District of Columbia Office of the State Superintendent of Education Testing Accommodations Manual

A Guide to Selecting, Implementing and Evaluating the Use of Accommodations for Students with Disabilities and English Language Learners

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http://osse.dc.gov/service/accommodations

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Introduction

The Office of the State Superintendent of Education (OSSE) supports the use of appropriate testing accommodations for all District of Columbia's students with disabilities (SWDs) and English language learners (ELLs). The District of Columbia Testing Accommodations Manual has been created to ensure that

- participation in assessments is consistent in all District of Columbia districts, schools and programs;
- appropriate accommodations are provided to all eligible qualified students; and
- accommodations used in assessment are also used in daily instruction.

The Manual summarizes the District of Columbia's assessment programs required by the OSSE and supersedes all previous editions of this document. The information and requirements described in this manual apply to students in all public schools and to students in non-public settings whose education is supported by District of Columbia public funding.

The information in this manual is applicable to students with disabilities, i.e., students who have an Individualized Education Program (IEP) or a Section 504 Plan (504 plan); and students who are English language learners. It contains two sections: Section 1 Students with Disabilities and Section 2 English Language Learners. Both sections present a five-step process for the selection, implementation, and evaluation of the effectiveness of the use of accommodations for instructional and assessment. The five-step process provides a framework on how to:

- **Expect** Students to Achieve Grade-Level Academic Content Standards;
- **Learn** About Accommodations for Instruction and Assessment;
- **Select** Accommodations for Individual Students;
- **Implement** Accommodations During Instruction and Assessment; and
- **Evaluate** and improve accommodation use.

Additional materials will be made available to help school personnel become more familiar with information presented in this manual. Please contact the Division of Assessment and Accountability at OSSE for further information at OSSE.Assessment@dc.gov.

Overview of the Assessment Program

Assessments

OSSE is responsible for conducting multiple education assessments throughout the year including

- **District of Columbia Comprehensive Assessment System (DC CAS)** is designed to measure the academic proficiency of students in the District of Columbia relative to their mastery of the DC Educational Standards. These tests are aligned to the approved English Language Arts, Mathematics,

Science and Health standards of the District of Columbia. The DC CAS is administered in the spring of each school year. Reading and mathematics tests are administered to students in grades 2 – 8, 9 and 10 for reading and grades 2-8 and 10 for math. The science tests are administered to students in grades 5 and 8 and high school biology. The writing composition component is administered to students in grades 4, 7 and 10. Health is administered in grades 5, 8 and high school. A comprehensive list of the Standards are available at http://osse.dc.gov/service/dc-educational-standards

- **District of Columbia Comprehensive Assessment System – Alternate Assessment Portfolio (DC CAS-Alt)** is designed for those students with the most significant cognitive impairments that are unable, even with the best instruction and appropriate accommodations, to participate in the large-scale, statewide assessment. It is a portfolio assessment based on alternate achievement standards that are built upon measurable targeted skills and are linked to the DC OSSE content standards in English language arts, mathematics and science. More information can be found at http://osse.dc.gov/service/DC CAS-alt

- **Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®)** is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. The tests are divided into five grade level clusters: kindergarten, grades 1-2, grades 3-5, grades 6-8, and grades 9-12. Within each grade-level cluster (except Kindergarten), ACCESS for ELLs® consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). ACCESS for ELLs® test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:
    - Social and Instructional Language
    - Language of Language Arts
    - Language of Mathematics
    - Language of Science
    - Language of Social Studies

  More information can be found at http://osse.dc.gov/service/access-ells and http://wida.us/assessment/ACCESS/.

- **National Assessment of Educational Progress (NAEP)** is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected

urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. The District of Columbia participates both in the traditional NAEP testing program, and DCPS participates in the Trial Urban District Assessment. More information can be found at http://osse.dc.gov/service/national-assessment-educational-progress-naep.

General Participation Guidance

Participation

All students must be included in all OSSE assessment programs and have their assessment results be a part of the District of Columbia's accountability system. Federal acts governing student participation in assessment include No Child Left Behind Act of 2001 (NCLB), the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Section 504 of the Rehabilitation Act of 1973, reauthorized in 2008 (Section 504). Specific provisions of these laws are summarized in Sections 1 and 2.

Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessments for students with disabilities who are eligible under IDEA, students on Section 504 plans, and students with limited English proficiency.

Accommodations

- provide equitable access during instruction and assessments;
- mitigate effects of a student's disability or limited English proficiency;
- do not reduce learning or achievement expectations;
- do not change the construct being assessed; and
- do not compromise the integrity or validity of the test.

There are some accommodations that may be used for instruction, but are not allowed for assessment purposes because they impact the construct validity of an assessment. More detailed information on accommodations that are allowed and their usage for SWDs and ELLs are found in Sections 1 and 2 of this Manual. Appendix A at the end of the Introduction provides a quick reference guide of all allowable accommodations for both SWDs and ELLs used for assessments in the District of Columbia.

Accommodations and Universal Design

Universal design principles address policies and practices that are intended to improve access to learning and assessments for all students. They are important to the development and review of assessments in order to remove barriers that bar SWDs and ELLs from showing what they know. When universal design techniques are employed, educators can gain a more

accurate understanding of what students know and can do. Universal design techniques should be applied from the beginning of test development through the implementation of assessments.

Universally designed general assessments may reduce the need for accommodations and alternate assessments; however, universal design cannot eliminate the need for accommodations and alternate assessments. Universal design can provide educators with more valid inferences about the achievement levels of SWDs and ELLs, as well as the achievement of their peers.

For both instruction and assessment, there are resources and strategies that should be allowable for all students, and therefore are not classified as accommodations. These good practices should be used whenever possible for all students. In addition, there may be other resources that can be made available to all students, to be used based on student preference. The use of these resources may not be considered an accommodation.

General Testing Practices

Regardless of the specific assessment being administered, there are general practices to assure test security and the standardization and ethical administration of assessments. The Code of Professional Responsibilities in Educational Measurement (National Council on Measurement in Education, 1995) states that test administrators and others involved in assessments must

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to state and local testing policies.

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students

taking the test. Unethical practices include, but are not limited to, allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

Standardization

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of the tests as well as the accommodations is necessary to ensure test results reflect actual student learning.

Test Security and Administration

Test security involves maintaining the confidentiality of test questions and answers; it is critical in ensuring the integrity and validity of a test.

In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to keep testing materials in a secure place to prevent unauthorized access, keep all test content confidential, refrain from sharing information or revealing test content with anyone, and return all materials as instructed.

OSSE has developed the *District of Columbia Test Security Guidelines* to ensure that its local educational agencies (LEAs) and school personnel are aware of the importance of maintaining strict security procedures. OSSE's goal is for schools and LEAs to deliver uniform and equitable testing programs. For assessments to yield fair and accurate results, the assessments must be administered in consistent and standardized conditions; the best way to ensure that occurs is for all teachers and administrators to understand and recognize acceptable and unacceptable practice. These guidelines can be found at http://osse.dc.gov/publication/district-columbia-state-test-security-guidelines .

Appendix A. Quick Reference Chart of Approved Accommodations

This chart provides a brief overview of allowable accommodations for the assessments that are administered by the District of Columbia, Office of the State Superintendent of Education. *It is not a finite list.* Readers should refer to Sections 1 and 2 in the Accommodations Manual to find the details for conditions in which the accommodation may be used and for information on how to administer accommodations for the DC CAS. Yearly guidance for including and accommodating students with disabilities and ELLs in NAEP is also provided by OSSE. For ELLs with disabilities, to the WIDA *ACCESS for ELLs®* materials for the complete list of more than 40 disabilities accommodations, vetted by listening, speaking, reading, and writing sections of the assessment.

Under most circumstances, the day of the assessment should not be the first time the student uses the accommodation; the student should have used the accommodation during classroom instruction and/or assessment.

Key: **Shaded blocks** =not allowable for any students **SWD** – Allowable for SWD (if documented in the student's 504 plan or IEP)
ELL – Allowable for students identified as English language learners (ELLs) (according to their ELP level) **A** – Allowable for all students

Accommodations	DC CAS-Reading	DC CAS-Mathematics	DC CAS-Science (including Biology)	Health	DC CAS-Composition	NAEP	ACCESS for ELLs® (Only ELLs with IEPs are allowed to use *disabilities* accommodations)
Grades Administered	2-8,9,10	2 – 8, 10	5, 8, biology	5, 8, High School	4, 7, 10	4, 8, 12	K - 12
Adaptive or special furniture	SWD	SWD	SWD	SWD	SWD	SWD	SWD
Amplification equipment	SWD	SWD	SWD	SWD	SWD	SWD	SWD
Bilingual Word-to-Word Dictionary		ELL	ELL	ELL		ELL	
Braille Materials	SWD	SWD	SWD	SWD	SWD	SWD	SWD (see additional guidelines)
Breaks allowed between subtests	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD	SWD
Breaks allowed during subtests	SWD/ELL (levels 1 and 2 only)	SWD/ELL (levels 1 and 2 only)	SWD/ELL (levels 1 and 2 only)	SWD/ELL (levels 1 and 2 only)	SWD/ELL (levels 1 and 2 only)	SWD	SWD
Calculator	Not	A[1]/SWD[2]	A[1]/SWD[2]	Not Applicable	Not Applicable		Not Applicable

Accommodations	DC CAS-Reading	DC CAS-Mathematics	DC CAS-Science (including Biology)	Health	DC CAS-Composition	NAEP	ACCESS for ELLs® (Only ELLs with IEPs are allowed to use *disabilities* accommodations)
Grades Administered	2-8,9,10	2 – 8, 10	5, 8, biology	5, 8, High School	4, 7, 10	4, 8, 12	K - 12
	Applicable						
Dictated response to examiner	SWD	SWD	SWD	SWD	SWD	SWD	SWD for Listening, Reading, Writing only (not allowed for Speaking)
English Dictionary		ELL	ELL	ELL		ELL Mathematics Only	
Extended Time on Subtests	A	A	A	A	A	A	A
Flexible scheduling	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL		SWD
Individual testing	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD	SWD
Interpretation of oral directions (sign language)	SWD	SWD	SWD	SWD	SWD	SWD	SWD
Large Print Test Materials	SWD	SWD	SWD	SWD	SWD	SWD	SWD
Location with minimal distraction	SWD	SWD	SWD	SWD	SWD	SWD	SWD
Magnification devices	SWD	SWD	SWD	SWD	SWD	SWD	SWD
Markers to maintain place	A	A	A	A	A	A	A
Noise buffer	SWD	SWD	SWD	SWD	SWD		
Oral reading of test directions	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Oral reading of test questions		SWD/ELL (Levels 1 & 2 only)	SWD/ELL (Levels 1 & 2 only)	SWD/ELL (Levels 1 & 2 only)	SWD/ELL(Levels 1 & 2 only)	SWD/ELL for Math only	SWD writing only
Oral response to test	SWD	SWD	SWD	SWD	SWD	SWD	SWD allowed only for

Accommodations	DC CAS-Reading	DC CAS-Mathematics	DC CAS-Science (including Biology)	Health	DC CAS-Composition	NAEP	ACCESS for ELLs® (Only ELLs with IEPs are allowed to use *disabilities* accommodations)
Grades Administered	2-8,9,10	2 – 8, 10	5, 8, biology	5, 8, High School	4, 7, 10	4, 8, 12	K - 12
							Listening and Reading
Pointing response	SWD	SWD	SWD	SWD	SWD	SWD	SWD allowed only for Listening and Reading
Preferential seating	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Repetition of Directions	A	A	A	A	A	A	A
Signed and/or taped response	SWD	SWD	SWD	SWD	SWD	SWD	
Simplification of oral directions	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Simplification of Writing Prompt					ELL		
Small group testing	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Special lighting	SWD	SWD	SWD	SWD	SWD	SWD	SWD
Test administered at best time of day	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL		
Test administered by familiar person	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Test administered over several days	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL		SWD for Listening, Reading, and Writing (not allowed for Speaking)
Write in test books	SWD	SWD	SWD	SWD	SWD	Not Applicable	

[1] Specific sections of the content test allow the use of accommodations. Use is limited to these sections.
[2] Students with disabilities may require calculator use in exceptional circumstances in additional content sections.

Section 1- Students with Disabilities

Step 1: Expect Students with Disabilities to Achieve Grade-level Academic Content Standards

Definition of a Student with Disabilities

A student with a disability is one who has been found eligible based on the definitions provided by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and/or Section 504 of the Rehabilitation Act of 1973 (Section 504).

The IDEA defines a student with a disability "as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services" [34 CRF §300.8 (a)(1)]. Note that on October 5, 2010, S. 2781--111th Congress, Rosa's Law was enacted amending federal enactments and regulations to change references to mental retardation to intellectual disability.

Section 504 defines a person with a disability as having a physical or mental impairment that results in a substantial impediment to employment or that substantially limits one or more major life activities [§7 (9)(a), (b)].
Regardless of whether the student has been found eligible under the IDEA or Section 504, the student should be participating in state and district assessments.

Authority

Several important laws require the participation of students with disabilities in standards-based instruction and assessment initiatives. These include federal laws such as the reauthorization of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

The Elementary and Secondary Education Act

Stronger accountability for educational achievement results is one of the four basic education reform principles contained in the ESEA. This law and its provisions require public accountability at the school, district, and state levels for all students with disabilities. ESEA explicitly calls for the participation in such assessments of all students [Sec. 1111 (3) (C) (i)]. (The term "such assessments" refers to a set of high-quality, yearly student academic assessments.) It also requires that these assessments provide for the reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of IDEA—necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [Sec. 1111 (3) (C)(ii)].

The April 2007 regulations on alternate assessments based on modified achievement standards included the following statements about accommodations:

> ". . . a State's (or in the case of district-wide assessments, an LEA's) guidelines must require each child to be validly assessed and must identify, for each assessment, any accommodations that would result in an invalid score. Consistent with Title I . . . a student taking an assessment with an accommodation that invalidates the score would not be reported as a participant under the IDEA." (U.S. Department of Education, 2007, p. 17750)

One of the basic reform principles of ESEA is stronger accountability for educational achievement results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to

- how successful schools are including all students in standards-based education;
- how well students are achieving standards; and
- what needs to be improved upon for specific groups of students.

There are several critical elements in the ESEA that hold schools accountable for educational results:

- Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of state accountability systems.
- State assessments are the mechanism for checking whether schools have been successful in students attaining the knowledge and skills defined by the content standards.
- States must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3–8 and once in high school.
- States must also provide science assessments in at least one grade in each of three grade spans (3–5, 6–9, 10–12) each year.
- School, district, and state accountability are based on measuring success in educating all students and determining what needs to be improved for specific groups of students.
- The accountability system is defined in terms of adequate yearly progress (AYP), a way to measure the improvement in achieving standards for all students and designated subgroups each year.
- Schools, districts, and states are held accountable for improvements on an annual basis by public reporting and ultimately through consequences if AYP is not achieved.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

The IDEA specifically governs services provided to students with disabilities. The IDEA requires the participation of students with disabilities in state and district-wide assessments. Specific IDEA requirements include:

> Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [§ 612 (a) (16) (A)]. The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes…a statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [§ 614 (d) (1) (A) (V) and VI)].

In addition, 34 CFR § 300.160(b)(2)(i), (ii) states that

> The States (or in the case of a district-wide assessment, the LEA's) guidelines must identify only those accommodations for each assessment that do not invalidate the score; and instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score.

For more information, see http://www.ed.gov/policy/.

Section 504 of the Rehabilitation Act of 1973

Section 504 prohibits discrimination against individuals with disabilities who seek access to programs and activities provided by entities that receive financial assistance from the federal government, including organizations that receive U.S. Department of Education funding. In the public school setting, students with disabilities protected by Section 504 have the right to the aids and services required to meet their educational needs to the same extent as other students. The Act states that:

> "No otherwise qualified individual with a disability in the United States, as defined in § 705(20) of this title, shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under and program or activity conducted by any Executive agency."

In school settings, Section 504 legislation guarantees and protects students with disabilities who may not otherwise have an IEP, but are still considered individuals with disabilities. The definition of a student with disabilities is much broader under Section 504 than it is under the

IDEA. An important part of the 504 plans developed by schools for students with disabilities are often the lists of accommodations that the student can utilize on assessments.

Under Section 504, a student must be unable to perform a major life activity that the student's average peers can perform, as compared to national norms, not local norms, OR, the student must be restricted to a substantial degree as to the condition, manner, or duration under which the major life activity is performed by the student's average peers, as compared to national norms, not local norms. Students who may receive accommodations based on Section 504 include students with

- communicable diseases (e.g. hepatitis);
- temporary disabilities, such as though from accidents that may require short-term hospitalization or homebound services;
- medical conditions (e.g. asthma or allergies);
- drug or alcohol additions, as long as the student is not currently using illegal drugs;
- environmental illnesses; or
- attention difficulties.

Including All Students with Disabilities in State Accountability Assessments

These laws require that all students with disabilities be administered State assessments intended to hold schools accountable for the academic performance of students, with or without accommodations. It is for this reason that, IEP and 504 team members must actively engage in a planning process that addresses:

- assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments; and
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

Equal Access to Grade-level Content

The legislation cited above aimed at ensuring both accountability and the inclusion of all students requires effort to ensure equal access to grade-level learning standards. The District of Columbia Educational Standards and Common Core State Standards are educational targets for students to learn at each grade level. Teachers must regularly ensure that students work toward grade-level learning standards by using a range of instructional strategies. These strategies are based on varied, individual needs and play to the strengths of students. Providing accommodations during instruction and assessments may also promote equal access to grade-level content. To accomplish this goal of equal access,

- every IEP and 504 team member must be familiar with learning standards and accountability systems at the state and district level;
- every IEP and 504 team member must know where to locate standards and updates;

and

- collaboration between general and special educators must occur for successful student access.

All students with disabilities can work toward grade-level academic learning standards and most of these students will be able to achieve these standards when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by the state standards, the District of Columbia Educational Standards and the Common Core State Standards and who know how to differentiate instruction for diverse learners.
2. IEPs and 504 plans for students with disabilities are developed to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for "learning how to learn").
3. Appropriate accommodations are provided to help students access grade-level content contained in the District of Columbia Educational Standards and the Common Core State Standards.

The District of Columbia Educational Standards and the Common Core State Standards may be found at the following link: http://osse.dc.gov/service/dc-educational-standards.

Step 2: Learn About Accommodations for Instruction and Assessment

Accommodations for Students with Disabilities

Accommodations are practices and procedures that ensure educators, as well as students and parents, have a valid measure of what students with disabilities know and are able to do. Accommodations are intended to reduce or even eliminate the effects of a student's disability while maintaining learning expectations. Accommodations provided to a student must be the same for classroom instruction, classroom assessments, and state assessments. However, some instructional accommodations may not be appropriate for use on a standardized assessment. Accommodations should consider the individual needs of the student. An accommodation may occasionally be provided to a general education student if they have been identified as needing accommodations on a 504 Plan. A general education student may also need an accommodation if he or she requires the accommodation in order to participate in a statewide assessment (e.g., a student suffered a broken arm may require a scribe to record his or her responses). However, such an accommodation must be duly recorded as this type of short term problem would not be identified on an IEP or a 504 Plan.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work.

Accommodations Categories

Accommodations for students with identified disabilities on IEPs or 504 Plans are commonly categorized in four ways: presentation, response, setting, and timing and scheduling. *Presentation* accommodations allow students to access information through auditory, multi-sensory, tactile, and visual means other than standard print. *Response* accommodations allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer. *Setting* accommodations change the location in which a test or assignment is given or the conditions of the assessment setting; and *timing and scheduling* accommodations increase the allowable length of time to complete an assessment or assignment and/or changes the way the time is organized.

Accommodations vs. Modifications

Accommodations do not reduce learning expectations; they provide access to the standards and objectives being taught through the curriculum. However, modifications refer to practices that change, lower, or reduce learning expectations. Using modifications may result in implications that could adversely affect students throughout their educational career. Examples of modifications include:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);
- reducing assignments and assessments so a student only needs to complete the easiest problems or items;

- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple choice test so that a student only has to pick from two options instead of four); or
- giving a student hints or clues to correct responses on assignments and tests.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting promotion or graduation requirements. Providing a student with a modification on the State assessment invalidates the student's test and could result in an investigation into the district or school's testing practices.

Accommodations for Students with Disabilities who are also identified as English Language Learners

Some students with disabilities are also identified as an English language learner and therefore have unique complex needs. An accommodation to address a disability may not be an appropriate accommodation to meet a direct or indirect linguistic need so careful consideration and coordination of accommodations must occur. Special education professionals and ELL professionals must work together along with the student and the parents to determine the appropriate accommodations in each unique situation. For these students, the need for accommodations must be documented in the IEP or 504 plan and the ELL plan. The teams (IEP or 504 team and the ELL Accommodation Committee) should not only meet together to determine the needed accommodations to address the needs associated with the disability and with the linguistic needs of the student; but also meet to discuss the effective implementation of the accommodations and to determine the effectiveness of the accommodations. Making decisions in isolation from the entire professional team involved with the student can result in an inappropriate accommodation plan or inconsistent use of accommodations for the student. Section 2 describes the process for considering accommodations for students who are English Language Learners.

Step 3: Select Accommodations for Instruction and Assessment for Individual Students

The identification for accommodations for students with disabilities is the responsibility of either the IEP or 504 teams. Students with IEPs and 504 plans must be provided accommodations based on individual need as long as the accommodations do not invalidate the assessment. IEP and 504 teams must make assessment and accommodation decisions for students based on individual need in accordance with state and federal guidelines. Accommodations are documented in IEPs and 504 plans. Appendix B-3 provides detailed information about the usage and implementation of each allowable accommodation for students with disabilities.

Documenting Accommodations on a Student's IEP

For students with disabilities served under IDEA, determining appropriate instructional and assessment accommodations should not pose any particular problems for the IEP teams. With information obtained from the required summary of the student's present level of educational performance (PLEP), the process of identifying and documenting accommodations should be a fairly straightforward event. The PLEP is a federal requirement in which IEP team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as nondisabled children" [§ 614(d)(1)(A)(i)(I)]. Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed:

1. "Consideration of Special Factors" [§ 614(d)(3)(B)]. This is where communication and assistive technology supports are considered;
2. "Supplementary Aids and Services" [§602(33) and § 614(d)(1)(A)(i)]. This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate ; and
3. "Participation in Assessments" [§ 612(a)(16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments.

In SEDS, the Classroom Accommodations and Testing Participation page allows teams to document decisions related to the use of accommodations for classroom and testing settings. These guidelines can be found at http://osse.dc.gov/publication/seds-training-manual.

Documenting Accommodations on a Student's 504 Plan

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special educations services under IDEA. The definition of a disability is much broader than the definition under IDEA. In other words, all students eligible under IDEA are also covered under Section 504, however not all students eligible under Section 504 are also eligible under IDEA.

Under Section 504, a student must be unable to perform a major life activity that the student's

average peers can perform, as compared to national norms, not local norms, OR, the student must be restricted to a substantial degree as to the condition, manner, or duration under which the major life activity is performed by the student's average peers, as compared to national norms, not local norms. Students who may receive accommodations based on Section 504 include students with

- communicable diseases (e.g. hepatitis);
- temporary disabilities, such as though from accidents that may require short-term hospitalization or homebound services;
- medical conditions (e.g. asthma or allergies);
- drug or alcohol addictions, as long as the student is not currently using illegal drugs;
- environmental illnesses;
- or attention difficulties.

The need and use of these accommodations must be documented in each student's 504 plan. Information about 504 Plans and the District of Columbia policies can be found at: http://osse.dc.gov/service/section-504-rehabilitation-act

The Decision-Making Process

To assure students with disabilities are engaged in standards-based instruction and assessments, every IEP and 504 team member must be knowledgeable about the District of Columbia Educational Standards and the Common Core State Standards and assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. Making appropriate instructional decisions is based on gathering and reviewing all available information about the student's disability and level of performance in relation to the state and district academic standards. The team makes the decision regarding appropriate accommodations to ensure access to the general education curriculum and instruction based on the District of Columbia Educational Standards and the Common Core State Standards. This should be a thoughtful process in which all team members engage in the discussion and decision-making process including the parents and student, when appropriate, to 'level the playing field" so students with disabilities have equal opportunities to successfully participate and learn.

The decision making process for District of Columbia assessment accommodations should include consideration of at least these three factors (see Figure 1):

1. Student characteristics (e.g., disabilities, language proficiency, accommodations used in classroom instruction/assessments to access and perform in academic standards and state tests).
2. Individual test characteristics (i.e., knowledge about what tasks are required on each of the state assessments and ways to remove physical and other barriers to students' ability to perform those tasks).

3. District of Columbia accommodations policies for the assessment or for part of an assessment and consequence of decisions.

Accommodations should be chosen based on the individual student's characteristics and the student's need for the accommodation (see figure 1). After considering the student's individual characteristics, the IEP or a 504 team should identify inclusion needs that require accommodations. When these accommodations are used according to plan, the student should be able to validly demonstrate what he or she knows and can do for both instruction and assessments.

As mentioned in the previous section, students who have a disability and who are also English Language Learners may also be eligible for additional ELL accommodations. Section 2 describes the process for considering ELL accommodations for students who are English Language Learners.

There are several questions an IEP or a 504 team can ask to help identify needs and match accommodations to those needs for inclusion in the assessments. The following questions may be helpful for IEP and 504 teams in identifying accommodations for instruction and assessment:

- What are the student's learning strengths and areas of further improvement?
- How does the student's learning needs affect the achievement of grade-level content standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- What accommodations will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability?
- What accommodations are regularly used by the student during instruction and assessments?
- What were the results of assignments and assessments when accommodations were used and not used?
- What is the student's perception of how well an accommodation worked?
- Are there effective combinations of accommodations?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about how the accommodation worked?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations that match the student's needs, also consider the student's willingness to learn to use the accommodation, willingness to actually use the accommodation, opportunities to learn how to use the accommodation in classroom settings, and conditions for use on state assessments.

Plan how and when the student will learn each new accommodation. Be certain there is ample time to learn and use instructional and assessment accommodations before an assessment takes place. Finally, plan and implement ongoing evaluation and improvement of the student's use of accommodations. Appendix B-2 provides a list of do's and don'ts when selecting Accommodations.

Determining the Consequences of Assessment Accommodations Use

When selecting accommodations for state assessments, it is important to note which accommodations are allowed on the specific state assessment. B2 provides an overview of allowable accommodations for SWDs for each of District of Columbia's educational assessments. Modifications, defined in the previous section, results in the invalidation of the student's test and score. IEP and 504 teams should not be including modifications not allowed on the test in the student's accommodation plan for state testing.

Involving Students in Selecting, Using, and Evaluating Accommodations

It is critical for students with disabilities to understand their disabilities and learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Sharing their preferences, particularly in the presence of authority figures, may be a new role for students, one for which they need guidance and feedback. Teachers and other IEP team members should play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Self-advocacy skills become critical here. Students need opportunities to learn which accommodations are most helpful for them, and then they need to learn how to make certain those accommodations are provided in all of their classes and wherever they need them outside of school.

Step 4: Implement Accommodations during Instruction and Assessment

The use of accommodations is based on the individual needs of a student with a disability and may only be provided when all of the following conditions have been met:

- The student has a documented disability; and
- The accommodation is documented in a current IEP or 504 Plan prior to testing; and
- The student uses the accommodation routinely during classroom instruction and assessment in the subject area, both before and after the test is administered; and
- The student requires the accommodation in order to participate in state and/or district-wide assessment.

Accommodations during Instruction

The student must be provided the selected accommodations during instructional periods that necessitate their use. An accommodation may not be used solely during assessments.

Accommodations during Assessment

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is not uncommon for members of the IEP or 504 team to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus it is essential for all IEP and 504 team members to know and understand the requirements and consequences of state and district assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day. Appendices B3 and B4 are examples of tools used for logistics and communication.

The OSSE *Test Security Guidelines* details the responsibilities of each person before, during and after testing. It is important that anyone involved in preparing, administering and monitoring the assessment and accommodations be familiar with the content in this document. It can be found at http://osse.dc.gov/service/test-security.

Before the Test

Prior to the day of a test, be certain test administrators and proctors know what accommodations each student will be using and how to administer them properly. These individuals include the LEA Assessment Coordinator, the Principal or Assistant Principal, the Test Chairperson, the Test Administrator and the test Proctor or monitor. For example, test administrators and proctors need to know whether a student needs to test in a separate location so that plans can be made accordingly. Staff administering accommodations, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

During the Test

As mentioned in the overview, ethical testing practices and standardization must be adhered to during the testing. Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include, but are not limited to, allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the implementation of accommodations is necessary to ensure test results reflect actual student learning. In the accommodations grid, Appendix B-3, guidelines for implementing the accommodation to maintain standardization are provided.

After the Test

There are specific procedures to follow regarding the test materials and reporting following the assessment depending on the assessment and your role. It is critical that all procedures are followed as outlined in the test directions manual.

Step 5: Evaluate and Improve Accommodations Use

Collecting and Analyzing Data

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of students with disabilities in state and district-wide assessments. OSSE may collect and analyze data on the use of test accommodations compared to the accommodations documented in a student's IEP or 504 plan. Data on the use and impact of accommodations during assessments may support the continued use of some accommodations or the rethinking of others. Examination of the data may also indicate areas in which the IEP or 504 team and test administrators need additional training and support.

In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during assessments. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions yield data that can be used to guide the formative evaluation process at the district, school and student levels. On the District of Columbia's assessments, information on the use of accommodations is coded on the test form with other student information so data collection and analysis are feasible. Here are some questions to guide data analysis at the district, school level student levels.

Questions to Guide Evaluation of Accommodation Use at the School or District Level

1. Are ethical testing practices, standardized administration of assessments and test security practices followed before, during and after the day of the test?
2. Are students receiving accommodations as documented in their IEP and 504 plans?
3. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
4. How many students with IEPs or 504 plans are receiving accommodations?
5. What types of accommodations are provided and are some used more than others?
6. How well do students who receive accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using the accommodations that were not effective?

Questions to Guide Evaluation at the Student Level

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used verses when accommodations are not used? If a student did not meet the

expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, choosing not to use the accommodation or using accommodations was ineffective? Or was there another reason?

3. What is the student's perception of how well the accommodation worked?
4. What combinations of accommodations seem to be effective?
5. What are the difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers and others about how the accommodations appear to be working?

School and district level questions can be addressed by a committee responsible for continuous improvement efforts, while the student level questions need to be considered by the IEP or 504 team and the student. It is critical to stress that evaluation of accommodation use is not the responsibility of one individual. The entire IEP or 504 Team should contribute to the information gathering and decision making processes.

In addition to reviewing the use and implementation of accommodations for improved student and educational outcomes, the OSSE also has a process for observing test administration, including the use of accommodations for eligible students. The observation forms may be found in the Test Chairperson's Manual. Information obtained through these observations ensures that test administration procedures are followed and that accommodation implementation procedures are followed and that only eligible students receive accommodations.

Postsecondary Implications

College and career readiness is an important educational outcome for all students. As students with disabilities plan for their transition to postsecondary settings, it is important for IEP and 504 teams to have documented the student's use of accommodations so that the student may continue to use them in college and career settings as needed and allowed

Appendix B – Students with Disabilities Resources

Figure 1: Considerations When Making Decisions for Assessment Accommodations for Students with Disabilities

B-1: Decision Tree for Accommodations for Assessments in the OSSE Assessment Program for Students with Disabilities

B-2: Do's and Don'ts When Selecting Accommodations for Students with Disabilities

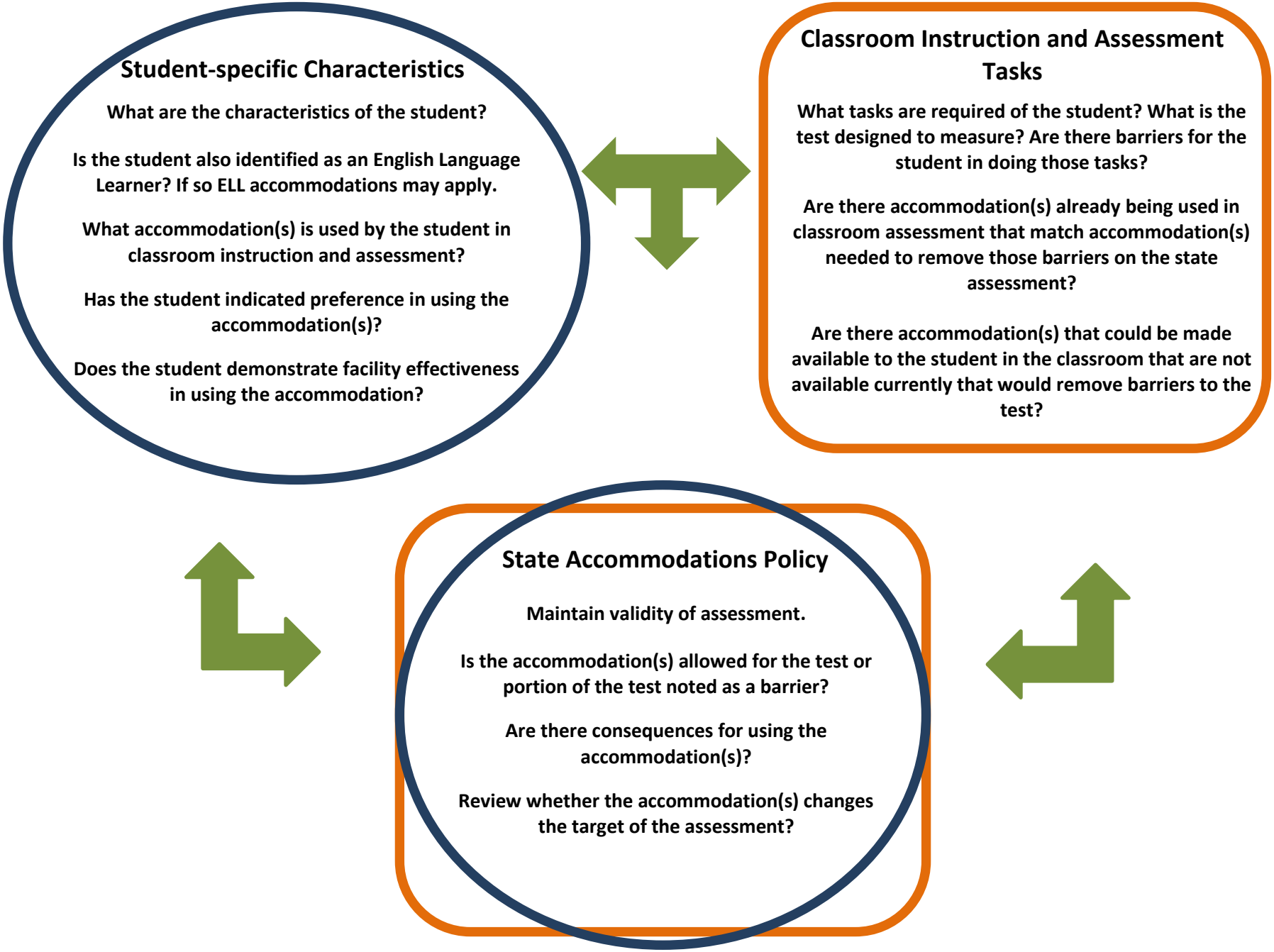
B-3: Accommodation Conditions for Students with Disabilities

B-4: Assessment Accommodations Plan for Students with Disabilities

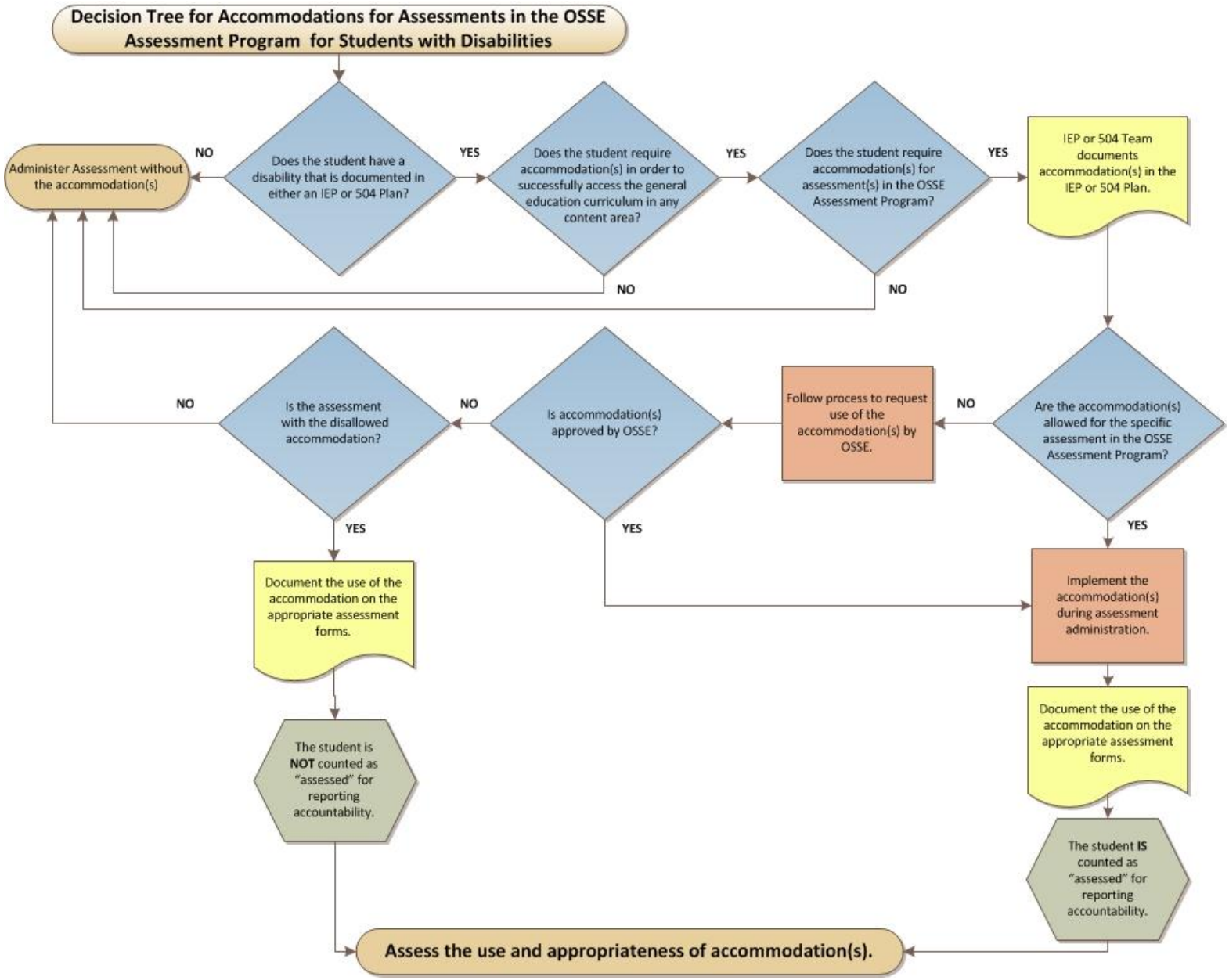
B-5: Logistics Planning Checklist for Accommodations for Students with Disabilities

B-6 Selecting Nonstandard Accommodations for students with an IEP or 504 Plan

Figure 1. Considerations When Making Decisions for Assessment Accommodations for Students with Disabilities



B-1 Decision Tree for Accommodations for Assessments in the OSSE Assessment Program for Students with Disabilities



B-2: Do's and Don'ts When Selecting Accommodations for Students with Disabilities

Do … make accommodations decisions based on individualized needs.	**Don't** … make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).
Do … select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.	**Don't** … select accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage.
Do … be certain to document instructional and assessment accommodations on the IEP or 504 plan.	**Don't** … use an accommodation that has not been documented on the IEP or 504 plan.
Do … be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	**Don't** … assume that all instructional accommodations are appropriate for use on all assessments.
Do … be specific about the where, when, who, and how of providing accommodations.	**Don't** … simply indicate an accommodation will be provided "as appropriate" or "as necessary."
Do … refer to state accommodations policies and understand implications of selections.	**Don't** … check every accommodation possible on a checklist simply to be safe.
Do … evaluate accommodations used by the student.	**Don't** … assume the same accommodations remain appropriate year after year.
Do … get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP team or 504 planning committee meetings.	**Don't** … make decisions about instructional and assessment accommodations alone.
Do … provide accommodations for assessments routinely used for classroom instruction.	**Don't** … provide an assessment accommodation for the first time on the day of a test.
Do … select accommodations based on specific individual needs in each content area.	**Don't** … assume certain accommodations, such as extra time, are appropriate for every student in every content area.
Do….know the ELL status of your student and provide the appropriate ELL accommodations (in addition to the disabilities accommodations identified in the student's IEP.)	**Don't** … assume that accommodations provided in the IEP will be sufficient to address the ELL student's linguistic needs during testing.

B-3: Accommodation Conditions for Students with Disabilities

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Timing/ Scheduling Accommodation: Extended Time on Subtests	Some students require extra time to complete assignments, activities or assessments due to physical or health conditions, attention problems or processing difficulties. This allows the student time to complete the assignment, activity or assessment beyond the usual or standard amount of time. In addition the use of certain other accommodations, require extra time to complete the assignment or test. **Examples include time and a half or double time**.	Students may be allowed extra time to complete their assignments or activities, but usually the extension is a set period of time and not unlimited.	For assessment situations, the IEP will often specify the amount of time to extend the testing situation, usually one and a half times, or two times the standard testing time. Decisions about length of extended time should be made on an individual basis, keeping in mind the other types of accommodations being made, the disability involved as well as other factors.	Is an allowable accommodation on the DC CAS for all students. If a student with an IEP consistently needs extended time in testing situations, it should be identified in the IEP and the typical amount of extra time identified (such as one and a half times or two times).	Plan ahead for those that need extended time. Consider whether they should be in another setting or is there a way to remove other students who have completed the assessment. For security purposes, testing sessions should be completed in one session, even though extended. Code on the Student Accommodation sheet under Timing/Scheduling Accommodations as Extended Time on Subtests.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Timing/ Scheduling Accommodation: Breaks allowed between subtests	Breaks may be given at predetermined intervals or after completion of an assignment or activity. This may range from a few minutes to longer time, depending on the need of the student. **Examples include extra thirty minutes between sections of the assessment.**	Students may need breaks during the instructional day due to the fatigue and//or stress they feel as a result of classroom activities, assignments or interactions. Breaks are often for a short, predetermined amount of time.	Students may need breaks between parts of the assessment in the classroom setting. Often students are fatigued or stressed and a short break between subtests allows them to regain composure and focus.	Is an allowable accommodation for the DC CAS for students with disabilities. The amount of time for the break should be determined on a case-by-case basis.	Breaks between subtests must be determined on a case by case basis, but students in the same testing environment should not be starting the test at different times. All students should begin the subtest at the same time, so students are not distracted when directions are read or other logistics occur. If students have been allowed to get up and move about , they should not have access to go back to the sections of the test already completed. Code on the Student Accommodation sheet under Timing/Scheduling Accommodations as Breaks Allowed Between Subtests.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Timing/ Scheduling Accommodation: Test administered over several days	Some students require that assignments, tests or activities typically completed in one setting or day be extended over several days in order to reduce the effect of fatigue, stress or to optimize the peak performance time of the student. This is for students with extreme conditions that prevent them from completing the assignment, test or activity in one day, even with extended time.	Students whose disabilities cause extreme fatigue or stress/anxiety or whose processing is very slow may require that activities or assignments usually completed in one setting at school, be allowed to extend over several days. This is to be decided on a case by case basis and should be part of the IEP, tied back to the way the disability impacts instruction.	Students whose disabilities results in fatigue, anxiety or slow processing may require test sessions be extended over multiple days rather than extended time in one day. This should be required for instructional activities as well as classroom assessments.	Is an allowable accommodation for the DC CAS for students with disabilities whose IEP identifies this accommodation and it is also required for instruction and classroom testing. Students who experience fatigue, anxiety, and/or slow processing may need to extend the test over several days in order to demonstrate their acquired knowledge and skill.	When students are allowed to test over several days, security precautions need to be considered. Students should not be able to return to a section they completed the day before, therefore, before allowing them to finish for the day, make sure they understand they cannot return to that section again. Code on the Student Accommodation sheet under Timing/Scheduling Accommodations as Test Administered over Several Days.
Timing/ Scheduling Accommodation: Flexible scheduling	Flexible scheduling may include accommodations to the order of content to reduce student fatigue or anxiety, or to optimize the student's attention to the content. For example, a student may do the content areas of Reading and Math and save Science for last even though other students have Math last.	In instruction, the student may receive instruction in math at the end of the day if it causes a lot of stress so that the stress does not impact other instruction. Or the student may receive instruction in a particular area midmorning as that is his most focused time of days. These accommodations are made on a case by case basis and tailored to the individual student.	For classroom testing, the time a test is administered or the order of the tests may be adjusted to meet the student's individual needs.	Is an allowable accommodation on the DC CAS for students with disabilities who may need an adjustment to the testing schedule due to their unique needs.	Security procedures must be taken into account so the student who is participating off schedule does not receive from or provide information to students who have completed the test already or to students who have not yet taken that content area. Code on the Student Accommodation sheet under Timing/Scheduling Accommodations as Flexible Scheduling.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Timing/ Scheduling Accommodation: Breaks allowed during subtests	Breaks may be given at predetermined intervals or after completion of an assignment or activity. This may range from a few minutes to longer time, depending on the need of the student.	Students may need breaks during the instructional day due to the fatigue and//or stress they feel as a result of classroom activities, assignments or interactions. Breaks are often for a short, predetermined amount of time.	Students may need breaks during a subtest or part of the assessment in the classroom setting. Often students are fatigued or stressed and a short break within subtests allows them to regain composure and focus.	Is an allowable accommodation on the DC CAS for students with disabilities. The amount of time should be determined on a case-by-case basis.	Breaks during subtests must be determined on a case by case basis, but students in the same testing environment should not be starting the test at different times. All students should begin the subtest at the same time, so students are not distracted when directions are read or other logistics occur. If students have been allowed to get up and move about or look at other materials, they should not have access to go back to the sections of the test already completed. Code on the Student Accommodation sheet under Timing/Scheduling Accommodations as Breaks Allowed during Subtests.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Timing/ Scheduling Accommodation: Test administered at best time of day	This will include accommodations to the time of day the student participates in the instruction or test to reduce student fatigue or anxiety, or to optimize the student's attention to the content. For example, a student has Math as the last subject of the day because Math is very difficult and causes a lot of anxiety for the student. This way the anxiety does not impact other content areas.	In instruction, the student may receive instruction in math at the end of the day if it causes a lot of stress so that the stress does not impact other instruction. Or the student may receive instruction in a particular area midmorning as that is his most focused time of days. These accommodations are made on a case by case basis and tailored to the individual student.	For classroom testing, the time a test is administered or the order of the tests may be adjusted to meet the student's individual needs.	Is an allowable accommodation on the DC CAS for students with disabilities and us determined on a case by case basis.	Security procedures must be taken into account so the student who is participating off schedule does not receive from or provide information to students who have completed the test already or to students who have not yet taken that content area. Code on the Student Accommodation sheet under Timing/Scheduling Accommodations as Test Administered at Best Time of Day.
Setting Accommodation: Small group testing	A student may receive testing or instruction in a small group (one that has less students than traditional instruction or testing). Small group is not defined by a specific number but is always less than where the student typically receives instruction or testing.	A small group setting for instruction or for a specific activity may benefit the student who is easily distracted and cannot redirect himself successfully. A small group setting is often seen as a more supportive environment. Before removing students to small groups full time, other supports and services should be considered.	Students who need small group for testing are those with attention problems who cannot successfully redirect themselves and complete the assessment. Many times the smaller group presents fewer distractions to a student and assists the student to keep focus.	Is an allowable accommodation on DC CAS for students with disabilities. The student must receive this accommodation during classroom instruction and assessment as well.	Small group testing is conducted in a setting that has fewer students than a traditional testing room. The number in a room is determined by student need and grouping of those with similar needs. A trained test examiner must be in the room at all times during the testing period. Code on the Student Accommodation sheet under Setting Accommodations as Small Group Testing.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Setting Accommodation: Preferential seating	Students are given preferential seating, anywhere in the student's regular classroom based on student need, which will assist the student to stay focused on the instruction, activity or assessment.	Students are seated in the classroom setting, in the seat and location that optimizes their ability to remain focused and participates actively in the instruction. This is determined on a case by case basis for each student.	Students are seated for testing in the classroom in the location that optimizes their attention to and concentration on the test. This is determined on a case by case basis.	Is allowable on the DC CAS for students with disabilities. Students may be assigned seats within the testing environment to support their attention and concentration needs.	Seating for testing is assigned or arranged as the examiner prefers. However students whose IEPs require specific seating arrangements shall be allowed to sit in that location, even if it is contrary to the examiners seating plan. The examiner should have the information ahead of time to plan accordingly. Code on the Student Accommodation sheet under Setting Accommodations as Preferential Seating.
Setting Accommodation: Location with minimal distraction	A setting accommodation to minimize distractions, usually in a setting with few or no other students. Changes may also be made to the student's location within the classroom, such as away from windows or the door. Another example is a study carrel for the student within the classroom or in another location.	Students who are easily distracted may need their physical location adjusted, either to an area with few or no other students to complete work, assignments or activities; or to a different area within the classroom. This should always be determined in a case by case basis.	Students who are easily distracted may need special locations for classroom testing. They may need to participate in the assessment in another setting with fewer or no other students. Some students may need a study carrel or be moved so they are not near the window or the door. This is determined on a case by case basis.	Is allowable on the DC CAS for students with disabilities who have difficulty maintaining attention in traditional settings. This should be used regularly in instructional and classroom activities.	Location for testing is assigned or arranged as the examiner prefers. However students whose IEPs require specific location or setting arrangements shall be allowed to sit in that location. The examiner should have the information ahead of time to plan accordingly. The student must have a trained test examiner present during the entire testing period. Code on the Student Accommodation sheet under Setting Accommodations as Location with Minimal Distractions.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Setting Accommodation: Individual testing	A student may receive instruction or testing in an individual setting.	An individual setting for instruction or for a specific activity may benefit the student who is easily distracted and cannot redirect himself successfully. An individual setting is often seen as a more supportive environment. Before removing students to individual setting, other supports and services should be considered.	Students who need individual testing are those with attention problems who cannot successfully redirect themselves and complete the assessment. Many times the individual setting presents fewer distractions to a student and assists the student to keep focused.	Is an allowable accommodation on DC CAS for students with disabilities. The student must receive this accommodation during classroom instruction and assessment as well.	Individual testing is conducted in a setting that has only one student. A trained test examiner must be in the room at all times during the testing period. Code on the Student Accommodation sheet under Setting Accommodations as Individual Testing.
Setting Accommodation: Noise buffer	A noise buffer is used to reduce audio distractions for a student. **These can include headphones, earplugs, earphones or other similar devices that muffle or block sound.**	A student may need audio buffers to assist with focus and concentration during certain instructional activities or tasks.	A student may require audio buffers to reduce noise distractions during classroom assessment.	Is an allowable accommodation for the DC CAS for students with disabilities. The student must receive this accommodation during instruction and classroom testing.	A noise buffer may be used by students during testing. The examiner needs to know if the noise buffer blocks all sound or reduces sound. For oral directions, the student may need to remove the buffer and resume use when the examiner has finished giving instructions. The examiner will need to be sure to get the student's attention prior to providing oral instructions to the class. Code on the Student Accommodation sheet under Setting Accommodations as Noise Buffer.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Setting Accommodation: Special lighting	Students with low vision or other visual problems may need to sit in a part of the room with the best light. This might include near a window or away from the window, special lamp brought in to the classroom or others adjustments to lighting. Lighting needs may also vary by time of day and by amount of light from outside (sunny day, cloudy day, rainy day)	Students who experience visual impairments often have unique sensitivity to lights. On a case by case basis, classroom lighting is adjusted for a student's needs throughout the instructional day.	Students who experience visual impairments often have unique sensitivity to lights. On a case by case basis, classroom lighting is adjusted for a student's needs for classroom assessments.	Is an allowable accommodation on the DC CAS for students with disabilities. On a case by case basis, classroom lighting is adjusted for a student's needs for DC CAS testing.	On a case by case basis, lighting should be adjusted to meet the student's current visual needs. Students are the experts in identifying needs. This should be set up and tested prior to the start of the test administration time. The student may need to enter the testing environment early to make sure light is adjusted appropriately. If the student uses a special lamp, it should be moved to the testing environment. Code on the Student Accommodation sheet under Setting Accommodations as Special Lighting.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Setting Accommodation: Adaptive or special furniture	Students may need their setting adjusted to access adapted furniture or equipment they use regularly. Examples include; a table instead of a desk for a student with large print books; a student who uses a wheelchair and a specially designed tabletop would not fit in an auditorium; a student who uses a computer for all responses may need to be places near outlets and a computer; space for service animal; foot stool or supports to place in front of the chair for support.	The student requires access to equipment and or furniture to participate in instruction. This may involve making sure equipment and furniture is available in all settings the student uses, the required furniture (seating, desk, table, chair, foot stool, computer, sound system, etc.) are available or travel with the student as needed.	The student requires special seating, positioning and/or equipment to have access to testing participation and be able to demonstrate his or her acquired knowledge and skills. These will be equipment or furniture that is regularly used for instruction.	Is an allowable accommodation on the DC CAS for students with disabilities who regularly use special furniture or equipment for instruction.	The needed furniture, equipment or positioning supports, must be considered prior to the testing period and provided in the testing environment. Special attention may need to be paid to table or desks, student physical access to the furniture and equipment as well as access to restrooms, etc. Code on the Student Accommodation sheet under Setting Accommodations as Adaptive or Special Furniture.
Response Accommodation: Calculator	Calculators and other calculation devices may be used to assist with calculation. These include various types of calculation devices such as a four function calculator or graphing calculators.	In instruction, calculation devices are used to assist students with learning concepts and practicing math skills; to help students learn concepts that are beyond basic facts. Students should continue to receive instruction on learning basic facts and calculations even when calculation devices are used for some instruction.	On classroom assessment, the use of calculation devices is determined by the purpose of the assessment. The goal of the assessment should assist with determining whether the student is allowed to use calculation devices. Be sure, when they are allowed, the student is familiar with the one being allowed and capable of using independently,	Is allowable on the DC CAS in limited circumstances for all students. The *Test Directions Manual* provides the specific grades and content sections where it is allowed for all students and the four function calculator is the preferred calculator. It is considered an accommodation for DC CAS when students' IEPs require other calculation devices or other sections of the test for calculation device usage. This can be	The *Test Directions Manual* provides specific grades and content sections where it is allowed for all students and the four function calculator is the preferred calculator. Graphing calculators may also be used. Only factory installed programs may be on these devices. The following devices may not be used under any circumstance: laptop or portable/handheld computer; calculator that has QWERTY keypad, uses an electrical outlet, makes noise, or has a paper tape; electronic writing pad or pen-input/stylus driven

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
				allowed through IEP consideration.	device; pocket organizer; talking calculator and cell phone calculator. If one of the previous devices is the only device the student can access, special request must be made to OSSE through use of the Request for a Nonstandard Accommodation. There is no guarantee this will be approved. Code on the Student Accommodation sheet under Response Accommodations as Calculator.
Response Accommodation: Write in test books	This accommodation allows students to write directly in the test booklet rather than to record their responses on an answer sheet.	When student have difficulty copying from the board or a book to the paper, difficulty keeping their place in tasks, or reduced visual processing when switching from one location to another, adjustments are often made by providing the student with preprinted information other students copy off the board or out of the book, therefore allowing the student to keep his place and not interfere with the assignment or task.	For classroom assessment, if answer sheet (i.e. scannable forms) are used, the student may be allowed to write directly on the test to prevent problems with alignment and keeping place.	Is allowable on the DC CAS for students with disabilities whose IEP requires such. It must be used for instruction and classroom assessment as well	Make sure the test administrator knows the student must be allowed to write in the test booklet and that arrangements are made to transcribe the student answers to the answer sheet on the same day. Code on the Student Accommodation sheet under Response Accommodations as Write in Test Books.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Response Accommodation: Dictated response to examiner	This accommodation uses a scribe to record the answer provided by the student. The scribe must transfer the information exactly as the student dictates, or has provided through an approved device.	Students who are unable to produce written information independently will use other methods to produce evidence of knowledge and skills such as computer, communication devices, sign language or speech.	Students who are unable to respond to written tasks will participate in assessments in other modes and have a scribe transfer responses to answer sheet or other document. This must be used in instruction prior to assessment so that the process is familiar to the student.	Is an allowable accommodation on the DC CAS for students who are unable to provide a written response in another way. The student will state the information or use a communication device, and the scribe will transcribe to the answer document. The student must be familiar with and comfortable with the scribing/dictating process prior to test administration and use it in instructional settings. This accommodation is usually for the DC CAS Composition section and constructed response items.	For the DC CAS, the scribe is a trained and experienced individual who is familiar with the content and vocabulary of the content. The scribe must not edit or alter student work in any way and must record word for word exactly what the student has dictated., scribes may request clarification from the student about the use of capitalization, punctuation, and spelling key words, and must allow the student to review and edit what the scribe has written. A scribe records while the student is dictating and edits in front of the student. Code on the Student Accommodation sheet under Response Accommodations as Dictated Response to Examiner.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Response Accommodation: Oral response to test	This accommodation uses a scribe to record the answer provided by the student. The scribe must transfer the information exactly as the student dictates or states. Examples include student directly states the answer or uses a communication device to provide the answer for the scribe to record.	Students who are unable to produce written information independently will use other methods to produce evidence of knowledge and skills such as computer, communication devices, sign language or speech.	Students who are unable to respond to written tasks will participate in assessments in other modes and have a scribe transfer responses to answer sheet or other document. This must be used in instruction prior to assessment so that the process is familiar to the student.	Is an allowable accommodation on the DC CAS for students who are unable to provide a written response in another way. The student will state the response to a multiple choice question with a scribe filling in the answers on a scannable answer sheet. The student must be familiar with and comfortable with the scribing/dictating process or use of communication device prior to test administration and use it in instructional settings. This accommodation is usually for the Math, Science, Health, and Reading sections of the DC CAS.	For the DC CAS, the scribe is a trained and experienced individual who is familiar with the content and vocabulary of the content The scribe must fill in the answers the student gives orally without giving any indication as to whether the answer is correct or incorrect. The scribe must not edit or alter student work in any way but must allow the student to review and edit what the scribe has written. Code on the Student Accommodation sheet under Response Accommodations as Oral Response to Test.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Response Accommodation: Pointing response	This accommodation uses a scribe to record the answer pointed to by the student. The scribe must transfer the information exactly as the student points.	Students who are unable to produce written information independently will use other methods to produce evidence of knowledge and skills such as computer, communication devices, pointing, sign language or speech.	Students who are unable to respond to written tasks will participate in assessments in other modes and have a scribe transfer responses to answer sheet or other document. This must be used in instruction prior to assessment so that the process is familiar to the student.	Is an allowable accommodation on the DC CAS for students who are unable to provide a written response in another way. The student will point to the response to a multiple choice question with a scribe filling in the answers on a scannable answer sheet. The student must be familiar with and comfortable with the scribing/pointing process prior to test administration and use it in instructional settings. This accommodation is usually for the Math/Science and Reading sections of the DC CAS.	For the DC CAS, the scribe is a trained and experienced individual who is familiar with the content and vocabulary of the content. The scribe must fill in the answers the student points to without giving any indication as to whether the answer is correct or incorrect. The scribe must not edit or alter student work in any way but must allow the student to review and edit what the scribe has written. Code on the Student Accommodation sheet under Response Accommodations as Pointing Response.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Response Accommodation: Signed and/or taped response	This accommodation uses a scribe to record the answer singed and/or taped by the student. The scribe must transfer the information exactly as the student signs or states on tape.	Students who are unable to produce written information independently will use other methods to produce evidence of knowledge and skills such as computer, communication devices, pointing, sign language or speech.	Students who are unable to respond to written tasks will participate in assessments in other modes and have a scribe transfer responses to answer sheet or other document. This must be used in instruction prior to assessment so that the process is familiar to the student.	Is an allowable accommodation on the DC CAS for students who are unable to provide a written response in another way. The student will sign or tape the response to a multiple choice question with a scribe filling in the answers on a scannable answer sheet. The student must be familiar with and comfortable with the scribing/signing/taping process prior to test administration and use it in instructional settings. This accommodation is usually for the Math/Science and Reading sections of the DC CAS.	For the DC CAS, the scribe is a trained and experienced individual who is familiar with the content and vocabulary of the content. The scribe must fill in the answers the student signs or states on tape without giving any indication as to whether the answer is correct or incorrect. The scribe must not edit or alter student work in any way but must allow the student to review and edit what the scribe has written. If signing is used, the scribe must also know and be able to interpret sign language. Code on the Student Accommodation sheet under Response Accommodations as Signed and/or Taped Response.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	**Classroom or formative testing**	**State Testing: DC CAS**	
Presentation Accommodation: Repetition of Directions	This is the verbatim repeating of the directions either at the request of the student(s) or each time directions are given, based on the need identified.	Students will often need directions repeated in order to focus on what is required. Students who require this accommodation are those who do not process the entire direction or may not remember all the components of a multiple part direction.	Students who not completely process the directions for a test or who do not remember all the components of a multiple part direction, will need them repeated in order to participate in the assessment and demonstrate actual knowledge or skill.	Is an allowable accommodation on the DC CAS in all content areas and is allowed for <u>all students</u>. If a student requests, directions may be repeated verbatim.	If the student always needs directions repeated, it will be indicated in the IEP as an accommodation and will clarify whether it is upon request by the student or always repeated. Directions are repeated verbatim. Code on the Student Accommodation sheet under Presentation Accommodations as Repetition of Directions.
Presentation Accommodation: Simplification of oral directions	Simplification involves changing a word or a phrase in the directions, paraphrasing the directions or adding additional steps, such as “pick up your pencil”.	Simplification is used when the vocabulary of the directions in instructional settings is unfamiliar or confusing to the student. Sometimes, multiple step directions are too complicated and need to be rephrased to be clear to the student.	Simplification is used for assessing a student when the directions are confusing and keep the student from being able to demonstrate his knowledge or skill in the assessment. It is also a strategy that is required for instruction with the student as well.	Is an allowable accommodation on the DC CAS. Simplification is appropriate when the directions of the DC CAS prevent the student from participating as they are written. The vocabulary may be unfamiliar or the structure of the directions too complex, and therefore simplification is needed to allow the student to demonstrate his knowledge or skill.	Simplification is for directions only. The test examiner may rephrase with different words, simplify the steps of the directions or add additional direction to assist the student in understanding what he or she is supposed to do. Code on the Student Accommodation sheet under Presentation Accommodations as Simplification of Oral Directions.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	**Classroom or formative testing**	**State Testing: DC CAS**	
Presentation Accommodation: Oral Reading of test questions (**Math, Science, Health, or Composition only**)	Some students will require the test questions (stem and choices) read to them in order to assess what they know about the content rather than assessing reading skills. This may include the interpretation (sign language) of the test questions. The accommodation will be administered by the test examiner reading aloud, an interpreter using sign language, or through screen reader software devices. **Reading the Reading section is NEVER allowed whether through a screen reader, interpreter or orally.** Reading the test questions slows down the testing process, so extended time is often required. In addition, reading aloud of the content is distracting to students who do not need it, therefore testing is often in a small group or individual setting.	Students will require instructional materials read to them in order to learn the content when they are struggling readers. This should be used to teach content and comprehension, but not when reading skills are being taught. Students who struggle with reading should continue to have reading instruction throughout their education.	Students may require the assessment for content areas other than reading to be read to them in order to participate in the assessment.	Is an allowable accommodation on the DC CAS in content areas of Math, Science, Health, and Composition. Students may have the questions read to them if they are unable to read the questions themselves and the practice of reading the material to the student is used for instruction and classroom assessment. Questions include the stem and the response choices for Math and Science. The prompt for Composition may be read to the student as well. **Reading the Reading section is NEVER allowed whether through a screen reader, interpreter or orally.**	This accommodation is limited to the content areas of Math, Science, Health, and Composition. Test content must be read verbatim, no simplification, paraphrasing or adjusting of vocabulary is allowed. The test examiner must be very cautious when reading aloud and use even inflection so the student does not receive any clues by the way the information is read. Readers need to be familiar with the content and the symbols specific to the content. The screen reader device must be familiar to the student and the student must be able to use the device. Materials for the screen reader must be prepared prior to the testing session. Code on the Student Accommodation sheet under Presentation Accommodations as Reading of Test Questions (Math, Science or Composition only)

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Presentation Accommodation: Interpretation (sign language interpretation) of oral directions	This is the interpretation of directions in sign language. The student's primary mode of communication is through sign language. The student's preferred version of sign should be used **(American sign language, Signed English, etc.).** This does not include translation into a language other than sign language.	Student requires the instructions for classroom work, activities assignments translated into sign language, sign is the student's primary mode of communication for instruction.	Student requires the directions for classroom tests to be translated into sign language; sign language is the student's primary mode of communication for instruction and assessment.	Is an allowable accommodation for the DC CAS. Some students will require interpretation of directions in sign language when their primary mode of communication for instruction and assessment is sign language.	Using sign language, the directions are directly transliterated into that language. A teacher or the interpreter must be fluent in the language being used and must not paraphrase, clarify or further explain the directions unless additional accommodations are included. A student who needs the directions signed should be seated in a setting so as not to distract other students, and able to see both the test examiner and the interpreter (if different). Occasionally this may require a separate setting. Code on the Student Accommodation sheet under Presentation Accommodations as Interpretation of Oral Directions.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	**Classroom or formative testing**	**State Testing: DC CAS**	
Presentation Accommodation: Markers to maintain place	Student uses a blank place marker on materials. These place markers may include **index cards, adhesive notes, blank paper, etc. to keep the place. They may also include templates or other blank materials to mask content** that is not of immediate interest to the student. The student slides the marker or template down the material as he or she progresses.	Student requires assistance through usage of place markers on written/printed material to keep the place when reading, participating in classroom activities. Often masking is required to assist the student in maintaining focus on the immediate content.	Student needs a place marker, mask or template to keep the place in classroom assessments or other formative type of assessments. Without this assistance student would not be able to follow order of the materials.	Is an allowable accommodation on the DC CAS for all students. Students who use this would not be able to keep the place and follow the order of the test without the usage. Student must be regularly using this strategy or it will not be effective and only lead to confusion.	All place markers must be blank so as not to provide clues or information to the student. Rulers are not acceptable. However, blank index cards, adhesive notes, cardboard strips, templates and similar blank items are allowed. Materials must be in the testing environment prior to start of testing and ready for student usage. Code on the Student Accommodation sheet under Presentation Accommodations as Use of Markers to Maintain Place.
Presentation Accommodation: Amplification equipment	Some students may require audio amplification devices in addition to/instead of hearing aids to increase clarity. **These may include FM systems, screen readers, headphones, speakers or other amplification devices.**	An amplification system may be used when working with students in classroom situations that contain a great deal of ambient noise.	An amplification system may be used when working with students in classroom testing situations that contain a great deal of ambient noise.	Is an allowable accommodation for the DC CAS when amplification equipment is part of the instructional process and classroom testing and the student needs the amplification to participate in the assessment.	Be sure the equipment is in the testing environment prior to the start of the test, that the outlets work/ and or spare batteries are available. Depending on the device used, this may require the use of headphones or testing in a separate location so as not to distract other students. Code on the Student Accommodation sheet under Presentation Accommodations as Amplification Equipment.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	**Classroom or formative testing**	**State Testing: DC CAS**	
Presentation Accommodation: Magnification devices	Enlarges the print by using magnification devices. Included **are eyeglass-mounted magnifiers, free standing or handheld magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Also included is Closed Circuit Television (CCTV).**	Student IEP requires magnification for all or part of instruction. Student receives instruction on using the magnification and also uses the magnification tools for content area instruction.	Student uses magnification devices for content area instruction on a regular basis. Student can operate the magnification devices.	Is an allowable accommodation for the DC CAS. Student uses the magnification device regularly for content area instruction and for classroom assessment and is skilled at using the device.	Make sure equipment is in the testing environment, that the necessary outlets are working, that spare batteries are available as necessary or that the disc with the information is available for the computer. Using magnification devices may slow down the process of testing, extended time will frequently be required. Code on the Student Accommodation sheet under Presentation Accommodations as Magnifying Glass.
Presentation Accommodation: Large Print Test Materials	Large print materials are used for students who can access print, but only when enlarged from typical instructional size. Most students require at least 18 point font, but many require even larger font. Often the materials are enlarged from the original regular print materials. All text and graphics are enlarged, including all labels or captions, pictures, etc. Materials may often be ordered or purchased or enlarged by the school staff.	Students use print as their main source of written information (as opposed to Braille or alternatives) and use printed materials rather than magnifying traditional materials. Many students will use a combination of all. Enlargement requires careful attention to clarity, contrast and color distinctions. Each students' individual visual difficulties will dictate when large print is used over other options and what size, color and contrast is needed.	Students will use large print to access classroom assessments. The teacher will often have to enlarge the tests themselves, paying attention to the needs of the student for size and contrast and to be sure that all components including graphics, captions, etc. are enlarged.	Is an allowable accommodation on the DC CAS for all content areas for students with disabilities. This is intended for students who cannot access print in other ways and who use large print materials regularly in the instructional setting,	If a student requires large print, the test chairperson should indicate the need for large print on the pre-id file submitted to OSSE. Large print is also available by ordering through CTB during the Short/Add Window. The DC CAS large print version is in 18 font. Sometimes large print requires extended time to complete the test. Code on the Student Accommodation sheet under Presentation Accommodations as Large Print Test Materials.

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	**Classroom or formative testing**	**State Testing: DC CAS**	
Presentation Accommodation: Braille Materials	A student may use a Braille version of the test if he or she has a visual impairment and routinely uses Braille. This may also include Nemeth Braille code for mathematics or tactile graphics. Braille is a raised dot code read with the fingertips. Tactile graphic images provide information in a raised format that may assist with understanding of the graphic depicted. However, many diagrams are too complicated to be understood through tactile graphic without additional information such as word description.	Braille is part of the student's IEP and the student is actively receiving instruction in using Braille and is receiving content area instruction through Braille materials.	Must be beyond the beginning level of Braille and must use Braille for instruction in the content area being assessed.	Is an allowable accommodation for the DC CAS. Students must be beyond the beginning levels of Braille and using Braille for instruction and classroom assessment in the content area to be assessed. Tactile graphics are not available for the DC CAS	If a student requires Braille materials, the test chairperson should indicate the need for Braille materials on the pre-id file submitted to OSSE. Braille materials are also available by ordering through CTB during the Short/Add Window. Braille material usage is often a slower process and may require extended time. This should be planned for prior to testing. Code on the Student Accommodation sheet under Presentation Accommodations as Braille Test Materials.

B-4: Assessment Accommodations Plan for Students with Disabilities

Student Information
Name: _____
Date of Assessment: _____
Name of Assessment: _____

Case Information
Special Education Teacher: _____
School Year: _____
Building/School: _____
General Education Teacher: _____
Identified as ELL: ☐ ELP Level: _____

Assessment accommodations that student needs for this assessment and date arranged:
Accommodation Date
1. _____
2. _____
3. _____
4. _____
Comments
_____
_____

Person responsible for arranging accommodations and due date:
Person Responsible Due Date

1. _____
2. _____
3. _____
4. _____
Comments:
_____
_____
Room assignment for assessment:
_____

Planners for this process (signatures):
_____ _____ _____

Scheiber, B., & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.

B-5: Logistics Planning Checklist for Accommodations for Students with Disabilities

Directions: This checklist can be used in the planning and implementation of assessment accommodations for an individual student. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).

Accommodations throughout the Academic Year	Y	N	NA
1. Accommodations are documented on student's IEP or 504 plan.	☐	☐	☐
2. Student uses accommodations regularly and evaluates use.	☐	☐	☐
3. A master accommodations plan/database listing assessment accommodation needs for all students tested is updated regularly.	☐	☐	☐
Preparation for Test Day			
4. Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., audio tape, Braille, large print).	☐	☐	☐
5. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).	☐	☐	☐
6. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	☐	☐	☐
7. Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	☐	☐	☐
8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	☐	☐	☐
Accommodations on the Day of the Test			
9. All eligible students receive accommodations as determined by their IEP or 504 plan.	☐	☐	☐
10. Provision of accommodations is recorded by test administrator.	☐	☐	☐
11. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes).	☐	☐	☐
12. Plans are made to replace defective equipment.	☐	☐	☐
Consideration after the Day of the Test			
13. Responses are transferred to scannable answer sheets for students using special equipment and adapted test forms and response documents.	☐	☐	☐
14. All equipment is returned to appropriate locations.	☐	☐	☐
15. Students who take make-up tests receive needed accommodations.			
16. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.	☐	☐	☐

B-6 Selecting Nonstandard Accommodations for students with an IEP or 504 Plan

A student with an IEP or 504 plan may be receiving an accommodation during instruction and on classroom and district assessments which is not available as a standard accommodation for statewide assessments. This type of accommodation is considered a nonstandard accommodation. Nonstandard accommodations are changes to the standardized testing procedures that have *not* been predetermined to maintain the integrity, validity, reliability and comparability of the assessment. Request must be considered and approved by the Office of the State Superintendent of Education (OSSE) prior to use on statewide assessments. Standard accommodations on the state assessment should be considered prior to requesting a nonstandard accommodation.

Decisions about the need for and selection of nonstandard accommodations for students are the responsibility of the 504 or IEP Team. The specific accommodation must be documented in the student's current IEP or 504 plan as an instructional accommodation **and** an assessment accommodation. The educational plan showing this document must be included with the request. Students must be formally staffed and on a current IEP or 504 plan prior to requesting a nonstandard accommodation. A draft or expired IEP or 504 plan is not considered a current plan.

Each request for a nonstandard accommodation is reviewed by a team comprised of representatives from Standards, Assessment, and Accountability Department and the Training and Technical Assistance Unit at OSSE. Each request is reviewed to ensure the accommodation maintains the integrity, validity, reliability, and comparability of the assessment**. Any nonstandard accommodation requests that invalidate the assessment will not be approved.** Once the review is completed, the LEA will be given written notice if the accommodation is approved or denied for use on the statewide assessment. This documentation should be maintained by each LEA. The review process takes approximately three weeks.

The use of nonstandard accommodations must be requested for consideration via the LEA Assessment Coordinator and is signed by both the LEA Assessment Coordinator and the LEA Special Education Director. The authorized form needed to request a nonstandard accommodation is available through the LEA Assessment Coordinator. The sample form found in Appendix B of this manual is for reference only.

Nonstandard accommodations requests must:

- Be individualized for each student.
- Be based on a student need as documented on the student's current IEP or 504 plan as an accommodation for both instruction and assessment, and the plan must not expire prior to the assessment window.
- Be submitted annually.

- Be signed by the LEA Assessment Coordinator and LEA Special Education Director.
- Be received by the Standards, Assessment, and Accountability (OSSE), no later than **March 23rd**.

Additionally, documentation of the need for the requested accommodation and implementation of the requested accommodation should be included with the request. This documentation should include work samples with and without the requested accommodation.

Any nonstandard accommodation requests that are determined to affect the integrity, validity, reliability, or comparability of assessment results, or are identified as a modification, will not be approved.

Nonstandard accommodations must not give students with disabilities an unfair advantage over other students or subvert the purpose of the test (i.e., reading the reading test undermines decoding and reading comprehension. Nonstandard accommodation requests that are determined to provide an unfair advantage will not be approved.

Requests received after March 1st will only be reviewed if the student is new to the district or newly identified as having a disability and there is documentation that the requested accommodation has been used in instruction and on assessments for at least three months prior to the statewide assessment.

Approved Nonstandard Accommodations
If a nonstandard accommodation is approved and used, the "Other" bubble must be filled in on the state assessment student data grid. The student will count as a participant for AYP purposes.

Non-Approved Nonstandard Accommodations
If a nonstandard accommodation is not approved the student must test without the requested nonstandard accommodation.

Special Circumstances
For special circumstances it is important to contact your LEA Assessment Coordinator as soon as possible for assistance and individual LEA documentation guidelines.

New Students to the District
If a student moves into the district just prior to the test and no documentation is provided showing accommodation use in his or her former LEA's school and classroom assessment, the student's former school should be contacted for all relevant documentation. If no documentation can be obtained, the student and his or her parent/guardian should be consulted regarding accommodation the student received during instruction and assessments

over the past three months. The student will then be eligible for any standard accommodation he or she has received during instruction and on other assessment three months prior to the DC CAS administration window.

*To request a nonstandard accommodation for a student new to the school district, documentation of accommodations must be obtained from the previous educational setting.

Students Newly Identified as Having a Disability

If a student has just recently been identified as having a disability, but not been formally staffed into special education, and accommodations are needed in order for the student to have access to instruction and assessment, then those standard accommodations may be used on the state assessment. This circumstance would not require the three month rule. However, the student should have adequate time to practice and become familiar with the use of the accommodation prior to it being used on the assessment.

A student must be formally staffed on a current IEP or 504 plan prior to requesting a nonstandard accommodation. A draft IEP or 504 plan is not considered a current plan.

Students with Short Term Illnesses/Physical Health Issues

At times, students suffer from unforeseeable circumstances less than three months prior to the start of testing such as a broken arm or a car accident. If as a result of these unforeseeable circumstances, a student requires a standard accommodation for the state assessment, the student may be provided the necessary accommodation or accommodations. As with all accommodations, the accommodations must be documented on the state assessment data grid of the student's test booklet. The student should have time to practice the accommodation prior to it being used on the assessment. For accommodations monitoring purposes the LEA Assessment Coordinator should have written record of why this student was given an accommodation not documented on a formal education plan.

This exception pertains only to unforeseeable circumstances, and not those that could have been reasonably predicted by school or district personnel.

For example, a student breaks his or her writing arm shortly before the assessment and is physically unable to write in the test booklet. The student would qualify for a scribe or assistive technology as a standard accommodation.

If a student is home-bound due to rehabilitation, state assessments may not be administered in the home.

If a student is home-bound due to medical reasons or a profound emergency (not disciplinary reasons), state assessments may not be administered in the home.

Nonstandard Accommodation Request for Students with an IEP or 504 Plan

To be submitted by the LEA Assessment Coordinator only

Due Date: **March 23, 2012**

Date of Request (MM/DD/YY): _____/_____/_____/

Part One

LEA Name: _____

LEA Assessment Coordinator: _____

Email: _____

Phone Number: _____

Student Name: Last _____ First _____ MI _____

State ID: _____

Grade: _____ School: _____

1. Nonstandard Accommodation needed for (Check on or more content areas):

DC CAS: Reading _____ Composition _____ Mathematics _____ Science_____

2. In which document is this accommodation listed as used regularly in the classroom and on the district assessments? *Attach a copy of documentation*

IEP _____ 504 _____

3. Accommodation category/categories:

Presentation _____ Response _____ Setting _____ Time _____

Part Two

4. Describe the research based nonstandard accommodation you are requesting for this student and provide additional information below:

_____

_____

_____

_____

5. How does this accommodation provide access for this student in the classroom *and* on district/class assessments?

_____
_____
_____
_____
_____
_____
_____

6. Explain how this nonstandard accommodation maintains the integrity, validity, reliability, and comparability of the assessment.

_____
_____
_____
_____
_____
_____
_____

8. Additional information that may assist the team in determination of the need and appropriateness of this accommodation:

_____
_____
_____
_____
_____
_____
_____

LEA Assessment Coordinator Signature:_____ Date _____

Special Education Coordinator Signature: _____ Date _____

Section 2 – English Language Learners

Step 1: Expect English Language Learners to achieve grade-level academic learning standards

Definition of an English Language Learner

An English language learner (ELL) is a student who understands or speaks a language other than English that was learned from his or her family background, or a student with a family background where a language other than English is spoken in the home, and who has an English language proficiency level that does not allow the student to fully participate in the general education program of the school. For more information, see Chapter 31 in the D.C. Municipal Regulations at: http://os.dc.gov/os/cwp/view,a,1207,q,639915.asp and http://wida.us/standards/elp.aspx.

Authority

According to the Elementary and Secondary Education Act (ESEA) of 1965, as amended by No Child Left Behind (NCLB), all students, including ELLs, are required to participate in standards-based instruction and assessment. Under Title I of the ESEA, states must include ELLs in their assessments of academic achievement in reading/language arts and mathematics and must provide ELLs with appropriate accommodations including, "to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in the academic content areas until they have achieved English language proficiency." See ESEA § 1111(b)(3)(C)(ix)(III)

The inclusion of ELLs in state assessment and accountability systems is protected by federal and state standards-based legislation and civil rights cases. This legislation (i.e., *Title VI of the Civil Rights Act of 1964*) and court cases (i.e., *Lau v. Nichols* [414 U.S. 563 (1974)])mandate that historically excluded student populations, such as students with limited English proficiency, be included for purposes of equal opportunity, accountability, and representation. Districts are obligated to follow all federal and state guidelines in providing equal educational opportunities to all students. Therefore, it is necessary that the district carefully evaluate and meet the needs of students with limited English proficiency. The rights of this group of students to an equal education are protected by the force of legislation, judicial opinion, and administrative regulation.

District of Columbia Guidance for ELL Participation in the DC CAS

1. All students, including ELLs, must participate in the District of Columbia Comprehensive Assessment System (DC CAS) in grades 3-9 and 10 for Mathematics and Reading assessments; grades 5, 8, and 10 for the Science and Health assessment, and grades 4, 7, and 10 for the Composition assessment.
2. Exemption Option: In accordance with ESEA guidance, ELLs who have enrolled in United States schools for the first time within 12 months from the last day of the previous

year's test window are not required to participate in the reading or writing portion of the state assessment regardless of ELP level. If these students take the reading or writing test, their scores are not counted in calculated AYP. However, they will be counted as participants for AYP calculations if they participate in the state language proficiency assessments (for DC, this is the WIDA *ACCESS for ELLs®* assessment). Mathematics, science, and health test participation is required for these newcomer ELLs, but their scores are not counted in calculating AYP. If students do not take the mathematics, science, or health test, they are counted as non-participants.

3. English Proficient (EP) and EP students in Monitoring Services are not allowed the use of accommodations on state assessments. English Proficient (EP) and EP students in Monitoring Services have attained an ELP level of 5 or above and are not classified ELL students.

4. Only ELLs who have an Individualized Education Program (IEP) and meet the criteria outlined in the DC CAS−Alt guidelines may participate in DC CAS-Alt.

The DC CAS measures the academic proficiency of students in the District of Columbia relative to their mastery of the DC Learning standards and Common Core State Standards. A comprehensive list of the standards is located at http://osse.dc.gov/service/dc-educational-standards.

Step 2: Learn about Accommodations for ELLs: Background Information

What are accommodations for ELLs?

Accommodations are one of the primary strategies for ensuring that ELLs who are included in state reading, mathematics, science, or writing assessments are more likely to be tested on their knowledge of the content rather than their English language proficiency. Accommodations for ELLs involve standard changes to testing procedures, testing materials, or the testing situation in order to allow students meaningful participation in an assessment.

Effective accommodations for ELLs:

- Reduce the linguistic load necessary to access the content of the curriculum or assessment;
- Address the unique linguistic and socio-cultural needs of the student by reducing construct irrelevant variance due to language;
- Do not alter the test construct. Accommodated scores should be sufficiently equivalent in scale that they can be pooled with unaccommodated scores (Acosta, Rivera, & Shafer Willner, 2008, p. 38). To learn more about linguistic accommodations, go to http://ells.ceee.gwu.edu.

Accommodations Categories for ELL

Accommodations for ELLs provide two types of support: direct linguistic support and indirect linguistic support:

- Direct linguistic support accommodations involve adjustments to the language of the test. Such accommodations can be provided in the student's native language or in English.
- Indirect linguistic support accommodations involve adjustments to the conditions under which ELLs take the test.

Refer to C – 1, C – 2, and C – 3 located in Appendix C for types and description of accommodations.

Modifications or Alterations vs. Accommodations

Accommodations do not reduce learning expectations. They provide access to the construct of the test. Modifications or alterations refer to practices that change, lower, or reduce learning expectations. For this reason, modifications can increase the gap between the achievement of ELLs and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Examples of modifications include:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);
- reducing assignments and assessments so a student only needs to complete the easiest problems or items;
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or
- giving a student hints or clues to correct responses on assignments and tests.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. A modification during assessment fundamentally changes the test score interpretation and comparability because they change the nature of the construct being measured. **As a result, a student receiving a modification will not be counted as a participant in the assessment for the purposes of accountability, and the assessment will not be considered valid.**

Examples of modifications during testing include:

- Clarifying or translating test items;
- Answering questions about test items any time during the test, even without giving the answers;
- Defining words for the student;
- Using dictionaries that provide definitions (i.e., *not* word-to-word dual language dictionaries or electronic translators);
- Allowing the student to complete the assessment in a language other than English.

The following Read-Aloud accommodations are considered modifications:

- Assisted reading of comprehension passages;
- Reading of entire comprehension passages; or
- Any Read Aloud accommodation for the reading test.

English Language Learners who also have an Identified Disability

Some English language learners are also identified as having a disability and therefore have complex needs. An accommodation to address a direct or linguistic need may not be an appropriate accommodation to meet a disability need, so careful consideration and coordination of accommodations must occur. ELL professionals and Special education professionals must work together along with the student and the parents to determine the appropriate accommodations in each unique situation. For these students, the need for

accommodations must be documented in the student's learning plan and the IEP or 504 plan. The teams (the ELL Accommodation Committee and the IEP or 504 team) should meet 1) to determine the appropriate accommodations that address the student's linguistic needs and disability; 2) to discuss the effective implementation of the accommodations; and, 3) to determine the effectiveness of such accommodations. Making decisions in isolation from the rest of the professional team involved with the student can result in an inappropriate accommodation plan or inconsistent use of accommodations for the student. Section 1 describes the process for considering accommodations for students with disabilities.

Step 3: Determine Accommodations

Effective decision-making about the provision of appropriate accommodations during testing begins well before the day of the assessment and should be part of sound instructional decisions. Determining appropriate linguistic support for ELLs during instruction and assessment is facilitated by gathering and reviewing information about the student and the student's level of performance in relation to district and state academic standards. In essence, the process of making decisions about instructional and assessment support to be provided to the student is one in which members of the educational team attempt to "level the playing field" so that ELLs can participate in the general education curriculum and the assessment.

Convene the School ELL Accommodation Committee

Decisions about testing accommodations for ELLs should be made by more than one individual. A group of individuals (e.g., the Accommodation Committee) should discuss the accommodations that a student may need for state testing, decide which accommodations will be used by the student, and document them.

Individuals involved in the decision might include:

- ESL/bilingual teachers
- General educators who work with the student (content area teachers)
- School/district test coordinators
- School administrators
- Students (especially at middle and high school levels)
- Guidance Counselor

Documentation Requirements

1. **Individual Student Documentation of the Accommodations Assigned (to be placed in each student's school folder).**
   Use one of the following to identify accommodations allowed during testing:
   a. Accommodations listed in the Assessment Accommodations Report/Spreadsheet (if received from the LEA).
   b. Appendix C – 5: Individual ELL Accommodation Form (in this document

2. **Summary School Documentation of ELL Accommodations for Test Administrators (keep on file at school, available upon request)**
   Use one of the following:
   a. School-created summary of the information provided in the Assessment Accommodations Report/Spreadsheet (if received from the LEA)
   b. School completes C – 6: School ELL Assessment Accommodations Plan (in this document).

3. **Test Booklet Documentation During Test Administration**
   a. Accommodations actually used on the test are to be bubbled in the test administration booklet in the appropriate section.

Steps for Assigning Accommodations to ELLs

The ELL Accommodation Committee can use the guidance found in this section to assign accommodations to ELLs. This section begins with a brief overview of the accommodations allowed on the state assessments, followed by a recommended set of steps for matching the accommodations based on specific ELL characteristics.

Eligibility Requirements

1. Any student identified as ELL, including those students who refused ESL instructional services, is eligible for accommodations on any DC CAS assessment.
2. An ELL who also has either an Individual Educational Plan (IEP) or a 504 Plan may receive additional accommodations as identified in that plan. (Please refer to Section I of this document.)

   ELLs with IEPs may receive *both* the accommodations listed in their IEPs (which correspond to the disabilities accommodations allowable on the DC CAS) *and* ELL accommodations. The information on allowable disabilities accommodations is found in Section 1 of this manual; the allowable ELL accommodations are found in Section 2 of this manual.

Procedure for Assigning Appropriate Accommodations to ELLs

Research indicates that ELLs with assigned accommodations matched to their linguistic and cultural needs scored higher than (a) ELLs with "incomplete" accommodations (i.e., accommodations that do not match ELL-responsive criteria), and (b) ELLs who were not assigned any accommodations at all (Kopriva, Emick, Hipolito-Delgado, & Cameron, 2007). Appropriate accommodation support enables ELLs to more demonstrate their knowledge of the content being assessed more accurately. For more information on the ELL accommodation research base, refer to http://ells.ceee.gwu.edu.

When assigning accommodations to ELLs, the ELL committee should ask the student's teacher(s) for formative assessment data and student test scores so that it can best match instructional interventions and assessment accommodations to student needs. Use the following procedure and data sources to inform this decision. **Additionally, Appendix C-1 contains a flow chart showing the most common ways in which ELL accommodations are matched to ELL needs (by ELP level) using the guidance below:**

A. ELL Language Considerations

Consider the ELL's level of language proficiency in English, in the native language, and in the language in which instruction is delivered to the student.

The English Language Proficiency (ELP) Level for each ELL is determined by the student's ACCESS for ELLs® ® or WIDA-ACCESS Placement Test (W-APT) score. Schools have the option to choose accommodations appropriate for their students, within the permitted accommodations for their ELP level. The ACCESS for ELLs® ® performance levels are as follows:

WIDA English Language Proficiency Levels		ELP Levels Described in Research Base on Accommodations
Level 1	Entering	Beginning
Level 2	Beginning/Emerging	
Level 3	Developing	Intermediate
Level 4	Expanding	
Level 5	Bridging	Advanced*
Level 6	Reaching	

* In DC, Level 5 and 6 ELLs ARE NOT still eligible to receive accommodations

For more information about the ACCESS for ELLs® ® assessment and the ELP levels, see www.wida.us.

B. ELL Literacy Considerations

After selecting accommodations based on the student's English language proficiency level, individualize the following accommodations for each ELL based on the student's literacy development in English and/or the native language.

1. **Word-to-word bilingual dictionary** (plus **extended time** to use it): May be appropriate for ELLs who have two years or more of schooling in their native language.

   Note: A vetted list of paper commercial word-to-word dictionaries allowable on large-scale assessments may be obtained from **http://www.doe.mass.edu/mcas/participation/?section=ell**

   ELLs with this accommodation will have access to a commercial paper-based bilingual word-to-word dictionary, if available at the school. (Electronic and computer dictionaries are not allowed.) To ensure ELLs know how to use the accommodation during the state assessment, they should have practice using the bilingual word-to-word dictionary during classroom instruction and other assessments.

2. **Oral reading of the test in English** (excludes Reading test): May be appropriate for ELLs who have interrupted formal education and/or have weak literacy skills in their native language and English. (Only ELLs at ELP levels 1 and 2 are eligible for the accommodation of oral reading of the test)

General Rules for Matching Accommodations by ELP Levels

ELLs with beginning ELP

ELLs at the lowest levels of English language proficiency (i.e., *ACCESS for ELLs®* ELP levels 1 and 2) tend to experience the greatest need of accommodations but are the least able to use them. In general, the use of oral supports such as *oral reading of test items in English and orally repeating or simplifying test directions* are recommended over written accommodations in English; however, most of these would not be expected to produce much of an effect for the lowest proficiency levels. If the student has literacy/recent schooling in the native language, a *bilingual word-to-word dictionary (and extra time to use it)* is recommended.

ELLs with Intermediate ELP

ELLs at the intermediate level of ELP (i.e., *ACCESS for ELLs®* ELP levels 3 and 4) have usually developed some literacy in English and are expected to benefit from a wider variety of both written and oral accommodation options. Decision makers should note that the need for accommodations at this level varies considerably depending upon the unique background characteristics of the student as well as the literacy demands of the test. Similar to ELLs with beginning ELP levels, the existing research suggests that native language accommodations such as *bilingual word-to-word dictionary (and extra time to use it) as* well as English accommodations are useful at the intermediate level.

ELLs with Advanced ELP
In DC, students with *ACCESS for ELLs®* ELP levels 5 and 6 ARE NOT still eligible to receive accommodations.

Table C-3 at the end of this document provides the list of accommodations matched to ELP levels and literacy in English and the native language.

C. Increase Effective Use

The final step is to individualize the initial list of accommodations for each ELL to increase the likelihood of effective use during assessment.

Adjust the list of accommodations selected above based on student background factors which can help ensure accommodations are useful to the student. Grade level, age, time in U.S. schools, and affective characteristics may all impact student ability to use ELL accommodations. For example, older ELLs receiving accommodations might benefit from testing in a small group due to embarrassment of receiving additional support in front of classmates. Alternately, newcomer ELLs might unfamiliar with U.S. testing practices and experience test anxiety. These ELLs might benefit from a familiar teacher administering their test

Listed below are a few best practices that teams can take to increase effective use of selected accommodations:

1. **Include the student in the process of assigning accommodations** to ensure use of the accommodation and student understanding of its use. (See Appendix C-4 for *Accommodations from the Student's Perspective*.)
2. If the student is unfamiliar with standardized testing or computer-based testing, provide **test preparation activities** prior to the assessment.
3. Offer opportunities to **use the accommodations prior to the assessment** during instruction and assessment.
4. When appropriate, implement test administration practices, such as **preferential seating, test administered by familiar person,** and **small group testing**. Because these practices are available to all students, they are not considered test accommodations for ELLs. However, these practices may be important for reducing student anxiety and facilitating test administration, which lead to accurate test results.

Review your decision

- Will the accommodation(s) assigned to this student enable the student to show what he/she really knows? If yes, then allow the accommodation(s) to be used.
- Has the student had practice using the accommodation in the classroom?

NOTE: Questions about whether accommodations not listed are allowable should be directed to the Office of Assessments and Accountability at OSSE.Assessment@dc.gov .

Step 4: Implement Accommodations

This section is designed for test administrators and contains specific implementation directions for each accommodation. The general test implementation practices for use with all students can be found in the test manuals.

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the accommodations during state assessments should be mapped out.

Prior to the day of a test, test administrators and proctors should know the specific accommodations each student will be using and how to administer them properly. For example, test administrators and proctors need to know whether a student will be allowed extra time to complete the test and when the testing time is ended, what plan exists for the student to continue working. Staff administering accommodations, such as reading to a student, must adhere to specific guidelines so that student scores are valid.

Specific administrative directions associated with each accommodation permitted to ELLs are found in the **Table C-3** at the end of this document.

Before the Test

Prior to the day of a test, test administrators and proctors should know what accommodations each student will be using and how to administer them properly. These individuals include the LEA Assessment Coordinator, the Principal or Assistant Principal, the Test Chairperson, the Test Administrator and the test Proctor or monitor. For example, test administrators and proctors need to know whether a student needs to test in a separate location so that plans can be made accordingly. Staff administering accommodations, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

During the Test

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include, but are not limited to, allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the implementation of accommodations is

necessary to ensure test results reflect actual student learning. In the accommodations table (C-3), guidelines for implementing to maintain standardization are provided.

After the Test

Procedures regarding handling the test materials and reporting are outlined in the test directions manual. These procedures are different for each test, so it is critical that test administrators consult the test directions manual of the appropriate assessment.

Test Security for District of Columbia Assessment Materials

District of Columbia Assessments require the highest level of test security and accountability. Security of the test books, answer books/documents and accommodated materials must be maintained before, during and after the test administration and in accordance with OSSE policies and procedures.

The OSSE *Test Security Guidelines* details the responsibilities of each person before, during and after testing. It is important that anyone involved in preparing, administering and monitoring the assessment and accommodations be familiar with the content in this document. It can be found at http://osse.dc.gov/service/test-security.

Step 5: Evaluate and Improve Accommodations Use

After the assessment members of the ELL Committee should debrief on how well accommodations worked at the district, school and individual student level. The committee should review that all accommodations were selected on the basis of the individual student's needs and were used consistently for instruction and assessment.

Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of ELL students in state and district-wide assessments. OSSE will run data analysis reports on the use of test accommodations compared to the criteria set for accommodations use. Data on the use and impact of accommodations during assessments may reveal patterns of accommodations use that will inform future policy on assessment accommodations..

Information needs to be gathered on the implementation of accommodation during assessment. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will yield data that can be used to guide the formative evaluation process at the school or district level and at the student level. Information on the use of accommodations can be feasible to collect when it is coded on the test form with other student information. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the school and district level and the student level.

These questions can be used to evaluate formatively the accommodations used at the student level, as well as the school or district levels. School- and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the education team. Formative evaluation is *not* the responsibility of just one individual. Rather, the entire educational team should contribute to the information gathering and decision-making processes.

Questions to Guide Evaluation of Accommodation Use at the School or District Level

1. Are students receiving accommodations as documented in their student folder?
2. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
3. How many ELLs are receiving accommodations?
4. What types of accommodations are provided?
5. Are some accommodation types used more than others?
6. How well do students who receive accommodations perform on state and local assessments?
7. If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, using the accommodations that were not effective, length of time in the US, or language proficiency level?

Questions to Guide Evaluation at the Student Level

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used?
3. If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, or using accommodations was ineffective?
4. What is the student's perception of how well the accommodation worked?
5. What combinations of accommodations seem to be effective?
6. What are the difficulties encountered in the use of accommodations?
7. What are the perceptions of teachers and others about how the accommodation appears to be working?

Whom to Contact with Questions

If you have any questions regarding the DC CAS Grade 3-8 Assessments in Mathematics, Reading, Science, Health, or Composition contact the Division of Assessment and Accountability at the District of Colombia's Office of the State Superintendent of Education at OSSE.Assessment@dc.gov .

Appendix C - English Language Learner Resources

C – 1: ELL Decision Flow Chart for Participation in the DC CAS
C – 2: Types of Accommodations Available for ELLs
C – 3: Description of Accommodations Available for ELLs
C – 4: Teacher Checklist on Student Access Needs Requiring Accommodations
C – 5: Individual ELL Accommodation Form for Student Folder
C – 6: School ELL Assessment Accommodations Plan

C-1: Decision Flow Chart for ELL Participation in the DC CAS

Based on Guidelines found in Section 2 of the OSSE Testing Accommodations Manual

Inclusion in the DC CAS
Section 2. Step 1

1. Is the student identified as an ELL?

- NO → DC CAS *ELL* participation guidelines do not apply to the student. STOP
- YES → All ELLs must take the Math, Science, Writing, and Health portions of the DC CAS

2. Has the ELL been enrolled in the U.S. schools for *more* than 12 months?

- NO → ELLs enrolled in U.S. schools for the first time within 12 months from the last day of the previous year's test window may be exempted from the Reading and Writing portions of the DC CAS. See Manual for AYP Participation guidelines. STOP
- YES → All ELLs who have been in the U.S. longer than 12 months must take the Reading and Writing portions of the DC CAS.

3. Is the ELL eligible for ELL accommodations on the DC CAS?

- NO → Students not currently identified as ELLs, including English Proficient (EP) and EP students in Monitoring Services may not receive ELL accommodations on the DC CAS. STOP
- YES → All ELLs with *ACCESS for ELLs®* levels 1-4 are eligible for ELL accommodations (includes those ELLs who refuse services).

Accommodations Provided on the DC CAS
Section 2, Step 3

MATHEMATICS, SCIENCE, HEALTH, READING, & WRITING

Basic List of ELL accommodations allowed to all ELLs with Levels 1-4:

A. Direct Linguistic Support Accommodations

- Oral reading of directions
- Repetition of directions
- Simplification of directions
- Simplification of writing prompt (on writing test)
- Use of English dictionary and bilingual dictionary – (math, science and health only)

B. Indirect Linguistic Support Accommodations

Test Scheduling Accommodations

- Extended testing time
- Time of day most beneficial to student (morning or afternoon)
- Extra or longer breaks allowed between subtests
- Flexible scheduling (order of subtests is altered)
- Test administered over several days (one or two subtests per day)

Test Environment Accommodations

- Person familiar with student administers test
- Preferential seating
- Small group testing
- Use of place markers to maintain place

4. Are there additional ELL accommodations to provide which are recommended for ELLs with specific *ACCESS for ELLs®* levels?

C. Additional accommodations allowed to ELLs scoring Level 1 and Level 2 on the *ACCESS for ELLs®* :

- *Math/science/health/writing:* Oral reading of test in English (including test passages, questions and answer choices) (No clarifications)
- *Math/science/health/reading/writing:* Breaks during a subtest (lasting no longer than 3-5 minutes)

5. On the DC CAS, is the ELL eligible for disabilities or 504 accommodations in addition to the ELL accommodations in Section 2?

- NO → No disabilities-specific or 504 plan accommodations may be used on the DC CAS. STOP
- YES → If the student has an IEP or 504 plan, refer to Section 1 of the manual for OSSE guidelines for DC CAS disability accommodation guidelines. STOP

C-2: Types of Accommodations Available for ELLs

1. Direct Linguistic Support Accommodations involve adjustments to the language of the test, while not altering the construct being tested. Direct linguistic support accommodations can be either oral or written. The following direct linguistic support accommodations are offered on the DC CAS:
    - Oral Reading of Test in English (Math, Science, Health, and Composition Only) - - Levels 1 and 2 only
    - Oral Reading of Directions
    - Repetition of Directions
    - Simplification of Oral Directions
    - Simplification of Writing Prompt
    - English Dictionary (Math, Science, and Health Only)
    - Bilingual Word to Word Dictionary (Math, Science, Health, and Composition Only)

2. Indirect Linguistic Support Accommodations involve adjustments to the conditions under which ELLs take the test in order to help ELLs process language more easily. These accommodations may facilitate the implementation of direct linguistic support accommodations. The following indirect linguistic support accommodations are offered for ELLs on the DC CAS:
    - Extended Time on Subtests
    - Breaks Between Subtests (3-5 minutes) - Levels 1 and 2 only
    - Breaks During Subtest
    - Markers to Maintain Place
    - Test Administered at Best Time of Day
    - Flexible Scheduling
    - Test Administered Over Several Days
    - Test Administered by Familiar Person
    - Preferential Seating
    - Small Group Testing

The table on the next page provides detailed information about each accommodation or test practice offered to ELLs.

C-3: Description of Accommodations Available for ELLs

	Direct Linguistic Support Accommodations	Content Area	ELP Levels Eligible	Administration Directions/Requirements
Direct Linguistic Support - Oral	• **Oral reading of the test in English** **Intent:** This accommodation is intended for ELLs whose listening skills in English are higher than their reading skills.	Allowed for Mathematics, Science, Health and Composition only Not allowed for the reading test	Level 1 and Level 2	**Limitations**: • **This read aloud accommodation does NOT extend to the reading test.** This is a modification and would invalidate the reading subtest. • The writing, math, science, composition, and health subtests are not measuring reading, therefore test validity is not threatened. **Administration Considerations**: • The test question and answer choices may only be read verbatim with no indication as to the correct answer given to the student. • The questions should be read clearly and with appropriate speed so that it is loud enough for students to hear. • Test items include all test directions, test passages, questions, prompts, & answer choices • Test Administrator must avoid any restating or paraphrasing of any test items • For words located on a map, chart, etc., the proctor may either (a) read all words to the student at one time or (b) inform student that the information can be read aloud upon student request. • Students may be tested in a separate room to avoid disturbing others **Additional Considerations**: • Accommodation should be used in classroom instruction prior to the test. • Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described, but should also be made available in print or tactile formats.

Direct Linguistic Support Accommodations	Content Area	ELP Levels Eligible	Administration Directions/Requirements
In English • **Oral reading of directions** • **Repetition of directions** • **Simplification of oral directions** **Intent**: The intent of these accommodations are to provide test directions (not questions) in writing for students whose reading skills are more developed than their auditory receptive skills.	Allowed for all DC CAS assessments	Levels 1-4	**Limitations:** • Limited to clarifying test directions, NOT test questions **Administrative Considerations:** • In a separate area or small group with students needing the same accommodation, so that other students are not distracted • Proctors must avoid giving cues such as use of voice inflection and encouraging statements • Test directions can be read aloud verbatim or upon request. **Additional Considerations** Most appropriate for students whose listening skills in English are higher than reading skills, directions can be read aloud verbatim.
• **Simplification of writing prompt**	DC CAS Composition	Levels 1-4	**Additional Considerations** • Most appropriate for students whose listening skills in English are higher than reading skills, directions can be read aloud verbatim. • Some Level 1 students will not use this accommodation if they are excluded from the Writing portion of the DC CAS; ELLs first enrolled in U.S. schools within 12 months from the last day of the previous year's test window may be exempted from the Reading and Writing portions of the DC CAS. See Manual for AYP Participation guidelines.

	Direct Linguistic Support Accommodations	Content Area	ELP Levels Eligible	Administration Directions/Requirements
Direct Linguistic Support - Writt	• **English dictionary** **Intent**: The intent of this accommodation is to provide linguistic support by allowing students to access English definitions of unfamiliar terms and phrases. This accommodation is most appropriate for ELLs who have an intermediate or more advanced beginning (or more) level of English language proficiency and or when a bilingual dictionary in the student's native language is not available	Allowed for Mathematics, Science and Health only	Levels 1-4	**Limitations:** • Should not be used for the first time during testing • Dictionaries that include extensive word definitions are not allowed ; • Electronic and computer dictionaries are not allowed **Administrative Considerations:** • At least one dictionary should be available in the classroom for students to use during the test. All students in all grade levels tested must have access to these materials. • Test in a separate area or small group with students needing the same accommodation, so that other students not needing the accommodation are not distracted • Allow extended time to allow proper use of the accommodation **Additional Considerations:** • Each district should standardize the dictionaries allowable for classroom and testing purposes • Accommodation should reflect like-type classroom instruction
	• **Bilingual word-to-word dictionary** **Intent**: The intent of this accommodation is to provide linguistic support by allowing students to access precise translation of unknown words in a standardized manner. This accommodation is most appropriate for students who have two years or more of schooling in their native language.	Allowed for Mathematics, Science, and Health only	Levels 1-4	**Limitations:** • Dictionaries that include pictures or word definitions are not allowed • Electronic translators are not allowed • Should not be used for the first time during testing **Administrative Considerations:** • ELLs in all grade levels should have access to *either* a bilingual word-to-word dictionary *and/or* an English dictionary, if available at the school • Test in a separate area or small group with students needing the same accommodation, so that other students not needing the accommodation are not distracted • Allow extended time to allow effective use of the accommodation **Additional Considerations:** • Each LEA should standardize the dictionaries allowable for classroom and testing purposes • A vetted list of paper/commercial word-to-word bilingual dictionaries useful for large-scale assessments may be obtained from http://www.doe.mass.edu/mcas/participation/?section=ell • To ensure this accommodation is appropriate for the ELL, use the bilingual word-to-word dictionary during classroom instruction and assessment and benchmark assessments. • There are instances in which ELLs with beginning levels of English language proficiency might benefit from this accommodation if they have received recent content instruction in the native language in their home country

	Indirect Linguistic Support Accommodations	Content Area	ELP Levels Eligible	Administration Directions/Requirements
Indirect Linguistic Support	• **Provide extended time*** **Intent:** This accommodation may provide ELLs the additional time they need for processing language. Extended time might also facilitate the administration of some direct linguistic support accommodations, such as reading aloud test items or providing dictionaries.	Allowed for all DC CAS assessments	Levels 1-4	**Limitations**: • All tests must be completed on or by the end of the test window **Administration Considerations**: • Students who use this accommodation may need a separate place to test if they will take considerably longer to finish than their peers • Special arrangements may be needed prior to the test administration to accommodate extensions to the usual testing schedule • If possible, schedule assessments and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. **Additional Considerations**: • Some students may take longer to complete a subtest than others. • decisions as to how much extended time is provided must be made on a case-by-case basis for each individual student, not for any category of students as a group, keeping in mind the type of accommodations being provided, the level of the student's English language proficiency, and the type of test. For example, if a reader is used, double time may be appropriate. • Usually "unlimited" time is not appropriate or feasible.
	• **Breaks allowed during a subtest (lasting no longer than 3-5 minutes)** **Intent:** Due to their level of language proficiency, some ELL students need to use greater concentration for longer periods of time during testing. Sometimes students are allowed to complete activities and take tests over multiple days—completing a portion each day. This is usually done to reduce fatigue.	Allowed for all DC CAS assessments	Level 1 and Level 2	

	• **Breaks between subtests***	Allowed for all DC CAS assessments	Levels 1-4	**Limitations**: • All tests must be completed on or by the end of the test window **Administration Considerations**: • Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. • Sometimes a student is allowed to take breaks when individually needed. Sometimes test booklets are divided into shorter sections so that students can take a break between sections of a test (sometimes referred to as "short segment test booklets"). • Breaks during testing must be supervised, in order to maintain test security. **Additional Considerations**: • Some students may take longer to complete a subtest than others. Students who use this accommodation may need a separate place to test if they will take considerably longer to finish than their peers
	• **Test administered at best time of day (morning or afternoon) ***	Allowed for all DC CAS assessments	Levels 1-4	
	• **Flexible scheduling (order of subtests is altered)*** **Intent:** Due to their level of language proficiency, some ELL students need to use greater concentration for longer periods of time during testing. Subtests should be arranged for the best time for students to show peak performance.	Allowed for all DC CAS assessments	Levels 1-4	
	• **Test administered over several days (one or two subtests per day) *** **Intent:** Due to their level of language proficiency, some ELL students need to use greater concentration for longer periods of time during testing.	Allowed for all DC CAS assessments	Levels 1-4	**Limitations**: • This accommodation is available to all ELL students, according to need **Administration Considerations** • If possible, schedule assessments and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Sometimes students are allowed to complete activities and take tests over multiple days—completing a portion each day. This is usually done to reduce fatigue. • When implementing this accommodation for testing, test administrators must take appropriate precautions to ensure that security of test items is not compromised, and that students are not permitted to return to a test section which was completed during a previous portion of the testing day.

	• **Use of markers to maintain place*** **Intent:** Due to the demands of processing another language, place markers may help ELLs focus on the language of the test. A student may use a blank place marker on the test and answer document. These place markers may include index cards, adhesive notes, etc.	Allowed for all DC CAS assessments	Levels 1-4	**Limitations**: • The test administrator should not give away any answers through inflection, gestures or other non-verbal supports. **Administration Considerations** • A student who is easily distracted may need additional support. • Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. • ELL students may need to have assessments administered by their regular ESOL teacher in order to maximize language comprehensibility.
	• **Test administered by familiar person *** **Intent:** Due to test anxiety, lack of experience with testing, and variations in accents, it may be useful for a familiar person to administer the test to ELL students. A trained test administrator must be present in the room at all times.	Allowed for all DC CAS assessments	Levels 1-4	
	• **Preferential seating*** **Intent:** Due to test anxiety, lack of experience with testing, and greater concentration needed for language processing, preferential seating may help ELLs focus more clearly on the language of the test.	Allowed for all DC CAS assessments	Levels 1-4	
	• **Small group testing*** **Intent:** Due to test anxiety, lack of experience with testing, and greater concentration needed for language processing, small group testing may help ELLs focus more clearly on the language of the test. A trained test administrator must be present in the testing room at all times. The State does not define how many students constitute a small-group administration. Groupings for this accommodation should be based on student need, and should be smaller than the number of students in a traditional testing room.	Allowed for all DC CAS assessments	Levels 1-4	

C-4: Teacher Observation Checklist on Student Access Needs Requiring Accommodations

Directions: School staff might use this form during the school year to identify opportunities for integrating ELL accommodations into classroom instruction and assessment. Use this checklist to identify accommodations that might be effective for the ELL and/or indicate instances in which the ELL may need additional guidance from the teacher support to use the accommodation effectively. The list is not exhaustive—its purpose is to prompt teachers of ELLs to consider a wide range of student ELL accommodation needs. Might the ELL accommodation offer the ELL appropriate linguistic scaffolding so that the student can demonstrate his/her content knowledge and/or skills?

Indicate **Y** (yes), **Y/S*** (Yes with support), **N** (Not at this time), or **DK/NA** (Don't know or not applicable).

*Y/S is an important category because it helps track the *emergence* of content knowledge and skills in ELLs. Evidence of *emerging* skills can be seen when the task is completed *with support*.

	Y	Y/S	N	DK/NA	Corresponding Accommodation(s) to Consider Using in the Classroom
Direct Linguistic Support					
1. Is the student able to read and understand directions in English?					In English: • Oral reading of test directions • Repetition of test directions • Simplification of oral directions
2. Can the student follow oral directions in English from an adult or audiotape?					
3. Does the student need directions in English repeated frequently?					
4. Does the student need all the text read to him/her or just selected words?					• Read aloud and repeat as requested: writing, math, science, and/or health test items in English
5. Does the student have low/poor English Reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?					• Read aloud and repeat as requested: writing, math, science, and/or health test items in English
6. Has the student used an English or bilingual word-to-word dictionary during classroom instruction or assessments or with homework assignments?					• Provide word-to-word English dictionary • Provide word-to-word bilingual dictionary
7. Other:					

Next Steps: As you complete this checklist, write a few notes to remind yourself how you'd like to use these accommodations in your classroom. Use the following questions as a guide for the Next Steps you might plan:

- What accommodation(s) would you suggest be regularly used by the student during classroom instruction and assessment?
- What are the results for assignments and assessments when accommodation(s) are used (or not used)?
- What difficulties did the student experience in using the accommodation(s)?
- What is the student's perception of how well the accommodation(s) "worked?"
- What are the perceptions of parents, teachers, & specialists about how the accommodation(s) worked?
- Should the student use accommodation(s) or are changes needed?

	Y	Y/S	N	DK/NA	Corresponding Accommodation(s) to Consider Using in the Classroom
Indirect Linguistic Support					
8. Does the provision of extra time ensure the student can complete classroom assignments?					• Provide extended time
9. Does the student use other accommodations or equipment which requires more time to complete test items (e.g., scribe, use of bilingual dictionary, etc.)?					• Provide extended time
10. Can the student work continuously for the length of time allocated for standard test administration?					• Breaks allowed during a subtest (lasting no longer than 3-5 minutes) • Breaks between subtests • Test administered at best time of day (morning or afternoon) • Flexible scheduling (order of subtests is altered) • Test administered over several days (one or two subtests per day)
11. Do others easily distract the student and/or does he/she have difficulty remaining on task?					• Provide scheduled breaks as needed during testing • Use of markers to maintain place
12. Does the student show test anxiety, lack of experience with testing, and difficultly understanding variations in accent?					• Test administered by familiar person • Preferential seating • Small group testing
13. Other:					

Next Steps: As you complete this checklist, write a few notes to remind yourself how you'd like to use these accommodations in your classroom. Use the following questions as a guide for the Next Steps you might plan:

- What accommodation(s) would you suggest be regularly used by the student during classroom instruction and assessment?
- What are the results for assignments and assessments when accommodation(s) are used (or not used)?
- What difficulties did the student experience in using the accommodation(s)?
- What is the student's perception of how well the accommodation(s) "worked?"
- What are the perceptions of parents, teachers, & specialists about how the accommodation(s) worked?
- Should the student use accommodation(s) or are changes needed?

C-5: Individual ELL Accommodation Form for Student Folder

This form should be completed or updated (preferably during the school ELL Accommodation Committee meeting, see Step 3 and C-1: ELL Decision Flow Chart for Participation in the DC CAS). This should be done within 60 calendar days from the start of the school year or student date of enrollment. *Use information from C-4: Teacher Checklist on Student Access Needs Requiring Accommodations to help determine accommodations on this form and later to identify additional opportunities to use any assigned accommodations.*

Student Name _____

Student ID _____ Homeroom _____

School _____ Grade _____ School Year _____

Most recent English Language Proficiency assessment date _____

English Language Proficiency Level _____

Recommended ELL Accommodations for the DC CAS

Directions: Please use a highlighter to indicate the specific accommodations from the A, B, and C below to be provided to the student at testing. Reminder: Use of an automatically-generated list of accommodations does not over-ride thinking carefully about ELLs' needs during testing.

Basic list of ELL accommodations allowed to **all** ELLs with Levels 1-4 (Shown in A & B below)

A. Direct Linguistic Support Accommodations

- Oral reading of directions
- Repetition of directions
- Simplification of directions
- Simplification of writing prompt (on writing test)
- Use of English dictionary and bilingual dictionary – (math, science, and health only)

C. Two additional accommodations allowed to ELLs scoring Level 1 and Level 2 on the *ACCESS for ELLs®* :

- *Math/science/writing/health:* Oral reading of test in English (including test passages, questions and answer choices) (No clarifications)
- *Math/science/reading/writing/health:* Breaks during a subtest (lasting no longer than 3-5 minutes)

B. Indirect Linguistic Support Accommodations

Test Scheduling Accommodations

- Extended testing time
- Time of day most beneficial to student (morning or afternoon)
- Extra or longer breaks allowed between subtests
- Flexible scheduling (order of subtests is altered)
- Test administered over several days (one or two subtests per day)

Test Environment Accommodations

- Person familiar with student administers test
- Preferential seating
- Small group testing
- Use of place markers to maintain place

ELL Accommodations Committee

Above-listed accommodations are recommended by the following members of the ELL Accommodations Committee:

ELL Teacher(s) _____ General Education Teacher(s)_____

Other Member(describe)_____

Committee Chair Signature _____ Name Printed _____

Date _____

C-6: School ELL Assessment Accommodations Plan

If your LEA does not create an Accommodation Report, use this form to track which ELLs which receive which ELL accommodations. You can request from OSSE a spreadsheet version of this form.

School Name: _____	ELL Coordinator: _____
School Year: _____	Testing Coordinator: _____
Date of Assessment: _____	
Name of Assessment: _____	

Directions: Use **C – 1: ELL Decision Flow Chart for Participation in the DC CAS** and the **Section 2, Step 3** to determine accommodations (from groups A, B, and/or C) for students who have an ELP level, but do not have an Accommodation Report (or a document from your LEA with recommended accommodations.)

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Table 1. ELL Testing Accommodation Assignment

Student ID	Last Name	First Name	Grade	Enrolled in U.S. Schools < 12 mo.	ELP Proficiency Level	Test Date	Math/Science /Health Acc's	Reading Acc's	Writing Acc's

Table 2. Summary of School ELL Test Participation on the DC CAS

		Test Participation		Accommodations			
Grade	# of ELLs	Mathematics, Science, Health	Exempt Reading/Writing	ELP Levels 1 & 2	ELP Levels 3 & 4	English Proficient (EP), EP Monitored *(Not allowed)*	Parent Exempt, Outdated, Pending *(Acc's assigned onsite)*
Totals							

Adapted with permission from the District of Columbia Summary Accommodation Report

National Assessment of Educational Progress (NAEP): Student Participation on NAEP Assessments

Participation of Students with Disabilities on the NAEP assessments

The Office of the State Superintendent of Education (OSSE) expects that students with disabilities (SWD) l be included on the National Assessment of Educational Progress (NAEP) as follows:

- All students with an IEP or a 504 Plan who participate the DC Comprehensive Assessment System (DC CAS) with or without accommodations should participate in NAEP.
- **Only students with disabilities who participate in the DC CAS Alternate Assessment (DC CAS Alt) may be excluded from any NAEP assessment**. All other students with disabilities should participate in NAEP using appropriate accommodations.

Participation of English Language Learners on the NAEP assessments

The DC Office of the State Superintendent of Education (OSSE) expects that English language learners (ELL) will be included on the National Assessment of Educational Progress (NAEP).

Only English language learners who have been <u>enrolled in United States schools for less than 12 months</u> may be excluded from any NAEP assessment. All other English language learners should participate in NAEP using appropriate accommodations.

NAEP does not produce results for individual students or schools, Results are summarized only at the national level. NAEP assessments do not impose consequences on students, schools, or local educational agencies and are instead intended purely to provide a picture of educational performance and progress in the District of Columbia.

Excluding Students from the NAEP Assessment

If the school deems necessary to exclude a student, the school must:

1. Submit a completed **Exemption Request Form** at least <u>two weeks</u> prior to the Pre-Assessment Visit (PAV) to the DC NAEP Coordinator: ruth.aponte@dc.gov

Accommodations for students with an IEP or 504 Plan
For the NAEP assessments

Decisions about the need for and selection of accommodations for students are the responsibility of the 504 or IEP Team. The specific accommodation must be documented in the student's current IEP or 504 plan as an instructional accommodation **and** an assessment accommodation.

Since some students may require accommodations to access the NAEP assessment and to and to better demonstrate their knowledge and skills, NAEP offers most of the accommodations that the District of Columbia allows on the state assessments.

The following accommodations are universally designed as part of NAEP and are standard for all students:

- Writes answers in test booklet: On NAEP, all students write responses in the assessment booklets, not on separate answer documents.
- Test administered over several days: Students take three 15-minute subject matter blocks and answer survey questions about their educational experiences.

A student with an IEP or 504 plan may be receiving an accommodation during instruction and on classroom and district assessments which is not available as a standard accommodation for NAEP assessments. This type of accommodation is considered a nonstandard accommodation. Nonstandard accommodations are changes to the standardized testing procedures that have *not* been predetermined to maintain the integrity, validity, reliability and comparability of the assessment. **Nonstandard accommodation requests that invalidate the assessment will not be approved.**

NAEP 2013 Exemption Request Form

Students with Disabilities

This form must be received at OSSE at least one week before your school's scheduled Pre-Assessment Visit (PAV). If you have questions, please contact Ruth Aponte at (202) 741-0255 ruth.aponte@dc.gov.

School Name: _____

Pre-Assessment Visit Date: _____

Principal's Signature: _____

NAEP School Test Coordinator's Name: _____

Email and Phone Number: _____

Student Name: Last _____ First _____ MI _____

State ID: _____ Grade: _____ IEP: Y/N 504: Y/N

Request Exemption needed for (Check one or more content areas):

NAEP 2013: Reading _____ Mathematics _____ Science_____

Reason(s) for Request:

_____

_____

_____

_____

NAEP 2013 Exemption Request Form

English Language Learners

This form must be received at OSSE at least one week before your school's scheduled Pre-Assessment Visit (PAV). If you have questions, please contact Ruth Aponte at (202) 741-0255 ruth.aponte@dc.gov.

School Name: _____

Pre-Assessment Visit Date: _____

Principal's Signature: _____

NAEP School Test Coordinator's Name: _____

Email and Phone Number: _____

Student Name: Last _____ First _____ MI _____

State ID: _____Grade: _____ **IEP:** Yes / No **504:** Yes / No

Request Exemption needed for (Check one or more content areas):

NAEP 2013: Reading _____ Mathematics _____ Science_____

Reason(s) for Request:

_____

_____

_____