DAPA PRESENTATIONS

Have questions? Are you part of a school, program or parent group that would like more information about the alternate assessment? Concerned about proposed changes to the alternate assessment?

Sessions can be customized for your individual group. Alternate assessment topics include:

- Deciding your child’s participation
- Planning for your child’s portfolio
- Portfolio requirements
- Access to the general education curriculum
- Parent/family participation

Contact Judi MacBride, DAPA Family Liaison, to schedule a session for your group.
The Delaware Alternate Portfolio Assessment (DAPA-II) is the alternate assessment of the state’s general assessment.

All students in grades 2 through 10 must be included in either the state’s general assessment or the alternate assessment. The DAPA-II is designed for students with the most significant cognitive disabilities who, even with appropriate accommodations, cannot meaningfully participate in the general assessment. Parents/guardians participate in this decision-making process as part of their child’s IEP team.

The No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) are the driving forces behind all students participating in the state assessments.

**PURPOSE**

The purpose of the DAPA is:

- to serve as an ongoing record of student progress;

- to serve as a measure of program accountability; and

- to promote access to the general education curriculum for all students.

When the portfolio is complete, you will be asked to review it and sign a form indicating that the contents are representative of your child’s educational program.

Portfolios are submitted on January 27, 2011 to the Delaware Department of Education. Trained Delaware educators then review and score each portfolio using a scoring rubric (rating system).

Your child’s portfolio score is combined with scores of all the other students in his/her school, district, and state. The cumulative scores are helpful in determining how Delaware schools are performing.

Visit the DAPA website for more information: [www.dapaonline.org](http://www.dapaonline.org)

**THE ASSESSMENT**

A collection of educational information about your child is kept in a binder called a portfolio. The portfolio documents how your child is participating and progressing in specific areas of the general education curriculum.

The portfolio may include different kinds of information, such as:

- student work
- parent letter/email
- progress update
- teacher data sheets

Students participating in the DAPA-II must be assessed within the same Content Areas and at the same frequency as students who participate in the general assessment (see chart). Students in the alternate assessment are provided access to the same Delaware Content Standards as their peers.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>English Language Arts (ELA), Math</td>
</tr>
<tr>
<td>3</td>
<td>ELA, Math</td>
</tr>
<tr>
<td>4</td>
<td>ELA, Math, Social Studies</td>
</tr>
<tr>
<td>5</td>
<td>ELA, Math, Science</td>
</tr>
<tr>
<td>6</td>
<td>ELA, Math</td>
</tr>
<tr>
<td>7</td>
<td>ELA, Math, Social Studies</td>
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<tr>
<td>8</td>
<td>ELA, Math, Science</td>
</tr>
<tr>
<td>9</td>
<td>ELA, Math</td>
</tr>
<tr>
<td>10</td>
<td>ELA, Math, Science</td>
</tr>
</tbody>
</table>

Educational accountability is a comprehensive approach to ensuring quality education for all of Delaware’s students.

**SUPPORT**

A Family Liaison is available for families who have questions or concerns about the alternate assessment. The liaison is provided through the Center for Disabilities Studies at the University of Delaware. Families may contact the liaison for individual consultation.

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