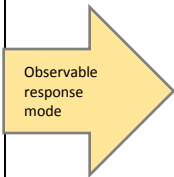
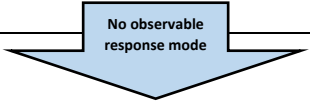
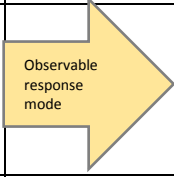
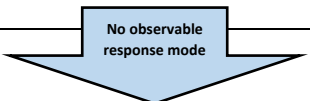
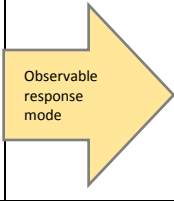
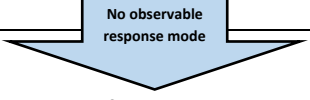
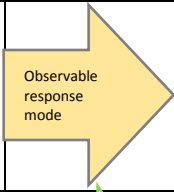
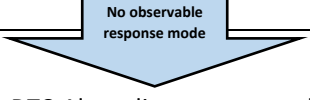
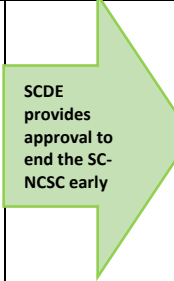





| Early Stopping Rule Flowchart & Checklist | | | Staff Initials | Date |
|--|---|--|---------------------------|-------------|
| <p>Start here: Does the student use one or more of the following modes of communication?</p> <ul style="list-style-type: none"> • Mouse and computer • Verbal response • Speech generating device • Touch screen • Gesture/point • Touch response on paper version • Circle response on paper version • Switches • Eye gaze • Other _____ |  | <p>Administer the entire SC-NCSC ELA and Math assessments.</p> | | |
| <p style="text-align: center;"></p> <p>Administer the Student Response Check (SRC) using modes of communication that the student is familiar with.</p> |  | <p>Administer the entire SC-NCSC ELA and Math assessments.</p> | | |
| <p style="text-align: center;"></p> <p>Second administration of the SRC: Change time of day, location, _____. (circle one)</p> |  | <p>Administer the entire SC-NCSC ELA and Math assessments.</p> | | |
| <p style="text-align: center;"></p> <p>Third administration of the SRC: Change time of day, location, _____. (circle one)</p> |  | <p>Administer the entire SC-NCSC ELA and Math assessments.</p> | | |
| <p style="text-align: center;"></p> <p>Contact your DTC-Alt to discuss your student's SRC results and the student's IEP. You must receive approval from the SCDE and your DTC-Alt only administer the first four items of the SC-NCSC.</p> |  | <p>Administer the first four items of the SC-NCSC ELA and Math assessments.</p> <p>Advise your DTC-Alt when you are finished with administration so that the test can be closed.</p> | | |
| <p style="text-align: center;"></p> <p>Administer the entire SC-NCSC ELA and Math assessments.</p> <p>Failure to do so will be considered a test security violation.</p> |  | <p style="text-align: center;"></p> <p>Review the student's IEP to confirm communication goals are appropriate; consult with related services (SLP, AT, etc) to address student's communication needs. Conduct an IEP meeting (as appropriate) to ensure communication goals, supplementary aids and services, and accommodations target student deficits.</p> | | |