**Common CFA Procedures for IEP and Tier 3 Students:**

(revised November, 2015)

**WHAT** CFAs are administered?

**Pre-tests:**

***All students take pre-test at grade level.***

**Testing accommodations, but not modifications, can be made subject to IEP.** (An *accommodation* is a change that helps students overcome, or work around, their disability whereas a *modification* is a change in instruction or assessment.)

If student gets a **2** or a **3**, then continue to teach content (shorter amount of time as it leads instruction).

If student gets a **1**, then use CFAs at a lower grade level as FAs to truly assess independent level (ideally this should occur within 2 school days of original CFA administration). Continue to build upon independent level prior to post-test (RtI).

**Post-tests:**

***All students take post-test at grade level.*** *Testing accommodations, but not modifications, can be made (if done so for pre-test).*

**WHERE** are CFAs administered?

 **Option 1: Pre-test is administered in the classroom.**

 Issues to consider: Pre-test would need to be administered first thing by classroom teachers.

 **Option 2: Pre-test is administered in the resource room.**

 Issues to consider: Pre-test would need to follow same administration guidelines that are used

 in classroom, and be administered within 24 hours of classroom administration (to allow

 common grading). This works when lesson plans are provided by classroom teachers.

**HOW** are CFAs used to inform instruction?

* **Instructional priority should be given to students’ IEP goals.**
* **CFA priority should be given to Foundational Standards** (see chart, other side).
* Utilize lower grade level CFAs, when available, as FAs to get an accurate indication of where their independent level is.
* Utilize lower grade level CFAs as measureable data for RTI groups.
* Utilize CFAs as building blocks to meet grade level prior to post-testing.