



## West Virginia Home Educators Association

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**This checklist can help you make sure you are in compliance with the compulsory attendance law (§18-8-1, subsection (c), subdivision (2) – Notice of Intent option). (All items in bold are required by law.)**

- Notice of intent with child's name, address, age, and grade level/range.**
- Evidence of instructor's high school diploma or equivalent submitted/on file.**
- Plan of instruction outlined.**
- Testing in school requested.
- Alternative academic assessment requested. Agreement made: \_\_\_\_\_  
(Date)
- Textbooks, teaching materials & available resources requested? List: \_\_\_\_\_  
\_\_\_\_\_
- Permission to attend class requested. List school & class title(s): \_\_\_\_\_  
\_\_\_\_\_

**Annual assessment (must be submitted by 6/30)**      **Received by county:** \_\_\_\_\_  
(Date)

**Form of assessment (paragraph D of subdivision (2)) – choose one:**

- Standardized test mean percentile score (use chart on accompanying page to determine acceptable progress).**
- Public school testing.**
- Written narrative of portfolio review.**
- Alternative academic assessment.**

**Acceptable progress achieved, as defined?**     **Yes**                       **No**

**If progress NOT acceptable (1<sup>st</sup> year: \_\_\_\_\_)**

- Letter received about services available to help child.** \_\_\_\_\_  
(Date)

**If progress NOT acceptable (2<sup>nd</sup> consecutive year: \_\_\_\_\_),**

- Evidence submitted that appropriate instruction is being provided**

**Accepted by:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Attendance Authority)

**Determining Acceptable Progress for Assessment Option (i), Standardized Testing,  
(§18-8-1, subsection (c), subdivision (2) – Notice of Intent option)**

Acceptable progress can be achieved in either of two ways, both based on mean of scores in the 5 subject areas (reading, language, math, science and social studies):

1. Mean is greater than or equal to the 50<sup>th</sup> percentile.
2. Mean is less than the 50<sup>th</sup> percentile, but shows improvement from previous year. Some ways to show improvement include (*see sources below*):
  - Increase in mean of percentile scores of at least 1 percentile.
  - Advancement to next grade level with equal or greater mean score
  - Increase in mean scale score on same test series.
  - Increase in mean normal curve equivalent (NCE).

|                             |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|--|--|--|--|--|--|--|
| Year                        |  |  |  |  |  |  |  |  |  |  |  |  |
| Mean percentile/scale score |  |  |  |  |  |  |  |  |  |  |  |  |

Note: Use child's initial test score as a baseline if child has not tested before.

Definitions:

**mean** Same as numerical average.

**percentile** The score on a test below which a given percentage of scores fall. A national percentile is the percent of students in a norm group whose scores fall below a student's score.

**scale score** Scores on a single scale with intervals of equal size that can be applied to all groups taking a given test, regardless of group characteristics or time of year... permit educators to make direct comparisons among examinees, compare individual scores to groups, or compare an individual's pre-test and post-test scores....

**normal curve equivalent** Equal-interval scale ranging from 1 to 99, coinciding with the percentile scale at 1, 50 and 99. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows you to make meaningful comparisons among different achievement test batteries and among different tests within the same battery.

Sources:

<sup>1</sup> "Accountability Systems: Implications of Requirements of the No Child Left Behind Act of 2001," by Robert Linn, Eva Baker and Damian Betebenner, in *Education Researcher*, 31:6, pp3-16. (Authors: Linn is a distinguished professor at the U. of Colorado, Boulder School of Education and *co-director of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST)*; Baker is a professor at UCLA and *co-director of CRESST*; Betebenner is a research associate at U. Colorado, Boulder.)

*Standards for Educational and Psychological Testing*, American Educational Research Association, American Psychological Association, National Council on Measurement in Education. 1985.

*Teacher's Guide to TerraNova, The Second Edition*. Part 7: Understanding and Using Test Results., pp. 243–251. CTB/McGraw-Hill 2001.