operates a nonpublic school where the individual with disabilities is served, then the district where the parents reside is responsible for providing free appropriate public education.

The district of residence, which is determined by parental residency, is responsible for all remaining requests for evaluation services, even when a student has been placed in an out-of-state or private residential school setting. Unilateral placement decisions in no way deter the LEA's responsibility for accepting the referral, developing an assessment plan, and providing evaluation services.

23. May a person designated by a parent represent the interests of a child in the initial evaluation and reevaluation processes?

Yes. California law recognizes the right of parents to designate their own representative as well as the authority of a local educational agency to appoint a surrogate parent when the natural parents cannot be found. A designee has the same rights of provision for notice and consent as the parent has for initial evaluation and reevaluation procedures.

24. When a student reaches the age of eighteen, what changes need to be made in notice and consent?

At the age of majority, age eighteen, the student assumes the same rights of notice and consent that the parent has. At least one year prior to the student's assumption of these rights, the LEA must notify the parent about the forthcoming change.

Conclusion

The significant changes in IDEA 97 regarding the evaluation and reevaluation of students with disabilities highlight the individual student's "present levels of performance" in the general curriculum. This clear intent to strengthen the connection between special education and general education will necessarily change the approaches to individual evaluation in California.

IDEA 97 requires that evaluators work in tandem with the parent, the general education classroom teacher, and other members of the team. These guidelines emphasize the stages of evaluation: gathering and reviewing evaluation and assessment data, planning and conducting new assessments, and concluding evaluations and reevaluations through an IEP team decision-making process. The goal of all diagnostic activity for students identified as having a disability is the same as that for all students—to empower quality instruction that enables students to succeed.

This document is available on the California Department of Education's Web site at <http://www.cde.ca.gov/spbranch/sed/>.

Selected Resources for Evaluation, Assessment, and Accountability

Achieve, Inc.

Resource Center on Standards, Assessment, Accountability, and Technology for Governors

<http://www.achieve.org/>

American Educational Research Association (AERA)

1230 17th Street, NW

Washington, DC 20036-3078

Telephone: (202) 223-9485; Fax: (202) 775-1824

<http://aera.net/>

Buros Institute of Mental Measurements

University of Nebraska-Lincoln

135 Bancroft Hall

Lincoln, NE 68588-0348

<http://www.unl.edu/buros/>

California Academic Standards Commission

801 K Street, Suite 912

Sacramento, CA 95814

Telephone: (916) 323-8013; Fax: (916) 324-6439

e-mail: comments@asc.ca.gov

<http://www.ca.gov/goldstandards/>

California Commission on Teacher Credentialing
1812 Ninth Street
Sacramento, CA 95814
<http://www.ctc.ca.gov/>
California Department of Education - Special Education Division
515 L St., Suite 270
Sacramento, CA 95814
Telephone: (916) 445-4613
<http://www.cde.ca.gov/spbranch>

California State Board of Education (CSBE)
721 Capitol Mall
Sacramento, CA 95814
<http://www.cde.ca.gov>

Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
Telephone: (202) 408-5505; Fax: (202) 408-8072
<http://www.ccsso.org/>

Educational Testing Service (ETS)
Rosedale Road
Princeton, NJ 08541
Telephone: (609) 921-9000; Fax: (609) 734-5410
e-mail: etsinfo@ets.org
<http://www.ets.org/>

The ERIC Clearinghouse on Assessment and Evaluation
1129 Shriver Laboratory
College of Library and Information Services
University of Maryland, College Park
College Park, MD 20742
Telephone: (800) 464-3742; (800) Go 4 ERIC;
(301) 405-7449
e-mail: feedback@ericae.net
<http://ericae.net/>

National Assessment Governing Board and the National Assessment of Educational Progress
800 North Capitol Street, NW, Suite 825
Washington, DC 20002
Telephone: (202) 357-6938; Fax: (202) 357-6945
<http://www.nagb.org/>

National Center for Education Statistics
U.S. Department of Education
OERI/NCES
555 New Jersey Avenue, NW
Washington, DC 20208-5574
Telephone: (202) 219-1828
<http://nces.ed.gov/>

National Center for Research on Evaluation, Standards, and Student Testing (CRESST)
University of California, Los Angeles
301 GSE&IS
Box 951522
Los Angeles, CA 90095-1522
Telephone: (310) 206-1532; Fax: (310) 825-3883
e-mail: ron@cse.ucla.edu
<http://cresst96.cse.ucla.edu/>

National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455
Telephone: (612) 626-1530; Fax: (612) 624-0879
<http://www.coled.umn.edu/NCEO>

National Council on Measurement in Education (NCME)
1230 17th Street, NW
Washington, DC 20036-3078
Telephone: (202) 223-9318
<http://ncme.ed.uiuc.edu/>