



Office of the



State Superintendent of Education

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

*for Students with Disabilities
and English Language Learners*

*A guide to Selecting,
Administering and Evaluating
the Use of Accommodations*

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

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Introduction

The District of Columbia Office of the State Superintendent of Education Testing Accommodations Manual: A guide to Selecting, Administering and Evaluating the Use of Accommodations establishes guidelines for the selection and use of accommodations for instruction and assessments of students with disabilities as defined under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and section 504 of the Rehabilitation Act of 1973 reauthorized in 2008, as well as English Language Learners (ELL).

Section 1 identifies steps to aid personnel in the determination of proper assessments and modifications for students with disabilities while Section 2 identifies steps for the determination of proper assessments and modifications for ELL students.

The five steps provide a framework for decisions on assessments and discuss how to:

1. **Expect** students to achieve grade-level academic learning standards;
2. **Learn** about accommodations for instruction and assessment;
3. **Select** accommodations for instruction and assessment for individual students;
4. **Administer** accommodations during instruction and assessment; and
5. **Evaluate** and improve accommodation use.

Additional information, including a CD and power point presentation, are available to help school personnel become more familiar with information presented in this manual. Please contact the Division of Assessment and Accountability at the District of Columbia's Office of the State Superintendent of Education for further information at OSSE.Assessment@dc.gov.

OSSE complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, including gender identity, or marital status.

This document is adapted from:

Thompson, S.J, Morse, A.B., Sharpe, M, and Hall, S. (2005). *A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment of Students with Disabilities*. Washington, DC: Council of Chief State School Officers.

Section 1 – Students with Disabilities

Step 1: Expect students with disabilities to achieve grade-level academic learning standards

Authority

Several important laws including the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Improvement Act (IDEA) and Rehabilitation Act require the participation of students with disabilities in standards based instruction and assessment initiatives.

The Elementary and Secondary Education Act

According to the ESEA, each state must develop a plan to implement high-quality annual assessments which align with the state academic standards. ESEA § 1111(b)(3)(A). The state plan must provide for “the participation in such assessments of all students.” ESEA § 1111(b)(3)(C)(ix)(I). Additionally, the plan must provide for “the reasonable adaptations and accommodations for students with disabilities—as defined under section 602(3) of the Individuals with Disabilities Education Act and section 504 of the Rehabilitation Act of 1973—necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards.” ESEA § 1111(b)(3)(C)(ix)(II).

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

IDEA specifically governs services provided to students with disabilities. All children with disabilities must be included in all general state and district wide assessment programs, including assessments described under section 1111 of the ESEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs (IEPs). IDEA § 612(a)(16)(A).

The IEPs are developed on the basis of each child’s unique needs and must include a specific statement of any “appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child.” IDEA § 614(d)(1)(A)(VI)(aa).

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 reauthorized in 2008 requires public schools to provide accommodations to students with disabilities. The definition of a disability under section 504 is much broader than the definition under IDEA.

Section 504 provides specific protections for qualified individuals with a disability. The Act states that:

No otherwise qualified individual with a disability in the United States 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.

Students who have an actual physical or mental impairment may be eligible for accommodations and related services under section 504 if their impairment substantially limits one or more major life activities.

Entities in receipt of federal financial assistance must provide students with disabilities the necessary accommodations, and/or modifications to ensure that they have an equal opportunity to obtain the same access, benefit, result and level of achievement.

Including All Students with Disabilities in State Accountability Assessments

These laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students, with or without accommodations. It is for this reason that, IEP team members and section 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. Academic learning standards are educational targets for students to learn at each grade level. Teachers 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 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.

District of Columbia State Assessments

All students must participate in the District of Columbia Comprehensive Assessment System (DC CAS) in grades 3-8 and 10 for Mathematics and Reading assessments; grades 5, 8, and 10 for the Science assessment, and grades 4, 7, and 10 for the Composition assessment. Students who have an IEP and meet participation criteria for the District of Columbia Comprehensive Assessment System – Alternate (DC CAS-Alt) Assessment may take the DC CAS-Alt in the grade level in which they are enrolled.¹

The DC CAS measures the academic proficiency of students in the District of Columbia relative to their mastery of the DC Learning standards. A comprehensive list of the standards is located at:

<http://www.osse.dc.gov/seo/cwp/view,A,1274,Q,561249,seoNav,|31193|.asp>

¹ See DC-CAS-Alt testing information at <http://www.ihdi.uky.edu/ilssa/dc-cas-alt/>

Step 2: Learn about Accommodations for Instruction and Assessment

What are accommodations?

Accommodations are practices and procedures in the presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

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 section 504 Plan. A general education student may also need an accommodation if he or she requires the accommodation in order to participate in a state-wide 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 section 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 for Students with Disabilities

Accommodations for students with identified disabilities on IEPs or section 504 Plans are commonly categorized in four ways: presentation, response, setting, and timing and scheduling:

- **Presentation Accommodations**—Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.
- **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.
- **Timing and Scheduling Accommodations**—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

Refer to A – 1, A – 2, A – 3, and A – 4 located in appendix A for description of accommodations.

Modifications or Alterations vs. Accommodations

Accommodations do not reduce learning expectations. They provide access. 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 students with disabilities 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. Receiving a modification results in an invalid test score because we are unable to evaluate a student's achievement on the construct being assessed. 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.

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.

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

To assure students with disabilities are engaged in standards-based instruction and assessments, every IEP and section 504 team member must be knowledgeable about the state and district academic learning standards and assessments. For more information about the District's learning standards go to:

[http://www.osse.dc.gov/seo/cwp/view,A,1274,Q,561249,seoNav,31193\].asp](http://www.osse.dc.gov/seo/cwp/view,A,1274,Q,561249,seoNav,31193].asp)

Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. The IEP and section 504 teams must evaluate and critically think about the individual student's disability and level of performance in relation to the state standards in order to properly determine appropriate accommodations.

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 non-disabled children" IDEA § 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" IDEA § 614(d)(3)(B). This is where communication and assistive technology supports are considered
2. "Supplementary Aids and Services" IDEA §§ 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 non-disabled children to the maximum extent appropriate
3. "Participation in Assessments" IDEA § 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.

Documenting Accommodations on a Student's 504 Plan

Public schools must provide accommodations to students with identified disabilities under section 504 of the Rehabilitation Act of 1973. Any accommodation must be documented within the student's 504 Plan.

Examples of students who may receive assessment accommodations based on their section 504 accommodations plan include students with an identified impairment that substantially limits one or more major life activities.

In order to meet this standard, the student must be unable to perform a major life activity that the student's average peers can perform (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 (compared to national norms, not local norms). A list of several major life activities that may require a student plan under section 504 is included below.

seeing	hearing	caring for oneself	breathing
walking	learning	performing manual tasks	working
eating	sleeping	standing	lifting
bending	reading	concentrating	thinking
communicating	speaking	the operation of a major bodily function	

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. Speaking out about 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 and section 504 team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more that the individual 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. 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.

Determining the Consequences of Assessment Accommodations Use

When selecting accommodations for state assessments, it is important to look at state policies and procedures to determine whether use of an accommodation results in consequences on a state test. Modifications, defined in the previous section, result in the invalidation of the student's assessment. IEP and section 504 teams should, whenever possible, strive to select accommodations that do not result in the invalidation of a student's test score.

Questions to Guide Accommodation Selection

Selecting accommodations for instruction and assessment is the role of a student's IEP team. Use the questions provided below to guide the selection of appropriate accommodations for students receiving special education services for the first time and for students who are currently using accommodations:

- What are the student's learning strengths and areas of further improvement?
- How do the student's learning needs affect the achievement of grade-level learning standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level learning 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? These may be new accommodations or accommodations the student is currently using.

- What accommodations are regularly used by the student during instruction and assessments?
- What are the results for 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?

Note: The most important question guiding the discussion of testing accommodations is what accommodations are required for instruction.

Of the accommodations that match the student’s needs, consider

- The student’s willingness to learn to 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 to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, you should plan for the ongoing evaluation and improvement of the student’s use of accommodations.

Refer to A – 5, A – 6, A – 7 and A – 8 in appendix A for additional information in completing this step.

Step 4: Administer Accommodations during Instruction and Assessment

Accommodations during Instruction

The student must be provided the selected accommodations during instructional periods that necessitate their use.

Accommodations during 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 an approved IEP or section 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.

An accommodation may not be used solely during assessments. Instead, accommodations for assessments should closely mirror accommodations used for individuals during instruction.

Planning for Test Day

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 team, most often special education teachers, or members of the section 504 team to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. It is essential for all IEP team members to know and understand the requirements and consequences of district and state 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.

Refer to A – 9, A – 10 and A – 11. These may be used for training purposes.

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. 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 or writing student responses, must adhere to specific guidelines so that student scores are valid.

Administering Assessments

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.

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.² 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. 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 team, section 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 assessment. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely 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.

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

1. Are students receiving accommodations as documented in their IEP and 504 plans?
2. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
3. How many students with IEPs or 504 plans are receiving accommodations?
4. What types of accommodations are provided and are some used more than others?
5. 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 versus 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, or using accommodations was ineffective?
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?

² National Center for Learning Disabilities (2005) *No Child Left Behind: Determining Appropriate Assessment Accommodations for Students with Disabilities*. Retrieved October 14, 2009, from <<http://www.cehd.umn.edu/NCEO/OnlinePubs/NCLD/Accommodations.pdf>>

6. What are the perceptions of teachers and others about how the accommodation appears to be working?

Refer to A – 12 in Appendix A.

These questions can be used to formatively evaluate 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 IEP or section 504 team. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire IEP or section 504 team should contribute to the information gathering and decision-making processes.

Appendix A

Students with Disabilities³

A – 1: Fact Sheet 1 – Presentation Accommodations

A – 2: Fact Sheet 2 – Response Accommodations

A – 3: Fact Sheet 3 – Setting Accommodations

A – 4: Fact Sheet 4 – Timing and Scheduling Accommodations

A – 5: Fact Sheet 5 – Examples of Accommodations Based on Student Characteristics

A – 6: Fact Sheet 6 – Do’s and Don’ts When Selecting Accommodations

A – 7: Tool 1 – Access Needs that May Require Accommodations

A – 8: Tool 2: Accommodations from the Student’s Perspective

A – 9: Tool 3: Assessment Accommodations Plan

A – 10: Tool 4: Assessment Accommodations Agreement

A – 11: Tool 5: Logistics Planning Checklist

A – 12: Tool 6: Accommodations Journal

All tools in this document can be adapted for grade level access. Please use these as a guide and adapt based on student needs.

³ The Fact Sheets and Tools in this section have been adapted from Thompson, S.J, Morse, A.B., Sharpe, M, and Hall, S. (2005). *A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment of Students with Disabilities*. Washington, DC: Council of Chief State School Officers.

A – 1: Fact Sheet 1

Presentation Accommodations

What are presentation accommodations?

Presentation accommodations allow students to access instruction and assessments in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.

It is important to note that modifications may invalidate the assessment for purposes of accountability under the Elementary and Secondary Education Act, as amended by No Child Left Behind.

Who can benefit from presentation accommodations?

Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability.

Presentations accommodations include:

Amplification equipment

Braille

Assisted reading of comprehension passages *

Reading of entire comprehension passage *

Interpretation of oral directions

Magnifying glass

Markers to maintain place

Reading of test questions (math, science and composition only)

Repetition of directions

Simplification of oral directions

Translations of words and phrases (math, science and composition only)

Large Print

* modifications which invalidate the assessment.

Accommodation Conditions

Presentation accommodations for Assessments

All accommodations students receive on the assessment must also be used for instructional purposes.

Amplification equipment

Some students may require audio amplification devices in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise.

Braille Materials

A student may use a Braille version of the test if he or she has a visual impairment and routinely uses Braille materials in the classroom.

Interpretation of oral directions

Some students will require interpretation of directions, either in sign language or in another language.

Magnifying glass

Some students with visual impairments read regular print materials and enlarge the print by using magnification devices. These include eyeglass-mounted magnifiers, free standing or handheld magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students also use Closed Circuit Television (CCTV) to enlarge print and display printed material with various image enhancements on a screen.

Markers to maintain place

A student may use a blank place marker on the test and answer document. These place markers may include index cards, adhesive notes, etc.

Reading of test question (math, science and composition only)

Some students will require the test questions read aloud to them. The question may only be read verbatim with no indication as to the correct answer given to the student. This allows for the composition prompt to be read aloud for students.

Repetition of directions

Some students will require the directions repeated to them. The directions should be repeated verbatim with no other information.

Simplification of oral directions

Some students will require simplification of directions. This may include changing a word or phrase, paraphrasing the directions, or adding additional steps, such as ‘pick up your pencil.’”

Translation of words and phrases (math, science and composition only)

Some students will require the oral translation of words and phrases. This is allowed on the math, science and composition test only. The translation should be as direct and precise as possible without providing any additional assistance. If this accommodation is used for other tests besides math, science or composition it will be considered a modification.

Large Print

Large print editions of tests and instructional materials are required for some students with visual impairments. It is recommended that regular print materials be manipulated to reformat test items and enlarge or change the font as needed. All text and graphic materials—including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes—must be presented in at least 18-point type for students who need large print. Students, working with their teachers, need to find an optimal print size and determine the smallest print that can still be read. (Copyright issues may need to be addressed). It is important for the print to be clear, with high contrast between the color of the print and the color of the background. When using large-print classroom material, consider the weight, size, and awkwardness of books. Large-print books are now available that look very similar to the same books in standard print.

Accommodations for Instructional purposes ONLY
Assisted reading of comprehension passages
A student may need assistance reading the comprehension passages. This accommodation is allowed for instruction only. When used as an assessment accommodation, it will be considered a modification of the test.
Reading of entire comprehension test
A student may need reading of the entire comprehension test. This accommodation is allowed for instruction only. When used as an assessment accommodation, it will be considered a modification of the test.

The use of accommodations for assessment that changes the construct of what is being tested will be considered a modification and will invalidate the scores of the assessment for the purpose of AYP.

Note: An accommodation not listed in these charts will be marked “other” on the answer document with documentation from the LEA which will specify the accommodation.

A – 2: Fact Sheet 2

Response Accommodations

What are response accommodations?

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.

Who can benefit from response accommodations?

Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).

Response accommodations include:

Signed and/or taped responses

Oral response to tests

Write in test books

Pointing response

Dictated response to examiner

Calculators

Pencil grip

Accommodation Conditions

Response accommodations for Assessments <i>All accommodations students receive on the assessment must also be used for instructional purposes.</i>
Signed and/or taped responses A student uses a tape recorder to record class work or test responses rather than writing on paper.
Oral responses to test Students may give an oral response to the multiple choice section of the test with a scribe filling in the answers on a scannable bubble sheet. The scribe must bubble in the answer the student gives orally without giving any indication as to whether the answer is correct or incorrect. This person should follow the guidelines outlined below under scribe.
Write in test book This accommodation allows a student to write directly in a test booklet rather than on an answer sheet (e.g., scannable “bubble” sheet).
Pointing response Students may point to a response with a scribe filling in the answers on a scannable bubble answer sheet. The scribe must bubble in the answer the student points to without giving any indication as to whether the answer is correct or incorrect. This person should follow the guidelines outlined below as a scribe.
Dictated response to examiner A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, sign language, or speech. Much skill is involved in being a scribe, skill that requires extensive practice. A scribe may not edit or alter student work in any way and must record word for word exactly what the student has dictated. Scribes should 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. Individuals who serve as a scribe need to carefully prepare to assure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write only what is dictated, no more and no less.
Calculators The <i>Test Directions Manual</i> stipulates which grades and sections of the mathematics assessment may be completed with the aid of a calculator. In these instances only, students may use a calculator unless a student has a current IEP, which permits the use of a calculator on other sections. While OSSE prefers that students use a standard four-function calculator, graphing calculators are permitted. Any programs and information that are not factory-installed on the calculator are not permitted on graphing calculators during test administration. The following items are not allowed for use as a calculator: <ul style="list-style-type: none">▪ Laptop or portable/handheld computer;▪ Calculator that has QWERTY (typewriter-like) keypad, uses an electrical outlet, makes noise, or has a paper tape;▪ Electronic writing pad or pen-input/stylus-driven device;▪ Pocket organizer; and▪ Cell phone calculator.
Pencil grip Some students may need the assistance of a pencil grip. Pencil grips are a simple accommodation that can help a student with fine motor problems, hand shaking, tremors, or writing disabilities complete a task that requires a written response. Pencil grips are plastic or rubber, and are available in various shapes and sizes.

Accommodations for Instructional purposes ONLY

Copy from paper/book instead of board

Students may copy from a paper or book instead of board. This is used for instruction only because of the nature of the accommodation.
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The use of accommodations for assessment that changes the construct of what is being tested will be considered a modification and will invalidate the scores of the assessment for the purpose of AYP.

Note: An accommodation not listed in these charts will be marked “other” on the answer document with documentation from the LEA which will specify the accommodation.

A – 3: Fact Sheet 3

Setting Accommodations

What Are Setting Accommodations?

Setting accommodations change the location in which a student receives instruction or participates in an assessment, or the conditions of an instructional or assessment setting. Students may be allowed to sit in a different location than the majority of students in order to reduce distractions to themselves or others, or to increase physical access or access to special equipment. Some students may need changes in the conditions of an instructional setting. Every instructional and assessment setting should have good lighting and ventilation, with a comfortable room temperature, and be as free as possible from noise, traffic, and other interruptions. Chairs should be comfortable and tables set at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in good condition.

Who Can Benefit from Setting Accommodations?

Setting accommodations, which are changes in instructional and assessment locations, can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g. reader, scribe, frequent breaks) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

Setting accommodations include:

- Adaptive or special furniture
- Individual testing
- Locations with minimal distractions
- Noise buffer
- Preferential seating
- Small group testing
- Special lighting

Accommodation Conditions

Setting accommodations for Assessments

All accommodations students receive on the assessment must also be used for instructional purposes.

Adaptive or special furniture

Occasionally a setting might be changed to increase physical access for a student. For example, a student who uses a wheelchair with a specially designed tabletop and assistive technology may not have adequate space in an auditorium with theater seating. Other students may need equipment that requires specific locations for learning and assessment. For example, a student who uses a computer for word processing might need to complete assignments and take tests in a computer lab. A student who uses large-print materials may need to sit at a table rather than at a desk with a small surface area. Another student might benefit from a standing work station. Keep aisles clear, and do not leave doors or cupboards half open to increase access for students with visual or physical disabilities. Provide space for a guide dog, and explain to other students that the dog is working and should be ignored. Make certain the school is accessible for students with mobility impairments. Students should have access to the building, cafeteria, classrooms, media center, restrooms, and playground. In essence, they should be able to access any room or space on the school grounds used by students in general. Some students may need to receive educational services and participate in assessments in home or hospital settings.

Individual testing

A student may receive an individual administration. A trained test administrator must be present in the testing room at all times.

Location with minimal distractions

A setting accommodation to minimize distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students. Changes may also be made to a student's location within a room. For example, a student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful for students who are easily distracted.

Noise buffer

Some students concentrate best while wearing noise buffers such as earphones, earplugs, or headphones.

Preferential seating

Students are given preferential seating that will give students the best opportunity to concentrate on the assessment and stay focused on the task.

Small group testing

A student may be tested in a small group. 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, in all cases, should be smaller than the number of students in a traditional testing room.

Special lighting

Students with low vision may prefer to sit in the part of a room that has the best light.

The use of accommodations for assessment that changes the construct of what is being tested will be considered a modification and will invalidate the scores of the assessment for the purpose of AYP.

Note: An accommodation not listed in these charts will be marked “other” on the answer document with documentation from the LEA which will specify the accommodation.

A – 4: Fact Sheet 4

Timing and Scheduling Accommodations

What Are Timing and Scheduling Accommodations?

Timing and scheduling accommodations change the allowable length of time to complete assignments, assessments, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks they need to complete activities, assignments, and assessments. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or assessment takes place.

Who Can Benefit from Timing and Scheduling Accommodations?

Timing and scheduling accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and assessments. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audiotape, scribe).

Students who cannot concentrate continuously for an extended period or who become frustrated, or stressed easily may need frequent or extended relaxation breaks. It may also help to schedule in the morning those classes and tests that require the greatest concentration for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.

Timing and Scheduling Accommodations include:

Flexible scheduling

Test administered over several days

Test administered at best time of day for student

Breaks between subtests

Extended time on subtests

Breaks during a subtest

Accommodation Conditions

Timing and scheduling accommodation for Assessments

All accommodations students receive on the assessment must also be used for instructional purposes.

Flexible scheduling

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.

Test administered over several days

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.

Test administered at best time of day for students

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.

Breaks between subtests

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 students can take a break between sections of a test (sometimes referred to as “short segment test booklets”). If the length of a break is predetermined, a timer might be used to signal the end of the break.

Extended time on subtests

Extended time may require a student’s IEP or section 504 team to determine a fairly specific amount of extra time to complete assignments, projects, and assessments. For timed tests, a standard extension may be time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit. Double time may also be allowed. Decisions should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of assignments, assessments, and activities. Usually “unlimited” time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety of simply knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work.

Breaks during a subtest

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 students can take a break between sections of a test (sometimes referred to as “short segment test booklets”). If the length of a break is predetermined, a timer might be used to signal the end of the break.

The use of accommodations for assessment that changes the construct of what is being tested will be considered a modification and will invalidate the scores of the assessment for the purpose of AYP.

Note: An accommodation not listed in these charts will be marked “other” on the answer document with documentation from the LEA which will specify the accommodation.

A – 5: Fact Sheet 5

Examples of Accommodations Based on Student Characteristics

Student Characteristic: Blind, Low Vision, Partial Sight		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Large print • Magnification devices • Braille • Nemeth Braille code • Tactile graphics • Human reader • Audiotape or compact disk (CD) • Screen reader • Large print or Braille notes, outlines, and instructions • Descriptive video • Talking materials 	<ul style="list-style-type: none"> • Large print • Magnification devices • Braille • Nemeth Braille code • Tactile graphics • Audiotape or CD • Screen reader
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on or speak to word processor • Type on Braille • Speak into tape recorder • Use calculation devices (e.g., talking calculator with enlarged keys, abacus) • Use personal note taker 	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on or speak to word processor • Type on Braille • Speak into tape recorder • Use calculation devices (e.g., talking calculator with enlarged keys, abacus)
Setting	<ul style="list-style-type: none"> • Change location so student does not distract others • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location so student does not distract others • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> • Extended Time 	<ul style="list-style-type: none"> • Extended Time

Student Characteristic: Deaf; Hard of Hearing		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Sign language • Audio amplification devices • Screen reader • Visual cues • Written notes, outlines, and instructions • Videotape and descriptive video • Provide advanced organizers and outlines of lectures for student to follow • Use gestures (e.g., point to materials) • Repeat questions and responses from classmates • Allow student to copy notes from classmate • Use captioned versions of instructional films and include script when possible • Give interpreter instructional materials in advance • Learn manual signs and teach them to hearing classmates • Allow student to use telecommunication device 	<ul style="list-style-type: none"> • Sign language • Audio amplification devices • Screen reader
Response	<ul style="list-style-type: none"> • Express response to scribe or interpreter • Type on or speak to word processor • Use spelling and grammar assistive devices • Use visual organizers • Use graphic organizers 	<ul style="list-style-type: none"> • Express response to scribe or interpreter • Type on or speak to word processor • Use spelling and grammar assistive devices • Use visual organizers • Use graphic organizers
Setting	<ul style="list-style-type: none"> • Change location to reduce distractions • Change location so student does not distract others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish) 	<ul style="list-style-type: none"> • Change location to reduce distractions • Change location so student does not distract others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish)

Student Characteristic: Weak Manual Dexterity; Difficulty with Pencil; Difficulty Typing on Standard keyboard

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> Express response to a scribe through speech, pointing or by using an assistive communication device Type on or speak to word processor Speak into tape recorder Use thick pencil or pencil grip Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Express response to a scribe through speech, pointing or by using an assistive communication device Type on or speak to word processor Speak into tape recorder Use thick pencil or pencil grip

Student Characteristic: Communication Disorder

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> Screen reader 	<ul style="list-style-type: none"> Screen reader

Student Characteristic: Reading Disability; Difficulty Decoding

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> Human reader Audiotape or CD Screen reader Videotape 	<ul style="list-style-type: none"> Audiotape or CD Screen reader
Setting	<ul style="list-style-type: none"> Change location so student does not distract others Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Change location so student does not distract others

Student Characteristic: Writing Disability; Difficulty with Spelling

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> Express response to a scribe through speech Type on or speak to word processor Speak into tape recorder Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer) Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Express response to a scribe through speech Type on or speak to word processor Speak into tape recorder Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer)

Student Characteristic: Mathematics Disability		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	Use: <ul style="list-style-type: none"> • Calculation devices • Visual organizers • Graphic organizers • Math tables and formula sheets 	Use: <ul style="list-style-type: none"> • Calculation devices • Visual organizers • Graphic organizers
Student Characteristic: Physical Disability		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing, or by using an assistive communication device • Type on or speak to word processor • Speak into tape recorder • Write in test booklet instead of on answer sheet • Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox) • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing, or by using an assistive communication device • Type on or speak to word processor • Speak into tape recorder • Write in test booklet instead of on answer sheet • Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox)
Setting	<ul style="list-style-type: none"> • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> • Extended time • Multiple or frequent breaks 	<ul style="list-style-type: none"> • Extended time • Multiple or frequent breaks

Student Characteristic: Easily Distracted; Short Attention Span		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Use books on tape or recorded books to help focus on text • Give short and simple directions with examples 	
Response	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns 	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns
Setting	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions 	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions
Timing and Scheduling	<ul style="list-style-type: none"> • Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Schedule tests in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests • Limit reading periods • Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon • Divide long-term assignments 	<ul style="list-style-type: none"> • Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Schedule tests in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests

A – 6: Fact Sheet 6

Do's and Don'ts When Selecting Accommodations

Do...make accommodation decisions based on individualized needs and present performance.	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 unrelated to documented student learning needs or are intended to give students an unfair advantage.
Do...be certain to document instructional and assessment accommodation(s) on the IEP or section 504 plans.	Don't...use an accommodation that has not been documented on the IEP or section 504 plans.
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 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 section 504 team 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.

A – 7: TOOL 1

ACCESS NEEDS THAT MAY REQUIRE ACCOMMODATIONS

Use these questions to identify various types of presentation, response, setting, and timing and scheduling accommodations for students with disabilities. The list is not exhaustive—its purpose is to prompt members of IEP teams to consider a wide range of accommodation needs. Use the list in planning by indicating Y (YES), N (NO), or DK/NA (Don't Know or Not Applicable).

PRESENTATION ACCOMMODATIONS <i>IF ANSWERED YES, SEE A – 1</i>	Y	N	DK/ NA
1. Does the student have a visual impairment that requires large-type or Braille materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can the student follow oral directions from an adult or audiotape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are assistive technology devices indicated on the student's IEP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has the student been identified as having a reading disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student have low or poor 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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the student have a hearing impairment that requires an interpreter to sign directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the student have a hearing impairment and need a listening device?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESPONSE ACCOMMODATIONS *IF ANSWERED YES, SEE A – 2*

10. Does the student have difficulty tracking from one page to another and maintaining that student's place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the student have a disability that affects the ability to record that student's responses in the standard manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can the student use a pencil or writing instrument?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the student use a word processor to complete homework assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the student use a tape recorder to complete assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the student need the services of a scribe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the student have a disability that affects that student's ability to spell?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the student have a visual or motor disability that affects that student's ability to perform math computations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SETTING ACCOMMODATIONS <i>IF ANSWERED YES, SEE A – 3</i>	Y	N	DK/ NA
18. Do others easily distract the student or does that student have difficulty remaining on task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Does the student require any specialized equipment or other accommodations that may be distracting to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Does the student have visual or auditory impairments that require special lighting or acoustics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Can the student focus on the student's own work in a setting with large groups of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Does the student exhibit behaviors that may disrupt the attention of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Do any physical accommodations need to be made for the student in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TIMING AND SCHEDULING ACCOMMODATIONS <i>IF ANSWERED YES, SEE A – 4</i>			
24. Can the student work continuously for the length of time allocated for standard test administration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Does the student use other accommodations or adaptive equipment that require more time to complete test items (e.g., Braille, scribe, use of head pointer to type)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Does the student tire easily due to health impairments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Does the student have a visual impairment that causes eyestrain and requires frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Does the student have a learning disability that affects the rate at which that student processes written information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Does the student have a motor disability that affects the rate at which that student writes responses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Does the student take any type of medication to facilitate optimal performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Does the student's attention span or distractibility require shorter working periods and frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A – 8: Tool 2

Accommodations from the Student’s Perspective

Use this questionnaire to collect information about needed accommodations from the student’s perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, be certain that the student understands the concept of an “accommodation,” providing examples as necessary.

1. Think about all the classes you are taking now. Which is your best class?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, “What class is hardest?”

4. What’s the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

Class List

Classes

Accommodations

This questionnaire was adapted from A Student’s Guide to the IEP by the National Dissemination Center for Children with Disabilities (<http://nichcy.org/pubs/stuguide/st1book.htm>). Retrieved July 28, 2005.

A – 9: Tool 3

Assessment Accommodations Plan

Student Information Name: _____ Date of Assessment: _____ Name of Assessment: _____	Case Information Special Education Teacher/Case Manager: _____ Building/School Year: _____ General Education Teacher: _____
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Assessment accommodations that student needs for this assessment and date arranged:

Accommodations Date Arranged:

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.

A – 10: Tool 4

Assessment Accommodations Agreement

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accommodations, students can show what they know on the test. Some accommodations (e.g., special test editions) need to be arranged long before test day but should still be included on this list to make certain the student receives the correct test booklet. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the student to list the necessary accommodations and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, _____,
(Student's name)

need the following accommodations to take part in this assessment:

If I need more information about these accommodations, I can talk to:

(Name of special education teacher, parent, principal, and/or related service provider)

Thank you for helping me to do my best on this test!

(Student signature)

(Date)

A – 11: Tool 5

Logistics Planning Checklist

Directions: This Logistics Planning 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 section 504 plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student uses accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/data base).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accommodations on the Day of the Test			
9. All eligible students receive accommodations as determined by their IEP or section 504 plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provision of accommodations is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Plans are made to replace defective equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consideration after the Day of the Test		Y	N	NA
13.	Responses are transferred to scannable answer sheets for students using special equipment and adapted test forms and response documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	All equipment is returned to appropriate locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Students who take make-up tests receive needed accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A – 12: Tool 6

Accommodations Journal

One way to keep track of what accommodations work for a student is to support the student in keeping an “accommodations journal.” The journal lets the student be “in charge” and could be kept up to date through regular consultation with a special education teacher or other staff member. Just think how much easier it would be for an IEP team to decide which accommodations to document on a student’s IEP if the student came to the IEP meeting with a journal documenting all of these things: accommodations used by the student in the classroom and on tests; test and assignment results when accommodations are used and not used; student’s perception of how well an accommodation “works”; effective combinations of accommodations; difficulties of accommodations use; and the perception of teachers and others about how the accommodation appears to be working.

In the spaces provided below, design and organize the use of an accommodations journal for one of your students. Answer these questions:

1. What would you include as headings for the journal?

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

3. With whom would the student share journal entries, and when would it be done?

4. How could the journal be used in the development of a student's IEP?

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>.

Authority

According to the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind (ESEA), all students, including ELLs, are required to participate in standards based instruction and assessment initiatives. 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 ELLs know and can do in the academic content areas until they have achieved English language proficiency. See ESEA § 1111(b)(3)(C)(ix)(III)

District of Columbia Guidance for ELL Participation in Selected State Assessments

1. All students, including ELLs, must participate in the District of Columbia Comprehensive Assessment System (DC CAS) in grades 3-8 and 10 for Mathematics and Reading assessments; grades 5, 8, and 10 for the Science assessment, and grades 4, 7, and 10 for the Composition assessment. All students, including ELL students, who have an IEP and meet participation criteria for the District of Columbia Comprehensive Assessment System – Alternate (DC CAS-Alt) Assessment may take the DC CAS-Alt in the grade level in which they are enrolled.
2. Exemption Option: In accordance with ESEA guidance, ELL students who have first enrolled in schools in the United States within the 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; however they will be counted as participants for AYP if they participate in the state language proficiency assessments. Although mathematics and science test participation is required, the scores are not counted in calculating AYP. If students do not take the mathematics or science test, they are counted as non-participants. DC CAS reading scores are also not counted in calculating AYP even if the tests are taken.
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 Individual Educational Plan (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. A comprehensive list of the standards is located at:

<http://www.osse.dc.gov/se0/cwp/view,A,1274,Q,561249,seoNav,|31193|.asp>

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 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 B – 1 and B – 2 located in appendix B for description of accommodations.

Modifications or Alterations vs. Accommodations

Accommodations do not reduce learning expectations. They provide access. 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 students with disabilities 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. Receiving a modification results in an invalid test score because we are unable to evaluate a student's achievement on the construct being assessed. 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; this does not include 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.

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

It is strongly encouraged that decisions about testing accommodations for ELLs are made by more than one individual. A group of individuals (e.g. the Accommodation Committee) would 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

The ELL Accommodation Committee documents all assessment accommodations the student is to receive on the ELL Assessment Participation Form, and is responsible for distributing the form to all test administrators at the school level. Additionally, the assigned accommodations are to be bubbled in on the test administration booklet in the appropriate section.

The student is to receive all assessment accommodations documented on B – 3.

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. An ELL 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.

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., assignment done without matching accommodations to ELL-responsive criteria, and (b) ELLs who were not assigned any accommodations at all (Kopriva, Emick, Hipolito-Delgado, & Cameron, 2007). Appropriate accommodation support allows ELLs to more accurately demonstrate their knowledge of the content being assessed.

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.

1. 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	
Level 1	Entering
Level 2	Beginning
Level 3	Developing
Level 4	Expanding
Level 5	Bridging
Level 6	Reaching

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

- Gather information on the student’s level of native language literacy and content area instruction in the native language.
 - i. Is the student receiving content area instruction in the native language? If so, research suggests that native language accommodations such as a bilingual word-to-word dictionary might provide appropriate support. See Francis, Lesaux, Kieffer, & Rivera (2006), available at <http://www.centeroninstruction.org/files/ELL3-Assessments.pdf> for more information.
 - ii. If native language instruction is not available for the student, consider whether accommodations offered in the native language might support the student’s access to the content in English. For example, a student who can read proficiently in his or her native language is more likely to benefit from the provision of a bilingual word-to-word dictionary than a student who has limited native language reading skills. See Acosta, Rivera, & Shafer Willner (2008), available at <http://ells.ceee.gwu.edu/> for additional information.

Overview of Accommodations Permitted to ELLs on the DC-CAS (Mathematics, Reading/Language Arts, Science and Writing Assessments), Mapped by Language Proficiency

Accommodations	Content Area of Assessment	ACCESS for ELLs English Language Proficiency Level	Why accommodation is appropriate
Direct Linguistic Support - Oral			
Oral reading of the test in English	Mathematics, science, and writing only Not allowed for the reading test	Level 1	Most appropriate for students whose listening skills in English are higher than reading skills, test items can be read aloud verbatim.
Oral reading of directions	All portions of DC CAS	Levels 1-4	Most appropriate for students whose listening skills in English are higher than reading skills, directions can be read aloud verbatim.
Repetition of directions	All portions of DC CAS	Levels 1-4	Most appropriate for students whose listening skills in English are higher than reading skills, directions can be read aloud and repeated verbatim.
Simplification of oral directions	All portions of DC CAS	Levels 1-4	Most appropriate for students whose listening skills in English are higher than reading skills, directions can be read aloud and simplified.
Simplification of writing prompt	DC CAS Composition	Levels 1-4	Most appropriate for students whose listening skills in English are higher than reading skills, writing prompt can be simplified.
Direct Linguistic Support – Written			
English dictionary	Mathematics and science	Levels 1-4	Most appropriate for students who have an intermediate or more advanced level of English language proficiency.
Bilingual word-to-word dictionary	Mathematics and science	Levels 1-4	Most appropriate for students who have an intermediate or more advanced level of English language proficiency and have received recent content instruction in the native language.
Indirect Linguistic Support			
Extended time on subtests	All portions of DC CAS	Levels 1-4	ELL students may require extended time beyond what is allotted to their native English-speaking classmates.

Accommodations	Content Area of Assessment	ACCESS for ELLs English Language Proficiency Level	Why accommodation is appropriate
Use of markers to maintain place	All DC CAS assessments	Levels 1-4	Due to the demands of processing another language, place markers may help ELLs focus on the language of the test.
Test administered at best time of day (morning or afternoon)	All DC CAS assessments	Levels 1-4	Due to their level of language proficiency, some ELL students need to use greater concentration for longer periods of time during testing.
Breaks between subtests	All DC CAS assessments	Levels 1-4	ELL students may require more breaks and extended time beyond what is allotted to their native English-speaking classmates.
Breaks allowed during a subtest (lasting no longer than 3-5 minutes)	All DC CAS assessments	Level 1	ELL students may require more breaks and extended time beyond what is allotted to their native English-speaking classmates.
Flexible scheduling (order of subtests is altered)	All DC CAS assessments	Levels 1-4	Due to their level of language proficiency, some ELL students need to use greater concentration for longer periods of time during testing.
Test administered over several days (one or two subtests per day)	All DC CAS assessments	Levels 1-4	Due to their level of language proficiency, some ELL students need to use greater concentration for longer periods of time during testing.
Test administered by familiar person	All DC CAS assessments	Levels 1-4	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 the ELL.
Preferential seating	All DC CAS assessments	Levels 1-4	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.
Small group testing	All DC CAS assessments	Levels 1-4	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.

2. Consider other specific ELL background characteristics. In addition to English language proficiency, native language proficiency, and language of content area instruction, the list of accommodations allowed for the student may need to be refined based on the additional unique characteristics of the student.

The following is a list of possible characteristics to consider along with sample questions which might be asked.

Time in the United States

- What is the length of time a student has been in an academic environment in which English was the primary language of instruction? Does he/she need additional support with test directions due to lack of familiarity with standardized testing?

Student's academic capacity

- What is the student's current academic achievement and test performance?
 - i. What is the student's level of literacy in English?
 - ii. What is the student's level of literacy in the native language?
 - iii. Is the student's oral proficiency in English or the native language stronger than the student's written proficiency?
- What observations does the teacher have about the student's academic capacity?
 - i. What are the student's learning strengths and areas of further improvement?
 - ii. How does the student's learning needs affect the achievement of grade-level learning standards?
 - iii. What specialized instruction (e.g., teacher preparation, building background knowledge, comprehensible input, strategy instruction, opportunities for learning, application activities, lesson delivery strategies) does the student need to achieve grade-level learning standards?

Prior education

- Has the student's education been interrupted? Students with interrupted formal education tend to have low literacy skills in both native language and English. As a result, oral accommodations in the native language are considered more useful than written accommodations for these students.

Age/maturity

- Is the student young (early elementary) and less likely to have developed strong literacy skills in either English or the native language? Would an emphasis on oral accommodations be more appropriate?
- Is the student older and perhaps likely to refuse accommodations due to the embarrassment of receiving additional support in front of classmates? Will the student benefit from testing in a separate setting?

Socio-cultural background

- Is the student at a beginning level of English language proficiency and literate in a non-alphabetic script such as Chinese or Russian? If so, written accommodations are considered less useful than oral accommodations.
- Is the student from a culture which emphasizes oral literacy over written literacy? If so, written accommodations are considered less useful than oral accommodations.

Student's affective needs

- Has this student demonstrated anxiety about the assessment? Administering tests in special settings, with specialized personnel, in small groups or individually are adjustments that might be helpful for increasing students' level of comfort or for facilitating test administration.

3. Consider whether the student has had prior experience using this accommodation in classroom instruction and assessment which measure the same construct as the state

assessment. Instructional and assessment strategies which allow ELLs to more efficiently use linguistic resources to access curriculum or the content of the assessment should be used, not only during specialized ESOL instruction, but also during content area instruction and assessment to ensure that ELLs have the tools and scaffolding necessary to access content.

Guidance for Initial Selection of Accommodation(s) for Classroom Use

- What (new or currently-used) accommodation(s) increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the linguistic load?
- What accommodation(s) is/are 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?
- Are there effective combinations of accommodation(s)?

Ongoing Evaluation of Accommodation(s) Used by Student in the Classroom:

- Is the student willing to learn to use the accommodation(s)?
- Are there opportunities for the student to learn how to use the accommodation(s) in classroom settings?

Ensure that (a) the student is being offered differentiated support in classroom instruction and assessment which measure the same construct as the state assessment, (b) the student is offered appropriate accommodations which do not provide them with undue support with the construct being assessed, and (c) the day of the assessment is not the first time the student encounters the accommodation.

4. Consider procedures for administering the accommodation(s).

- Are there any implementation requirements for the accommodation(s) which might preclude its selection for use by the student in this school?
- See Step 4 Administer Accommodations below.

5. 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.
- Will the accommodation(s) change what the test is trying to measure? If yes, then do not allow the accommodation(s) to be used.

NOTE: Questions about whether accommodations not listed are allowable should be directed to the Office of Assessments and Accountability.

Step 4: Administer Accommodations

This section is designed for test administrators and contains specific administration directions for each accommodation. The general test administration 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 actual accommodations during state and district assessments must be mapped out.

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. 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 following table.

Special Consideration for ELL-Responsive Accommodations Prior to the Assessment

Accommodation	Special Considerations Prior to the Assessment
Read aloud accommodations (includes oral reading of test in English, oral reading of directions, repetition of directions)	This ELL accommodation may only be used for Mathematics, Science, and Writing subtests. It may not be used for Reading subtests. Eligible students must receive this accommodation under the following conditions: <ul style="list-style-type: none">• The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation. Ensure that all students in the group setting have the same versions of the achievement test.• Internal test items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.• Older students often refuse this accommodation when in a large group (due to embarrassment at needing additional support) and for this reason would benefit from taking the assessment in a separate location
Clarification Accommodations (Includes simplification of directions and simplification of writing prompt.)	When simplifying any test language, do not offer additional clarifications.

Accommodation	Special Considerations Prior to the Assessment
<p>Reference Material Accommodations (Includes use of an English dictionary and use of a bilingual word-to-word dictionary)</p>	<p>These ELL accommodations may only be used for Mathematics, Science and Composition subtests.</p> <p>It is not permitted that the bilingual word-to-word dictionary utilized define words. ELL students should have used these accommodations in the classroom prior to the assessment (to ensure the day of the assessment is not their first exposure.) Each school should standardize the dictionaries allowed for classroom and testing purposes.</p> <p>Eligible students must receive this accommodation under the following conditions:</p> <ul style="list-style-type: none"> • The student must be tested in an isolated area or small group setting with students needing the same accommodation, so that students who do not need the accommodation may not be distracted by it. • Extra time needs to be added to the test administration schedule for ELLs who are using these accommodations.
<p>Timing Accommodations (Includes extended time)</p>	<p>Extended Time may be used as an ELL accommodation on any subtest. Eligible students must receive this accommodation under the following conditions:</p> <ul style="list-style-type: none"> • The student must be tested in an individual setting or small group setting with other students needing the same accommodation. • A test or subtest for which Extended Time is used may not exceed one school day. • Each test/subtest must be completed within one school day. • All testing must be completed within the system’s testing window.

B – 4 in appendix B can be used as a template for assessment planning.

Administering Assessments

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.

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 should be used consistently for instruction and assessment.⁴ 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 questionable patterns of accommodations use, as well as support the continued use of some accommodations or the rethinking of others.

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 assessment. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely 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.

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

1. Are students receiving accommodations as documented in the LEP criteria?
2. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
3. How many ELL students are receiving accommodations?
4. What types of accommodations are provided and are some used more than others?
5. 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, 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? 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?
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?

⁴ National Center for Learning Disabilities (2005) *No Child Left Behind: Determining Appropriate Assessment Accommodations for Students with Disabilities*. Retrieved October 14, 2009, from <<http://www.cehd.umn.edu/NCEO/OnlinePubs/NCLD/Accommodations.pdf>>

6. What are the perceptions of teachers and others about how the accommodation appears to be working?

A – 6: Tool 6 in appendix A can be adapted for use for ELLs.

These questions can be used to formatively evaluate 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. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire educational team should contribute to the information gathering and decision-making processes.

Whom to Contact with Questions

If you have any questions regarding the TCAP Grade 3-8 Assessments in Mathematics, Science, Social Studies, and Reading, the TCAP Writing Assessment, and the TCAP End of Course (EOC) and Gateway Assessments, contact the Division of Assessment and Accountability at the District of Columbia's Office of the State Superintendent of Education at OSSE.Assessment@dc.gov .

Appendix B

English Language Learners

- B – 1: Fact Sheet 1 – Direct Linguistic Support Accommodations
- B – 2: Fact Sheet 2 – Indirect Linguistic Support Accommodations
- B – 3: Documentation Form
- B – 4: Assessment Planning Template

B – 1: Fact Sheet 1

Direct Linguistic Support Accommodations

What Are Direct Linguistic Support Accommodations?

Accommodations providing direct linguistic support involve adjustments to the language of the test. Such accommodations are provided in English. At the same time, these accommodations must preserve the validity of the test by ensuring that the construct being tested remains unaltered. In other words, linguistic accommodations are not intended to give ELLs support on how to respond to test items correctly. There are two types of direct linguistic support accommodations, oral and written.

Who Can Benefit from Direct Linguistic Support Accommodations?

Direct Linguistic Support is most appropriate for students receiving grade-level instruction in the content being tested in English. Direct Linguistic Support Accommodations can be defined as accommodations to simplify, repeat or clarify.

Direct Linguistic Support Accommodations include:

Oral Reading of Test in English (Math, Science and Composition Only)

Oral Reading of Directions

Repetition of Directions

Simplification of Oral Directions

Simplification of Writing Prompt

English Dictionary (Math, Science and Composition Only)

Bilingual Word to Word Dictionary (Math, Science and Composition Only)

Description of Direct Linguistic Support Accommodations – Oral	Levels
Oral Reading of the test in English (mathematics, science and writing only) Some ELL students will require test questions read aloud to them. It is most appropriate for students whose listening skills in English are higher than reading skills. 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.	1
Oral reading of directions Some ELL students whose listening skills in English are higher than their reading skills may need the directions read aloud to them. The directions should be read verbatim without any addition or indication of the correct answer.	1 – 4
Repetition of directions Some ELL students whose listening skills in English are higher than their reading skills may require the directions repeated to them. The directions should be repeated verbatim with no other information.	1 – 4

<p>Simplification of oral directions</p> <p>Some students whose listening skills in English are higher than their reading skills may require simplification of directions. This may include changing a word or phrase, paraphrasing the directions, or adding additional steps, such as “pick up your pencil.” The directions can be read a loud to them and then simplified.</p>	1 – 4
<p>Simplification of writing prompt</p> <p>Some students whose listening skills in English are higher than their reading skills may require simplification of the writing prompt. This may include changing a word or phrase, paraphrasing the prompt, or adding additional steps, such as “be sure to plan your response carefully”. The prompt can be read aloud to them then simplified.</p>	1 – 4
<p>Description of Direct Linguistic Support Accommodations – Written</p>	
<p>English dictionary (mathematics, science and composition only)</p> <p>Some students will need to use an English dictionary to complete the mathematics and science assessments. This accommodation is most appropriate for students who have an intermediate or more advanced level of English language proficiency. If an English dictionary is used to complete the reading assessment, it is considered a modification.</p>	1 – 4
<p>Bilingual word to word dictionary (mathematics, science and composition only)</p> <p>Some students will need to use a bilingual word to word dictionary to complete the mathematics and science assessments. This accommodation is most appropriate for students who have an intermediate or more advanced level of English language proficiency or who have a strong proficiency level in the native language. If a bilingual word to word is used to complete the reading assessment, it is considered a modification.</p>	1 – 4

The use of accommodations for assessment that changes the construct of what is being tested will be considered a modification and will invalidate the scores of the assessment for the purpose of AYP.

B – 2: Fact Sheet 2

Indirect Linguistic Support Accommodations

What Are Indirect Linguistic Support Accommodations?

Accommodations are designed to adjust the conditions under which ELLs take the test in order to help ELLs process language more easily, but they are not direct modifications of the language of the test. The accommodations address two categories, test schedule and test environment.

Who Can Benefit from Indirect Linguistic Support Accommodations?

Indirect Linguistic Support is most appropriate for students who have a lack of experience with testing, who need a greater concentration for language processing, or who need additional time because of other accommodations. Indirect Linguistic Support Accommodations are considered to be more in the line of test practices rather than accommodations.

Indirect Linguistic Support Accommodations include:

- Extended Time on Subtests
- Use of Markers to Maintain Place
- Test Administered at Best Time of Day
- Breaks Between Subtests
- Breaks Allowed During Subtest
- Flexible Scheduling
- Test Administered Over Several Days
- Test Administered by Familiar Person
- Preferential Seating
- Small Group Testing

Description of Indirect Linguistic Support Accommodations	Levels
Extended time on subtests ELL students may require extended time beyond what is allotted to their native English-speaking classmates. Some students may need extended time to process information and to use other accommodations afforded to them.	1 – 4
Use of markers to maintain place 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.	1 – 4
Time administered at best time of day (morning or afternoon) Due to their level of language proficiency, some ELL students need to use greater concentration for longer periods of time during testing. 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.	1 – 4

<p>Breaks between subtests</p> <p>ELL students may require more breaks and extended time beyond what is allotted to their native English-speaking classmates. 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 students can take a break between sections of a test (sometimes referred to as “short segment test booklets”). If the length of a break is predetermined, a timer might be used to signal the end of the break.</p>	1 – 4
<p>Breaks allowed during a subtest (lasting no longer than 3-5 minutes)</p> <p>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 students can take a break between sections of a test (sometimes referred to as “short segment test booklets”). If the length of a break is predetermined, a timer might be used to signal the end of the break.</p>	1
<p>Flexible scheduling (order of subtests is altered)</p> <p>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.</p>	1 – 4
<p>Test administered over several days (one or two subtests per day)</p> <p>Due to their level of language proficiency, some ELL students need to use greater concentration for longer periods of time during testing. 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.</p>	1 – 4
<p>Test administered by familiar person</p> <p>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.</p>	1 – 4
<p>Preferential seating</p> <p>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.</p>	1 – 4
<p>Small group testing</p> <p>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.</p>	1 – 4

The use of accommodations for assessment that changes the construct of what is being tested will be considered a modification and will invalidate the scores of the assessment for the purpose of AYP.

B – 3: Accommodations Documentation for English Language Learner (ELL) Students

This form should be completed or updated within 60 calendar days from the start of the school year or student date of enrollment.

Student Name _____

Student ID _____ Homeroom _____

School _____ Grade _____ School Year _____

Most recent English Language Proficiency assessment date _____

English Language Proficiency Level _____

Recommended Accommodations

Direct Linguistic Support

- Repetition of Directions
- Simplification of Oral Directions
- Oral Reading of Directions
- Simplification of Writing Prompt
- Oral Reading of Test in English
(Math, Science & Composition Only)
- English Dictionary
(Math, Science & Composition Only)
- Bilingual Word to Word Dictionary
(Math, Science & Composition Only)

Indirect Linguistic Support

- Extended Time on Subtests
- Breaks Between Subtests
- Test Administered Over Several Days
- Flexible Scheduling
- Breaks Allowed During Subtest
- Test Administered at Best Time of Day
- Small Group Testing
- Preferential Seating
- Test Administered by Familiar Person
- Use of Markers to Maintain Place

Accommodations Committee

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

ELL Teacher ____ General Education Teacher ____ Other (describe) _____

Committee Chair Signature _____

Name Printed _____ Date _____

B – 4: Assessment Planning Template

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

Students listed by level and accommodations for each student:

Level 1

Students Name	Accommodations	Room Number
1. _____		
2. _____		
3. _____		
4. _____		

Level 2

Students Name	Accommodations	Room Number
1. _____		
2. _____		
3. _____		
4. _____		

Level 3

Students Name	Accommodations	Room Number
1. _____		
2. _____		
3. _____		
4. _____		

Level 4

Students Name	Accommodations	Room Number
1. _____		
2. _____		
3. _____		
4. _____		

Planners for this process (signatures): _____

**please adapt this form to fit the needs of the planning process*