Accommodations Manual

How to Select, Administer, and Evaluate The Use of Accommodations for Instruction and Assessment of Students with Disabilities

Third Edition

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THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

ACCOMMODATIONS MANUAL
HOW TO SELECT, ADMINISTER, AND EVALUATE
The USE OF ACCOMMODATIONS FOR INSTRUCTION AND
ASSESSMENT OF STUDENTS WITH DISABILITIES

Third Edition

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Christopher Koch (Illinois), President

Gene Wilhoit, Executive Director

Assessing Special Education Students (ASES)
State Collaborative on Assessment and Student Standards (SCASS)

Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
Phone (202) 336-7000
Fax (202) 408-8072
www.ccsso.org

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Throughout this edition of the *Accommodations Manual*, attention has been given to addressing issues related to providing accommodations on technology-based platforms. Often, these issues have been marked with the symbol of a computer mouse.

STEP 1
Expect Students with Disabilities to Achieve Grade-Level Academic Content Standards

With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets outlining what students are expected to learn at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. For students with disabilities, accommodations are provided during instruction and assessments to help promote equal access to grade-level content. To accomplish this goal of equal access,

- every Individualized Education Program (IEP) team member must be familiar with content standards and accountability systems at the state and district levels;

- every IEP 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 content 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 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.

Most states have adopted Common Core Standards (CCS) for English language arts and mathematics. CCS and common assessments across states that are based on those standards present an unprecedented opportunity for educators to accomplish the goal of including all students with disabilities in grade-level content.

The selection, administration, and evaluation of accommodations for instruction and assessment are the focus of the *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities.*

Federal and State Laws Requiring Participation by Students with Disabilities

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

Reauthorization of Elementary and Secondary Education Act

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

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

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

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

- how successful schools are including all students in standards-based education;

- how well students are achieving standards; and

- what needs to be improved upon for specific groups of students.

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

- Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of state accountability systems.

- State assessments are the mechanism for checking whether schools have been successful in students attaining the knowledge and skills defined by the content standards.

- States must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3–8 and once in high school.

- States must also provide science assessments in at least one grade in each of three grade spans (3–5, 6–9, 10–12) each year.

- School, district, and state accountability are based on measuring success in educating all students and determining what needs to be improved for specific groups of students.

- The accountability system is defined in terms of adequate yearly progress (AYP), a way to measure the improvement in achieving standards for all students and designated subgroups each year.

- Schools, districts, and states are held accountable for improvements on an annual basis by public reporting and ultimately through consequences if AYP is not achieved.

Individuals with Disabilities Education Improvement Act of 2004

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state- and districtwide assessments. Specific IDEA requirements include the following:

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

Supported by ongoing educational reform efforts, such as Race to the Top (RTTT) and other initiatives passed by states, the use of assessments for accountability purposes will likely continue in the future, supported by other legislative initiatives passed by states in their efforts to implement educational reform.

Section 504 of the 1973 Rehabilitation Act

Section 504 provides individuals with disabilities with certain rights and protects individuals with disabilities against discrimination from federally funded programs and activities. Section 504 states the following:

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

In school settings, 504 legislation guarantees and protects students with disabilities who may not otherwise have an IEP but are still considered individuals with disabilities. The definition of a student with disabilities is much broader under 504 than it is under IDEA. An important part of the 504 plans developed by schools for students with disabilities are often the lists of accommodations that the student can utilize on assessments.

Including All Students with Disabilities in State Accountability Assessments

Both federal and state laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. IEP 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.

SOUTH DAKOTA REGULATIONS AND GUIDELINES:

South Dakota Codified Laws:

   13-3-55.   Academic achievement tests. Every public school district shall annually administer the same assessment to all students in grades three to eight, inclusive, and in grade eleven. The assessment shall measure the academic progress of each student. Every public school district shall annually administer to all students in at least two grade levels an achievement test to assess writing skills. The assessment instruments shall be provided by the Department of Education, and the department shall determine the two grade levels to be tested. The tests shall be administered within timelines established by the Department of Education by rules promulgated pursuant to chapter 1-26 starting in the spring of the 2002-2003 school year. Each state-designed test shall be correlated with the state's content standards. The South Dakota Board of Education may promulgate rules pursuant to chapter 1-26 to provide for

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administration of all assessments.
Source: SL 1997, ch 84, § 3; SL 2001, ch 70, § 1; SL 2003, ch 91, § 1; SL 2003, ch 272, § 63; SL 2007, ch 84, § 1.

13-3-62.   State accountability system established. A single, statewide state accountability system is established. The system shall hold public schools accountable for the academic achievement of their students and shall ensure that all public schools make adequate yearly progress in continuously and substantially improving the academic achievement of their students.
Source: SL 2003, ch 90, § 1; SL 2012, ch 89, § 1.

13-3-63.   State accountability system based on standards approved by board--Annual academic indicators. The state accountability system shall be based on the South Dakota Content Standards in reading and mathematics approved by the South Dakota Board of Education. The yearly progress of students shall be measured by the state academic assessments as may be prescribed by the Legislature, and shall take into account the achievement of all public elementary school and secondary school students in reading and mathematics annually. Additional indicators established pursuant to § 13-3-69 shall be used in the measurement of yearly progress.

Source: SL 2003, ch 90, § 2; SL 2012, ch 89, § 2.

13-3-66.   Achievement standards established. Four levels of academic achievement shall be defined, including a proficient level, and shall be known as South Dakota's achievement standards. The four levels shall be used to categorize public schools and public school districts based on the comparison of their achievement levels in mathematics and reading to the state's annual objectives.
Source: SL 2003, ch 90, § 5.

Assessment of Students with Disabilities Guidance
The *Individuals with Disabilities Education Act of 2004* (IDEA) requires the development of policies and procedures for the inclusion of students with disabilities in statewide and district-wide assessments and, when necessary, the provision of accommodations for such students. Individualized Education Programs (IEPs) must include accommodations that are necessary in order for the student to participate in assessments. A student who is perceived to have a disability based on Section 504 of the *Rehabilitation Act of 1973* (Section 504) must also be afforded accommodations if those accommodations are part of the services provided in the student's Section 504 Plan.

Decisions about whether a student participates in the *Smarter Balanced* assessment for ELA and Math and *DStep* assessment for Science under the standardized conditions or participates with standard accommodations must be made on an individual basis by the student's IEP or Section 504 team. These decisions are not made unilaterally; the team involved in the decision-

making process must be the student's IEP or Section 504 team. If it is determined that a student with a disability can participate in the *Smarter Balanced and DSTEP* assessment with standard accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. This information must be included in the student's IEP or addressed in the student's Section 504 Plan. The parent/ guardian of the student must be made aware of the decision during the development of the student's IEP or Section 504 Plan. If it is determined that a student with a disability cannot participate in the Smarter Balanced and the *DSTEP* assessment with standard accommodations and the student meets the significant cognitive disability criteria, the student must be assessed utilizing the *NCEC (National Center and State Collaborative)* alternate assessment for ELA and Math and *DSTEP-A a*lternate assessment for Science. The IEP team must document their decision in the student's IEP.

South Dakota Content Standards

http://doe.sd.gov/ContentStandards/index.aspx

http://www.commoncore.sd.gov/

STEP 2
Learn About Accommodations for Instruction and Assessment

What Are Accommodations?

Accommodations are practices and procedures that ensure that educators, as well as students and parents, have a valid measure of what students with disabilities know and can do. Accommodations use begins in the classroom. In addition, students with IEPs or students on Section 504 plans may also be provided with assessment accommodations.

Accommodations do not reduce expectations for learning.

Accommodations provided to a student during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments. However, some instructional accommodations may not be appropriate for use on certain statewide assessments. It is critical that educators become familiar with state policies about the appropriate use of accommodations during assessments.

Typically, accommodations 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.

Who Is Involved in Accommodations Decisions?

IEP teams must make assessment and accommodation decisions for students based on individual need in accordance with state and federal guidelines. Students with IEPs and 504 plans must be provided accommodations based on individual need as long as the accommodations do not invalidate the assessment. Accommodations should be documented in IEPs and 504 plans.
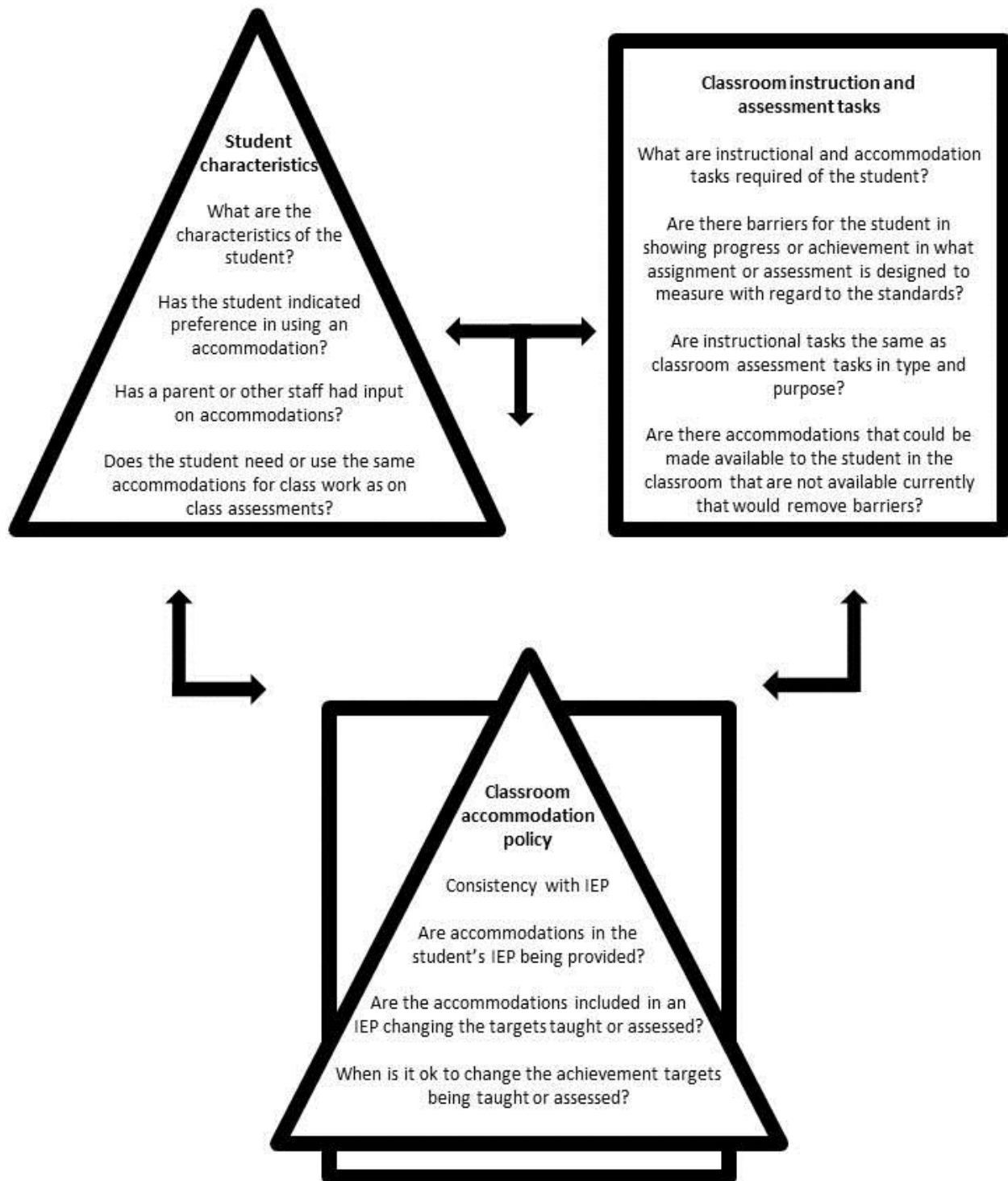
IEP Team Considerations for Instruction Accommodations

To assure students with disabilities are engaged in standards-based instruction, every IEP team member needs to be familiar with the state's standards. In essence, the process of making decisions about accommodations is one in which the IEP team members attempt to level the playing field so that students with disabilities can participate in the general education curriculum. In leveling the playing field, the team should consider the following (see figure 1):

1. Student characteristics: Reduction of the effects of a disability or language barrier.

2. Instructional tasks expected of students to demonstrate grade-level content in state standards: Assignments and class tests.

3. Consistency with standards-based IEP for classroom instruction and assessments: Fidelity to accommodations and achievement standards noted in IEP.

Figure 1. Considerations When Making Decisions for Instructional Accommodations

Student characteristics

What are the characteristics of the student?

Has the student indicated preference in using an accommodation?

Has a parent or other staff had input on accommodations?

Does the student need or use the same accommodations for class work as on class assessments?

Classroom instruction and assessment tasks

What are instructional and accommodation tasks required of the student?

Are there barriers for the student in showing progress or achievement in what assignment or assessment is designed to measure with regard to the standards?

Are instructional tasks the same as classroom assessment tasks in type and purpose?

Are there accommodations that could be made available to the student in the classroom that are not available currently that would remove barriers?

Classroom accommodation policy

Consistency with IEP

Are accommodations in the student's IEP being provided?

Are the accommodations included in an IEP changing the targets taught or assessed?

When is it ok to change the achievement targets being taught or assessed?

Accommodations and Universal Design

Universal design principles address policies and practices that are intended to improve access to learning and assessments for all students. They are important to the development and review of assessments in order to remove barriers that bar students with disabilities from showing what they know. When universal design techniques are employed, educators can gain a more accurate understanding of what students know and can do. Universal design techniques should be applied from the beginning of test development through the implementation of assessments.

Universally designed general assessments may reduce the need for accommodations and alternate assessments; however, universal design cannot eliminate the need for accommodations and alternate assessments. Universal design CAN provide states with more cost-effective assessments, and universal design CAN provide educators with more valid inferences about the achievement levels of students with disabilities, as well as the achievement of their peers without disabilities.

Universal design of assessments does not simply mean that tests are administered on computers. As assessments move toward becoming more consistently administered on computers, accommodations and universal design considerations may change. Traditionally, we have thought of universal design as coming first, and accommodations being applied during testing. With current technology, we can build some accommodations into the design of the test itself. Some of these features may be accommodations (available to students with disabilities and English language learners) and others may be good testing practices (available to all students). Some students with disabilities and English language learners will have a need for accommodations beyond those that can be built into the testing platform.

Good Practices for Instruction and Assessment and Resources Available to All

For both instruction and assessment, there are resources and strategies that should be allowable for all students, and therefore not classified as accommodations. These good practices should be used whenever possible for all students. In addition, there may be other resources that can be made available to all students, to be used based on student preference. The use of these resources may not be considered an accommodation. (See tool 2 that can be used to develop a state-specific list of good practices and resources.)

Accommodations and Modifications

Accommodations do not reduce learning expectations. They meet specific instruction and assessment needs of students with disabilities and allow for educators to know that measures of a student's work are valid.

Modifications refer to practices that change, lower, or reduce learning expectations. Modifications may change the underlying construct of an assessment. Examples of modifications include the following:

- 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

- using an accommodation that invalidates the intended construct

- 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)

- giving a student hints or clues to correct responses on assignments and tests

Providing modifications to students during classroom instruction and classroom assessments may have the unintended consequence of reducing their opportunities to learn critical content. If students have not had access to critical, assessed content, they may be at risk of not meeting graduation requirements. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation of the school or district's testing practices. It could also affect a student's score.

IEP Team Considerations for Instructional Accommodations

To ensure that students with disabilities are engaged in standards-based instruction, every IEP team member needs to be familiar with state policies. The team should consider

- student characteristics and needs (see tool 1 in appendix);

- instructional tasks expected of students to demonstrate proficiency in grade-level content in state standards; and

- consistency between accommodations documented in the standards-based IEP that is used for classroom instruction and those used on assessments.

IEP team members should ask, Does the student really need any accommodation? A student may not be receiving an accommodation he or she really needs or may be receiving too many. Research indicates that more is not necessarily better, and that providing students with accommodations that are not truly needed may have a negative impact on performance. The better approach is to focus on a student's identified needs within the general education curriculum.

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 team member must be knowledgeable about the state and district academic content standards and assessments. Effective decision making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's disability and present level of performance in relation to local and state academic standards.

Accommodations should always be chosen based on individual student need. IEP team meetings that simply engage people in checking boxes on a state or local compliance document are neither conducive to sound decision making practices, nor do they advance equal opportunities for students to participate in the general education curriculum.

Document 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 IEP teams that follow good IEP practices. 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 under 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" [Sec. 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" [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.

2. "Supplementary Aids and Services" [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate."

3. "Participation in Assessments" [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state- and districtwide assessments.

Document Accommodations on a Student's 504 Plan

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states the following:

> 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. [29 U.S.C. Sec. 794]

Examples of students who may receive assessment accommodations based on their 504 accommodations plan include students with the following conditions:

- allergies or asthma

- attention difficulties

- communicable diseases (e.g., hepatitis)

- drug or alcoholic addictions (as long as they are not currently using illegal drugs)

- environmental illnesses

- temporary disabilities from accidents, which may require short-term hospitalization or homebound recovery

The Decision Making Process

The decision making process for state assessment accommodations should include consideration of at least these three factors (see figure 2):

1. Student characteristics (e.g., disabilities, language proficiency, accommodations used in classroom instruction/assessments to access and perform in academic standards and state tests).

2. Individual test characteristics (i.e., knowledge about what tasks are required on state assessments and ways to remove physical and other barriers to students' ability to perform those tasks).

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

Figure 2. Considerations When Making Decisions for Assessment Accommodations

Student specific characteristics

What are the characteristics of the student?

What accommodations does the student regularly use in class-room instruction and assessment?

Has the student indicated preference in using the accommodation? What input have teachers or parent/guardian had?

Does the student demonstrate facility effectiveness In using the accommodation?

Classroom instruction and assessment tasks

What tasks are required of the student? What is the test designed to measure? Are there barriers for the student in doing those tasks?

Are there accommodations already being used in classroom assessment that match the accommodations needed to remove those barriers on the state test? Are there consequences for using the accommodation?

Are there accommodations that could be made available to the student in the classroom that are not available currently that would remove barriers to the test?

State accommodation policy

Maintaining validity of assessment

Is the accommodation allowed for the test or portion of the test noted as a barrier?

Are there consequences for using the accommodation?

Review whether the accommodation changes the target of the assessment

Student Characteristics

Selecting accommodations for instruction and assessment is the role of a student's IEP team or 504 plan committee. Accommodations should be chosen based on the individual student's characteristics and the student's need for the accommodation (see figure 3). After considering the student's individual characteristics, the IEP team or 504 plan committee should identify inclusion needs that require accommodations. When these accommodations are used according to plan, the student should be able to validly demonstrate what he or she knows and can do for both instruction and assessments.

Figure 3. Student Characteristics and Needs
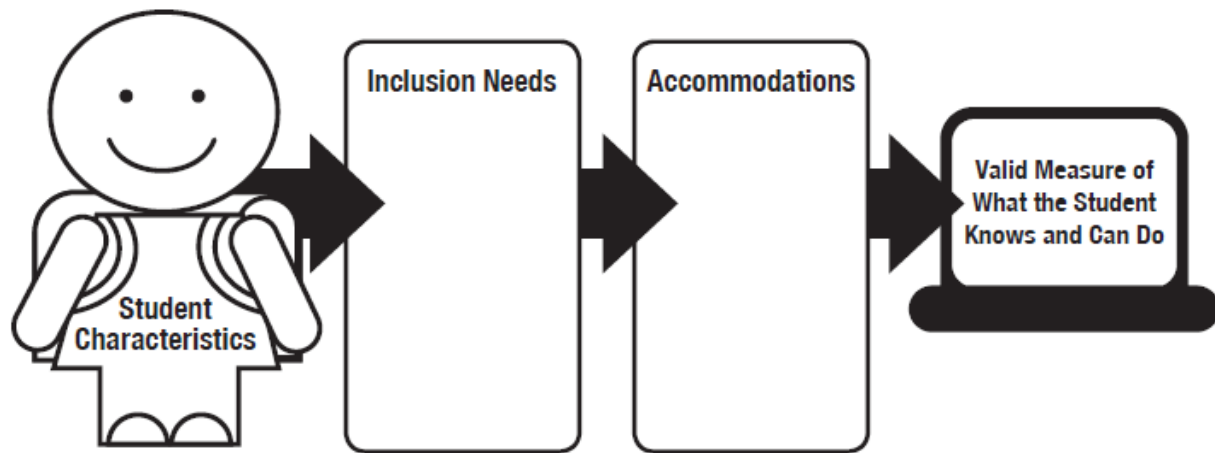
There are several questions an IEP team or 504 plan committee can ask to help identify inclusion needs and match accommodations to those needs.

The following questions may be helpful for IEP teams and 504 plan committees in identifying accommodations for instruction and assessment:

- 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 content standards?

- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?

- What accommodations will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability?

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

- What were the results of assignments and assessments when accommodations were used and not used?

- What is the student's perception of how well an accommodation worked?

- Are there effective combinations of accommodations?

- What difficulties did the student experience when using accommodations?

- What are the perceptions of parents, teachers, and specialists about how the accommodation worked?

- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations that match the student's needs, 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.

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

See tools 5 and 7, which can be used with students.

Prior Accommodations Use

Accommodations should not be used for the first time on a state test. Instead, it is important to address these instructional concerns ahead of state assessment:

- Plan time for student to learn new accommodations.

- When a student is taking assessments in a technology-based setting, be sure that the student knows how to use the accommodation when it is provided as part of the platform.
- Plan for evaluation and improvement of accommodations use (see step 5).

Accommodations for Instruction vs. Assessment

Sometimes accommodations used in instruction may not be used on an assessment:

- Plan time for students to practice NOT using certain accommodations before the state assessment.

- Some instructional accommodations may alter what a test is designed to measure.

In some cases, the accommodations used in instruction may not be allowed on a test because they would invalidate the results of the test (i.e., when the performance no longer reflects what the test was designed to measure). In these instances, teachers should be sure to allow the student ample opportunities to perform on classroom tasks and assessments without the use of the accommodation.

If the accommodation is considered a necessary step in scaffolding grade-level content instruction, having some practice without the accommodation during classroom work would be an expected practice to gauge student progress independent of the accommodation and would also provide student opportunities to practice not using an accommodation before the state assessment. If the instructional accommodation is more permanent in nature and is not permitted on a state assessment, decision makers should consider whether the accommodation alters what the test measures. If after considering these steps the appropriateness of using an accommodation is not clear, contact district or state personnel about its use.

Individual Test Characteristics: Questions to Guide Accommodations Selection

After considering student characteristics, it is important to look at the task students are being asked to do on the various state and district assessments. Below are more questions to ask:

- What are the characteristics of the test my student needs to take? Are the test tasks similar to classroom assessment tasks or does the student have the opportunity to practice similar tasks prior to testing?

- Does the student use an accommodation for a classroom task that is allowed for similar tasks on the state or district tests?

- Are there other barriers that could be removed by using an accommodation that is not already offered or used by the student?

State Accommodations Policies: Maintaining Validity of Assessments

When selecting accommodations for state assessments with a student, it is important to keep in mind both the accommodation policies set to maintain the validity of an assessment and to know the consequences of the decisions. If the IEP team determines that a student should use a certain accommodation during an assessment but the student refuses to use the accommodation, the validity of the assessment is compromised.

Consideration for longer-term consequences is important for IEP teams as well. For example, as students with disabilities begin to make postsecondary choices, these may factor into the nature of accommodation choices and availabilities open to them. The IEP team may want to discuss whether or how this affects decisions about accommodations for 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, plan for the ongoing evaluation and improvement of the student's use of accommodations.

Refer to tools 1, 4, 5, and 6 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. An accommodation may not be used solely during assessments.

As states and consortia move to providing assessments on technology-based platforms, IEP teams must take care to ensure that students have opportunities to become familiar with the technological aspects of the assessment process. In addition to taking practice tests using the same testing platform, it is also important for educators to provide opportunities for all students to use technology for learning.

Accommodations during Assessment

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, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus it is essential for all IEP 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.

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 needs to test in a separate location so that plans can be made accordingly. Staff administering accommodations, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

Current designs of technology-based testing platforms may allow for accommodations to be provided on the testing platform itself. Through a process of creating a student profile, an IEP team may be able to program the test to provide certain accommodations, like colored

backgrounds, templates, and sign interpretation. Providing these accommodations through the testing platform can guarantee that the provision of accommodations is standardized from student to student and district to district. However, it is important to monitor the provision of accommodations on test day to ensure that accommodations are delivered and the technology is working as it should.

Refer to tools 6, 7, and 8.

Administering Assessments and Accommodations

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff involved in test administration must adhere to these policies.

The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in assessments must

- take appropriate security precautions before, during, and after the administration of the assessment;

- understand the procedures needed to administer the assessment prior to administration;

- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;

- avoid any conditions in the conduct of the assessment that might invalidate the results;

- provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and

- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

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

Ethical Testing Practices

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

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

Standardization

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning. In the accommodations grid (tool 2), guidelines for standardization are provided.

Test Security

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

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

Some of the same considerations for test security apply when students are taking a technology-based assessment. For example, ensuring that only authorized personnel have access to the test and that test materials are kept confidential are critical in technology-based assessments. In addition, it is important to guarantee that students are seated in such a manner that they cannot see each other's workstations, that students are not able to access any additional programs or the Internet while they are taking the assessment, and that students are not able to access any saved data or computer shortcuts while taking the test.

Refer to tool 1 for additional considerations.

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[3] National Council on Measurement in Education. (1995). *Code of Professional Responsibilities in Educational Measurement.* Washington, DC: Author.

SOUTH DAKOTA POLICY ON TEST SECURITY AND TEST IRREGULARITIES.

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by students. Teacher/examiners are asked to report any questions/concerns regarding test security to the district's testing coordinator.

The Test Coordinator should report any incident to the SDDOE utilizing the *Report of Test Irregularity* form available online at:

SBAC: http://sd.portal.airast.org/district-administrators/

DStep – http://doe.sd.gov/oats/dakSTEP.aspx

Teachers are not permitted to review the students' answer document for light marks, double marks, or incomplete sessions. Once a testing session has been completed, do not allow the student to go back to the session.

Cell phones, iPods®, pagers, and other communication devices that can be used to transmit information and capture images must be turned off and kept out of view and reach during the test administration. Use of these devices during testing will result in an irregularity and possible invalidation of test scores.

Students' backpacks and purses should be placed at a distance from students' seats so they may not retrieve items without leaving their seats. The Test Coordinator is to maintain an accurate record of assessment materials distributed to each teacher/examiner. Emphasize the importance of maintaining test security throughout the administration. Each staff administer the state assessments must sign the security agreement upon signing into the testing platform website.

By signing this document, teacher/examiners and testing coordinator agree to exercise necessary precautions and follow established procedures that will help ensure the security of the content of all assessment materials. Upon completion of testing, all test materials are to be collected and returned as directed by the state's assessment vendor. SDDOE staff will make announced test site visits to districts in the state to monitor security of the different administrations.

There are four fundamental dimensions to the security issue. First, the tests must be maintained in a secure manner and not revealed to students or teacher/examiners prior to testing. To do otherwise would give some students an unfair advantage over those who had not seen the questions. Moreover, the test would no longer be examining students' achievement but would merely assess recall of answers to the specific questions that are on the test.

Second, the students must not be given inappropriate assistance during the time they are taking the test (e.g., visual or audible clues that lead the students to the correct answer, materials on the walls or blackboards that assist students in finding correct answers, or explanations that lead the student to the correct answer) or have their answers changed after the test has been administered.

Teachers are not allowed to pronounce a word or provide students with the definitions of words on the assessment. In either case, the test would no longer be an accurate measure of the students' skills. Teachers must ensure any calculators used during the assessment have been cleared of any downloaded programs. When taking the online *Smarter Balanced* assessment, students must use the online calculator. Exceptions would be the talking calculator and Braille calculator for the visually impaired student.

Third, the test has to be maintained in a secure manner before and after administration because items are reused over time. Thus, it would create an unfair advantage if some students had access to the "old items" because some of those items could reappear on future forms of the test.

Finally, a more subtle issue is that teachers are not permitted to study, read, inspect, or copy the test before, during, or after it has been administered. Again, this would give an unfair advantage to certain teachers and students when the test is next administered. Check with your testing coordinator for more information the Eithical practices and procedure.

More information about the SBAC test irregularity and security procedures and protocols can be found in the SBAC: Online, Summative Test Administration Manual (TAM) found at http://sd.portal.airast.org/test-administrators/ .

STEP 5
Evaluate and Improve Accommodations Use

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction *and* assessment. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of students with disabilities in state- and districtwide assessments. 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.

Examination of the data may also indicate areas in which the IEP team, 504 plan committee, 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. Data may include the following:

- observations conducted during test administration

- interviews with test administrators

- talking with students after testing sessions (helpful to guide the formative evaluation process at both the school and student levels)

What Information Should Be Collected?

Gathering information on accommodations may be easier in a technology-based assessment platform, when the accommodations are programmed into the system. However, just because information *can* be collected does not automatically indicate that it is meaningful. IEP teams, schools, and districts should decide in advance what questions should be answered by the collection of accommodations data in order to apply resources efficiently.

In a paper-and-pencil assessment, 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 district, school, and student levels. The lists of questions that follow are not exhaustive, but rather places to start.

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

1. Are there policies to ensure ethical testing practices, standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?

2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?

3. Are students receiving accommodations as documented in their IEPs and 504 plans?

4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?

5. How many students with IEPs or 504 plans are receiving accommodations?

6. What types of accommodations are provided, and are some used more than others?

7. 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 accommodations that were not effective?

Questions to Guide Evaluation at the Student Level

These questions can be used to evaluate the accommodations used at the student level, as well as the school or district levels:

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, choosing not to use the accommodation, or using accommodations that were ineffective? Or was there another reason?

3. What is the student's perception of how well the accommodation worked?

4. What combinations of accommodations seem to be effective?

5. What are the difficulties encountered in the use of accommodations?

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

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

Figure 4. Reviewing the Effectiveness of Accommodations
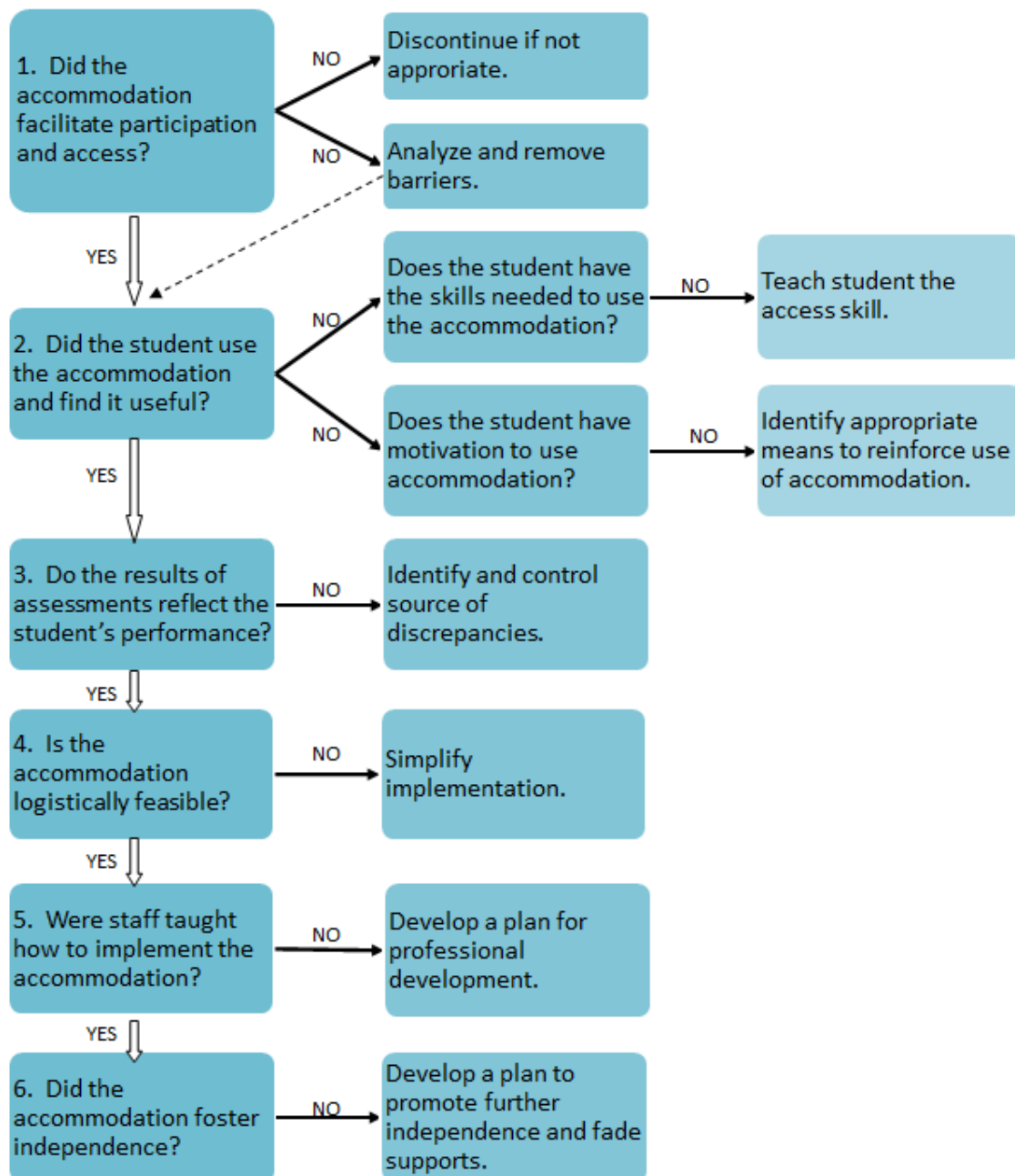
Postsecondary Implications

College and career readiness is an important educational outcome for all students. As students with disabilities plan for their transition to postsecondary settings, it is important for IEP teams to have documented the student's use of accommodations so that the student can continue to use them as needed in college and career settings. Colleges and universities may allow fewer accommodations than were available in K–12 settings, so it is important for students to document their need to use accommodations. This may also be true for students who transition into vocational and other workplace settings.

Refer to tools 4 and 7 for strategies for evaluating accommodations use.

Tool 1
Do's and Don'ts When Selecting Accommodations

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

Tool 2
Good Practices and Resources for All Students

In instruction, some practices of differentiating instruction or providing resources based on student needs should not be considered accommodations, but rather good instructional practices. Some of these tools and strategies apply to assessment as well.

In addition, some features of computer-based testing may be resources to be used by all students who want to use them, as long as their use does not violate the construct being measured.

Some examples of good practices include:

- ✓ Access to a clock, watch, or timer
- ✓ Allowing the student to sit where he or she is most comfortable
- ✓ Having directions read aloud prior to starting a task or test
- ✓ Increased white space
- ✓ Minimizing distractions
- ✓ Use of scrap or scratch paper
- ✓ _____
- ✓ _____
- ✓ _____

Examples of resources for all students include:

- ✓ Changes in contrast, including use of a color overlay, reverse contrast, or change in background on a computer screen
- ✓ Highlighter
- ✓ Large diameter pencil
- ✓ Securing paper to work space
- ✓ _____
- ✓ _____
- ✓ _____

**Check with the state assessment policies to determine if these practices and resources are allowed for statewide assessment.

Tool 3

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
Abacus – This tool may be used in place of scratch paper for students who typically use an abacus	Yes	Acc - NE					Yes
Adaptive Furniture Some students benefit from the use of adaptive or special furniture (for example, for sitting upright) during instruction or testing. Other students find it helpful to use a slant board or wedge to minimize eye strain and provide a better work surface	Yes		Yes #15			Yes	Yes
Adaptive Writing Tools While responding to instructional or test content, some students need assistance constructing narrative text. There are a number of methods for assisting students in generating narrative responses. Spelling and grammar devices can be used in both a paper and computer environment. Writing tools include larger diameter pencil and pencil grip. A student may type on a word processor or alternate keyboard. Assistive technology that can be used for typing includes customized keyboards, mouth or headstick or other pointing devices, sticky keys, touch screen, and trackball. Speech-to-text conversion or voice recognition allows students to use their voices as input devices. Voice recognition may be used to dictate text into the computer or	Yes		Yes, with exceptions Spelling and grammar devices are not allowed Adaptive writing tools are allowed #12 Assistive tech is allowed #11			Yes	

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
to give commands to the computer (e.g., opening application programs, pulling down menus, or saving work).							
Additional examples To better understand a task or test item, some students need to have additional examples provided. In a paper-based instructional or testing environment, teachers may supply additional examples to assist the student. In a computer-based environment, predefined examples for instructional content or test items can be programmed and accessed by the student as needed.	Yes	No	No				
Alternate Response Option – Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment deliver platform. These include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches are examples	Yes	Acc - NE			Acc – (AT)	Yes	Yes
American Sign Language (ASL) – Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content.	Yes	Acc. - E		Acc	Acc – test directions only (SD)	Yes – not allowed for the reading test	Yes - test directions only

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test. *for online assessments*: allows for listening items; test content is translated into ASL video; ASL human signer and the signed test content are viewed on the same screen – *for in person*: an interpreter signs using ASL, Cued Speech, Signed English, or other; allowed for directions, and in some instances all printed material **SBAC** – only allows the online ASL **NSCS** – allows for ASL, SEE and others **ACCESS** – may be used to help students become familiar with test logistics, test directions, and practice items. No part of the actual test (including directions or prompts within test items) may be signed to a student *NAEP* – not allowed for the reading assessment - TA may provide sign interpretation to student							

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
Amplification – 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. In a computer environment, allows sound to be adjusted *NSCS* – Computers allow the user to adjust the volume on its speakers *ACCESS*– audio amplification device provided by student – available to all	Yes		Yes #8	AF		Yes	
Assistive Technology Students may use his/her assistive technology devices for viewing, responding, or interacting with the test items. The TA should try the AT device on the practice test to assure that it functions properly with the test delivery system. *NCSC* - supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.	Yes			Acc	Acc- Used to respond to test items (AT)		Yes

Audio Control
    Manual Control of Item Audio: Used by students with a need for additional time for language processing or have attention/focus needs due to a documented disability.
 	
    Repeat Item Audio: Used to support students who need repetition based on language processing needs or attention/focus needs.
	Yes				Manual Control of Item Audio available for Listening, Writing, and Speaking
					
					Repeat only available **one**		

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
ACCESS – Online Test: **Manual Control of Item Audio:** allows the play button to be enabled by students; however once initiated, the audio cannot be paused or stopped. Needs to be selected prior to test administration. **Repeat Item Audio:** Listening audion be repeated only one time. Writing and Speaking may be repeated repeated multiple times. Repeat button available on the screen. Must be preset prior to assessment. Not the same as 'Manual Control of Item Audio'. Paper-based Test: May be provided via a CD with the test administrator playing the track on the CD. Should be administered so it does not disturb other test takers.					**time for the Listening**; available multiple times for Writing and Speaking Not available for the Reading section		
Audio description of content Students with vision needs may need assistance accessing instructional or test content represented graphically. Access to graphics for students with vision needs is often provided through auditory descriptions of tables, pictures, and graphics Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to describe graphics and other symbols exactly as they appear. Readers <u>may not</u> clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This	Yes	See text-to-speech and read aloud	Yes #6			Yes	

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
is especially important for high school mathematics and science. Graphic materials may be described but should also be made available in print or tactile formats. The state should standardize descriptions of all tables, pictures, and graphics. Provide prerecorded human voice recordings or synthesized voice recordings of descriptions of mathematics and science symbols and nomenclature and other graphics. Students benefit by listening to a fully approved, standardized human voice, assuring correct pronunciation of words, symbols, and equations. Systems should allow students to decide when they want to hear the text read to them and to play sound clips repeatedly. *SBAC – See text-to-speech and read aloud*							
Auditory calming For students who focus better when receiving auditory input, background music or sounds can be provided while they access and interact with content. Auditory calming can be provided by CD or mp3 player with headphones. Background music and sounds can be embedded into the system, so no extra hardware is needed, and there are no concerns about monitoring the content. *SBAC* – See Noise Buffers	Yes	See Noise Buffers	Yes #15			Yes	Yes

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
Bilingual Dictionary – For students whose primary language is not English and who use dual language supports in the classroom use of a bilingual/dual language word-to-word dictionary may be appropriate. *SBAC* - A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the ***full write portion of an ELA performance task***. A full write is the second part of a performance task. *NAEP* – Bilingual dictionary must be a hardcopy or handheld device (not computer), with word-for-word translations only. Can be in any language. NOT allowed for reading assessment.	Yes	Support - NE				Yes – not allowed for the reading test	
Braille – Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through tough. *SBAC* - Refreshable braille is available only for ELA because Nemeth Code is not available via refreshable braille. For Math, braille will be presented via embosser; embosser-created braille can be used for ELA also. (Paper Braille copies – fixed forms - may be made available) *ACCESS* – Uncontracted Braille "hard copy" Tier B test edition available for Reading and Writing in grades 1-12. Answers must be transcribed either on screen or in test booklet by test administrator (Not available for the listening assessment)	Yes	Acc - E	Yes #5	Acc	Acc – paper based for Reading and Writing (not needed for Listening and Speaking)	Yes	

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
Brailler A Brailler is a Braille keyboard used for typing Braille that can then be printed in standard print or Braille (embosser). The Brailler is similar to a typewriter or computer keyboard. Paper is inserted into the Brailler and multiple keys are pressed at once, creating Braille dots with each press. Through an alternative computer port, newer Braillers can simultaneously act as a speech synthesizer that reads the text displayed on the screen when paired with a screen reading program. *ACCESS* – Answers must be transcribed verbatim onscreen or in test booklet by test administrator	Yes		Yes #11		Acc – for the Reading and writing portion of the test	Yes	
Breaks 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. In a paper-based environment, test booklets can be divided into shorter sections (using clips) so students can take a break between sections of a test (sometimes referred to as "short segment test booklets"). In a computer-based environment, the number of items per session can be flexibly defined based on the student's need. If the length of a break is predetermined, a timer might be used to signal the end of the break.	Yes	Not a timed test, students allowed as much time as they need and breaks can be taken when needed	Yes #19			Yes	Yes

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
SBAC – not a timed test, students allowed as much time as they need and breaks can be taken when needed							
Calculator – Calculators are only considered an accommodation when provided outside of the testing environment and using only specific calculators described below. *SBAC* - Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated items. (non-embedded - grades 6-8 & 11) *NAEP* – Request the calculator version of the assessment	Yes	Acc – NE (Calculator is an embedded tool for grades 6-8 & 11 for all students) The only non-embedded calculators allowed are the talking calculator and the braille calculator.				Yes	Yes – if special calculator is being used as daily instructional aides
Clarify/Repeat directions To accurately understand the task a student is being asked to engage in, some students need to have directions to a task or test simplified. In a paper-based environment, teachers may clarify directions through restatement or simplification of language for the student. In a computer-based environment, directions can be reread and access to a simplified version of directions can be provided to students.	Yes	Clarifying directions not apprpriate	Yes #7			Yes	

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
Change in the order of activities Assessments and activities that require focused attention could be scheduled for the time of day when a student is most likely to demonstrate peak performance. To reduce fatigue and increase attention, activities or tests can be administered over multiple days—completing a portion each day.	Yes					Yes – must complete in the same day	
Closed Captioning – Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation in a listening activity or test.	Yes	Acc - E					
Color Contrast – Students with attention difficulties may need this support for viewing content. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs. *online*: screen background or font color can be adjusted, based on student needs or preferences –	Yes	Support – E & NE		AF	Considered a tool	Yes	Yes (all students are able to use this tool)

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
paper copy: items may be printed with different colors (with permission) **NSCS** - The student or TA changes the onscreen background and/or font color based on need or preference.							
Color Overlays – Color transparencies are placed over a paper-based activity Students with attention difficulties may need this support for viewing content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs.	Yes	Support - NE			Considered a tool	Yes	
Concrete Objects (check the NSCS directions for test administration for more information to put here.)	Yes			AF			
Dictionary/Glossary To understand instructional or test content, some students may need to look up words in a dictionary, glossary, or thesaurus. In a paper-based environment, students are provided with standard English dictionary, glossary, or thesaurus. A computer-based content and delivery system could embed dictionary, glossary, and thesaurus terms in the content for	Yes						

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
students to access as needed. **SBAC** – this is considered a tool and is available to everyone.							
Extended Time – Extended time may require a student's IEP 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. **SBAC** – not a timed test, students allowed as much time as they need **NSCS** – not a timed test, students allowed as much time as they need **NAEP** – students are allowed extra time as needed (up to 3 times the regular time allotment)	Yes	Not a timed test, students allowed as much time as they need			Acc – within same school day	Yes – must be completed in the same day	

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
ACCESS – • A test session must be completed on the day in which it was started, except in rare cases • Extended test session, not to exceed a total of two days for a subdomain test (only when absolutely necessary, due to an illness, disability, or extended interruption, with approval of state administrator) • Student is provided up to twice the recommended testing time to completed the **Speaking** test **EOC** – Not a timed assessment							
Highlighting/Markers/Visual cues Highlighting, using markers, and providing visual cues can draw attention to key content. Students may use markers, arrows, stickers, or highlighters to draw attention to key words in directions, content, or test items. In a computer-based content and delivery system, visual cues such as arrows, markers, and highlighting can be predefined and activated at the student's request *SBAC* – This is considered a tool and is available to everyone. *ACCESS* – Available to all students	Yes	Considered a tool			Considered a tool	Yes	Yes – tool available to everyone
Large Print – Large-print editions of instructional materials and tests are required for some students with visual impairments or print	Yes				Acc – paper based only (LP)	Yes	

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
disabilities. 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. *ACCESS*– Answers must be transcribed either onscreen or in test booklet by test administrator (not available for speaking assessment) *NAEP* – Large print version available via embedded within computer (zoom tool) – 129% larger (Large Print not available in paper form)							
Magnification – Students used to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. A content or test delivery system could allow students to manipulate the size in which text and graphics are presented on the screen. It is important that the system is able to clearly	Yes	Support – NE			Screen magnification considered a tool	Yes	Yes

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
enlarge all material, including narrative text, formulas and equations, information presented in scientific and mathematical nomenclature, tables, graphs, charts, figures, and diagrams. The system should also provide tools that allow students to either view material in magnified form on an occasional/as-needed basis or on a more permanent basis. Students should be provided the option of enlarging content at least eightfold. The system should allow students to easily move content that is forced off the screen into viewing mode. The system should also allow magnifying tools to work in conjunction with other accessibility tools and/or accommodations provided. Finally, students should have the option of enlarging the entire test interface, including navigation buttons, menu options, and directions, or only instructional or test content.

The size of specific areas of the screen may be adjusted by the student an assistive technology device to increase size to a level not provided for by the Zoom tool; a magnifier may be used for a paper assessment

NAEP –some magnification devices, such as enlargement programs or closed-circuit television may introduce security issues due to booklets needing to be scanned before the assessment in order to make use of the equipment. Need to work with the school coordinator. Computers provide a magnification or zoom function. Projection systems or video magnifiers may be used to increase size based on individual student needs. | | | | | | | |

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
Masking – Students with attention difficulties may need to mask content not of immediate need or that may be distracting while working on assignments or during assessments. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus. *NCSC* - supports answer masking. Answer masking allows students/TAs to electronically cover and reveal individual answer options as needed.	Yes	Support - E		AF		Yes	
Minimize distractions While students are accessing and interacting with information presented in instructional or test content, some students need help reducing distractions and/or maintaining focus. A teacher or proctor can highlight information, employ visual cues and organizers, monitor placement of responses, and prompt students. Altering the environment in which a student works on instructional or test content can reduce distractions to the student or to classmates. A content and test delivery system could have predefined highlighting, cues, and organizers that can be revealed when a student requests them. The system could be programmed to prompt students after a predefined number of minutes have elapsed since a student interacted with the item. Computer application of these methods to maintain focus standardizes	Yes						Yes

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
delivery, decreases the burden on teachers and proctors, and empowers the student to access the tools when needed. Multiple breaks, extended time, and changing the order of activities are also tools to help students maintain focus and can be managed manually on paper or programmed into a computer-based environment. In addition, a student may wear buffers, such as earphones, earplugs, or headphones, to reduce distractions and improve concentration.							
Multiplication Table – For those students with a documented calculation disability (i.e. dyscalculia); a paper-based single digit (1-9) multiplication table may be provided *SBAC* - allowed for math items for grade 4 and above	Yes	Acc –NE (grades 4 and above with calculation disability)				Yes	Yes
Noise Buffers – Ear mufflers, white noise, and/or other equipment used to block external sounds Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.	Yes	Support – NE	NE				Yes
Print on Demand – Some students with disabilities may need paper copies of either passages/stimuli and/or item. A very small percentage	Yes	Acc – NE		Acc	Acc		

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
of students should need this accommodation. **SBAC** - Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of the passage or stimulus, permission for the students to request printing must first be set in TIDE or state's comparable platform. For those students needing a paper copy of one or more items, the Smarter Balanced Help Desk (1-800-815-7246) must be contacted by the school or district coordinator to have the accommodation set for the student. Paper Braille versions also available – must contact state well in advance of the assessment **NSCS** – Item is printed to paper for presentation to the student **ACCESS** – for student who is unable to take a test on a computer							
Read Aloud – Students who are struggling readers, students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills may need assistance accessing instructional material and assessments by having all or portions read aloud. This support will likely be confusing and may impede the performance of students who do not regularly have the support during the instruction.	Yes	Support – NE (all math and ELA items) Acc –NE (ELA reading passages)		AF		Yes with exception	Yes

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
SBAC - Read Aloud as an accommodation for reading passages • Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option to asking a reader to slow down or repeat text. (***SBAC Designated Support* – for ELA items and all math)** (***SBAC Accommodation* - allowed for reading passages**) *NAEP* – Reading – only directions; math and science – all - Some ELLs require only the directions read aloud in Spanish, others need words, phrases, sentences, or even the entire test to be read aloud in Spanish. Students requiring this accommodation will take the assessment using the Spanish/English version of the test, provided by NAEP – not allowed in reading or for grade 12 in any subject **ACCESS –** • Oral reading of test in English using embedded text-to-speech (computer) or read by test administrator (paper-pencil) (including text-based response options on Listening test) – not available for the reading portion of the test • (Listening test and response options may be read					Acc – Only available for Listening portion in which answer items have text.	Reading subtests <u>may not</u> be read In Spanish – not allowed for reading - not allowed for grade 12 any subject	

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
aloud one additional time for a student with a disability that impacts language processing) • Student reads test aloud to self in a separate location • Student reads test aloud into a recording device, and enters/writes responses during playback							
Response assistance For some students, responding to instructional or test content with text interferes with the construct being measured. *Audio recording:* For students who have difficulty generating text in written form, a recording device may also be used to create an audio recording of a student's narrative response. The oral response can be recorded as an analog or digital file. *Monitor responses:* Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses to ensure they are actually responding to the intended question. *Page turner:* The student receives assistance turning the pages of the test booklet. (The student must indicate when ready for page to be turned for statewide assessment.) *Responding in test booklet:* This accommodation allows a student to write directly in a test booklet rather than on an answer sheet (e.g., scan-able bubble sheet). *Pointing:* Students who are not able to respond to items in an answer sheet or test booklet can point to responses and have a proctor transcribe the response onto an answer sheet.	Yes						Yes – for assistive communication devices

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
Assistive communication devices: For students who have difficulty manipulating a mouse or standard keyboard, there are a variety of assistive communication devices that allow them to control a computer program and record responses. These assistive communication devices include Intellikeys, sip-and-puff devices, single switch devices, eye tracking devices, and touch screens. A computer-based content and test delivery system could be programmed to function accurately with any and all assistive communication devices. *Digital recording:* For students who have difficulty generating text in written form, a recording device may also be used to create an audio recording of a student's narrative response. The oral response can be recorded as a digital file by a computer-based content or test delivery system.							
Scribe – Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.	Yes	Support – NE - all non-writing items Acc – NE – ELA performance tasks		Acc	Acc – Available for Listening, Reading, and Writing – for both online and paper version (SR)	Yes	Yes

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
Student dictates response to a human who records verbatim what was dictated – must be a trained and qualified person, and must follow administration guidelines. If it is a writing question, the student edits the response. (*SBAC Accommodation - for ELA performance task*) (*SBAC Designated Support – for Math and all non-writing ELA items*) *NSCS -* <u>Selected-response Item:</u> TA enters the student's response to a selected response item into the NCSC Assessment System exactly as indicated by the student. If the student is using a paper version of the item, the TA marks the student's response to the selected-response item on the paper copy of the item exactly as indicated by the student and then enters it into the TAP. <u>Writing Test Constructed-response Item:</u> TA enters the student's response into the TAP exactly as the student dictates (e.g., speaking, using an assistive communication device, pointing, or signing). The TA may not edit or alter student response in any way and must record exactly what the student dictates. The student must be permitted to edit what the scribe has written. *ACCESS* – Responses scribed by test administrator onscreen (computer) or in answer booklet (paper-pencil) • Student may either dictate responses orally, • Record responses using a device for playback and transcription,							

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
• Point to correct responses (All responses must be scribed verbatim, exactly as dictated by student. Test administrator must request spelling of key words and punctuation. Student must be tested in separate location) (For the writing assessment - in cases where a student has a disability that required the dictation of written compositions to a scribe during routine instruction or is unable to use a writing or keyboarding hand or arm at the time of testing due to a broken bone or fracture, even if the student does not have and IEP or 504 plan) *NAEP* – student responds orally or by pointing to his/her answer, scribe records the response in the booklet							
Separate Setting – Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able interact with instructional materials or test content. The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. The use of some	Yes	Support - NE	Yes #15 #16 #17 #18		Acc – for some portions of the assessment	Yes	

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
accommodations, such as a human reader, sign interpreter or scribe, can distract other students. In addition, some students may perform better when they can read content aloud and think out loud or make noises that may be distracting to other students. To reduce distractions to other students when these strategies and/or accommodations are provided, an alternate location must be employed. *NAEP* – one -on-one testing; or small group testing (5 or fewer) allowed *ACCESS* – • By school personnel in non-school setting (e.g., home or hospital) • Individually (one-on-one) • With equipment or adaptive/assistive technology used by the student for routine classroom work (e.g., adaptive keyboard, mouse, screen, specialized software, etc.)							
Special paper Some students may benefit from having additional paper available to use during instruction or an assessment. This paper may be blank (scratch), lined, graph, or other paper as needed. If paper is provided during an assessment, care must be taken not to violate the security of the test. All paper should be collected at the end of the assessment. In a computer-based environment, a content and delivery test	Yes	Scratch paper is available to all students as a tool			Scratch paper considered a tool	Yes	

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
system could allow for electronic special paper to be accessed as part of the online platform. In some cases, however, students may require access to paper outside of the testing platform. In these cases, paper must be collected at the end of the assessment. **SBAC** – Scratch paper is available to all students as a tool.							
Speech-to-Text – Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and edition skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.	Yes	Acc –NE (must have voice recogniztion program and must enable permissive mode)			Acc - for the writing portion of the test		

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
Spelling/Grammar device/Word prediction software While responding to instructional or test content, some students need assistance constructing narrative text. Spelling and grammar can be checked with pocket spell checkers. Students enter an approximate spelling and then see or hear the correct spelling or correct use of a word. Students who use a word processor may be allowed to use a spell-check or other electronic spelling device. Spell-checking and grammar-checking devices may need to be turned off for writing tests. Students who have difficulty producing text due either to the speed with which they are able to enter keystrokes or who have difficulty with language recall may benefit from word prediction software. Word prediction software presents students with word options based on the partial input of characters and/or context and can be built into a computer-based content delivery system. *SBAC* – This is a tool for certain items and is available to all students.	Yes – when appropriate						
Streamline Students who have specific learning and/or reading disabilities in which the text is presented in a more sequential format. Simplified format in which the items are displated below the stimuli.	Yes	Acc - E					
Text-to-Speech – Students who are struggling readers may need assistance accessing instructional material and assessments by having all or portions of the assessment read aloud. This support also	Yes	Acc (for Reading Passaged) – E; Support (for ELA			Acc – For listening test responses – in person (LH)		

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during the instruction. **SBAC – Text-to-Speech as an accommodation for reading passages** • Text-to-Speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. **This accommodation is appropriate for a very small number of students.** The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. (*SBAC Designated Support* **– for ELA items and all math**) (*SBAC Accommodation* **- allowed for reading passages**) **NSCS** - The student/TA is able to control the speed at which the text is read as well as raise or lower the volume of the voice. The text to speech tool advances to each line automatically but can be stopped, paused, and made to repeat lines. Other considerations for this assessment feature: • Students will need headphones unless tested in a separate setting. • A separate setting should be provided if the student is unable to wear headphones.		items and all Math) - E			Manual control of item audio (MC)		

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
ACCESS– • Oral reading of test in English using embedded text-to-speech (computer) or read by test administrator (paper-pencil) (including text-based response options on Listening test) – not available for the reading portion of the test • Listening test and response options may be read aloud one additional time for a student with a disability that impacts language processing							
Translated Test Directions – Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English. Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language *(SBAC Designated Support – for math only)* *NAEP* - General directions read aloud in Spanish using only the instructions in the bilingual session script, which is the same for all students – read aloud and in a separate session.	Yes	Support – E					
Translations (Glossary or Stacked) – Students who have limited English language skills (whether or not designated as ELLs or ELLs with disabilities) can use the translation glossary for specific math items. Translation glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms	Yes	Support – E				Stacked Spanish/ English – Yes – not reading – not grade 12	

Assessment Adaptations Grid	Instruction	SBAC[1] Test	DStep Sci Test	NSCS[2]	ACCESS[3]	NAEP[4]	EOC[5]
for math. Glossary terms are listed by item and include the English term and its translated equivalent. For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. Stacked translations are a language support. Stacked translations are available for some students; stacked translations provide the full translation of each test item above the original item in English ***SBAC - The glossary or stacked translation is only allowed for math assessment.*** ***NAEP –*** Spanish/English booklets available for ELLs who require them. Booklets contain the directions and test questions side by side in Spanish and English. Not allowed in reading or for grade 12 students in any subject						for any subject	
Turn off Any Universal Tools – Students may be distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal accessibility tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.		Support – E					

[1]**SBAC (Smarter Balanced Assessment Consortium) – general assessment:**

- **Acc – L3** = Documented Accommodations – Level 3;
- **Support – L2** = Designated Supports – Level 2;
- **E** = Embedded with in the computer environment
- **NE** = Non-embedded – outside of the computer environment

The complete list and details for accommodations, supports, and tools can be found at http://doe.sd.gov/octe/SMARTERbalanced.aspx in the SBAC Accommodation Information section (Usability, Accessibility, and Accommodations Guidelines).

[2]**NSCS (North Central State Consortium) – alt assessment:**

- **Acc** = Accommodation
- **AF** = Assessment Feature

For a list and details of the NSCS Accommodations and Assessment Features, go to http://doe.sd.gov/oess/NCSC.aspx in the NSCS Assessment Resources section (Test Administration Manual) or contact the state Alt assessment Coordinator.

[3]**ACCESS – English proficiency assessment:**

- **Acc** = Accommodations
- **AP** = Allowable Procedures (for any student)
- **AF** = Accessibility Features (for all students)
- The 2 letters in ( ) are the code used when entering accommodations data.

The accommodation information for this assessment was taken from the Accessibility Features, Accommodations, and Allowable Test Procedures document. It is still in draft form and not available online at this time. Contact the Title III Director for more information or go to http://doe.sd.gov/oats/elp.aspx

[4]**NAEP (National Assessment of Educational Progress):**

NAEP provide for most common accommodation. For more information about the NAEP accommodation, contact your school NAEP coordinator

[5]**EOC (End of Course)** – Through the South Dakota Assessment Portal – not state mandated, but provided through the state. If you have questions about accommodations not provided for here, please contact SD DOE.

Tool 4
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, however, be certain that the student understands the concept of an accommodation, providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

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 may 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.

Tool 5
Parent Input in Accommodations

Questions Parents Should Ask About Accommodations in Instruction and Assessments

About Instruction

• Is my child expected to reach regular or alternate achievement standards? Does this affect what types of accommodations are available to my child in instruction or on assessments?

• What accommodations does my child need to access and reach academic standards?

• Are there accommodations that could be allowed in instruction that are not currently being provided?

• Are there accommodations being used at home that could be used in instruction to help my child access and learn content or help in performing certain academic tasks?

• How can my child and I advocate to receive accommodations not yet provided in instruction?

• Are the accommodations my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase out or discontinue the use of a certain accommodation?

• How are the staff members who work with my child providing accommodations (across regular, special education, or other staff)?

About Assessment

• What are the tests my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?

• Are the accommodations allowed on state tests also provided for district tests?

• Can my child participate in part of an assessment with or without accommodations?

• If my child is not taking the general assessment, is it because the test is "too hard" or because the accommodation needed is not allowed on the assessment?

• Are there consequences for allowing certain changes to how my child participates in a test? How will my child's test scores count?

• Do consequences of accommodations vary by type of test?

Questions for Instruction and Assessment

Is the need for each accommodation documented in my child's IEP or 504 plan?

Are there too many or too few accommodations being provided?

What are my child's preferences for specific accommodations?

If my child needs accommodations, how will they be provided?

If an accommodation used in instruction is not allowed on a test, is there another option to support the student that is allowed? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accommodation before the test?

List other questions here.

Adapted from *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment.* Questions are based in part on questions and content from NCLD's *Parent Advocacy Brief NCLB: Determining Appropriate Assessment Accommodations for Students with Disabilities, and Testing Students With Disabilities: Practical Strategies for Complying With District and State Requirements, 2nd ed.* (2003), by Martha Thurlow, Judy Elliott, and James Ysseldyke.

Tool 6
Accommodations Use in the Classroom

Use this chart to track different aspects of how a student uses an accommodation in your classroom. This will help inform decision making on assessment accommodations.

Student _____ Date _____

What accommodation(s) does the student use in the classroom? List them under "accommodation" in the chart. Then follow the questions in the chart.

Questions	List Accommodation(s)				
1. Is it noted in student's IEP?					
2. For what task(s) is it used (e.g., task type* or content/standard)?					
3. Does the student use it for that task every time? Note how often.					
4. Is the need for it fixed or changing?					
5. Does the student use it alone or with assistance (e.g., paraeducator, peers)?					
6. Notes (e.g., does one accommodation seem more effective used with another on a task?).					

*How taking in or responding to information presented, solving or organizing information, specific content/standards being learned or assessed, etc.

Adapted from *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment*.

Tool 7
After-Test Accommodations Questions

Use this form after a test to interview a student about the provided accommodation(s): whether it was used, whether it was useful, and whether it should be used again. Also note any adjustments or difficulties experienced by the student in either how the accommodation was administered or in using the accommodation during the assessment.

*Student*_____ *Date* _____

Questions	Test Taken (List)			
Was the accommodation used?	Yes / No	Yes / No	Yes / No	Yes / No
Was the accommodation useful?	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accommodation? Are adjustments needed?	Yes / No	Yes / No	Yes / No	Yes / No
Should the accommodation be used again?	Yes / No	Yes / No	Yes / No	Yes / No

Student signature _____

Assistant signature (if applicable) _____

Adapted from *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment*.

Tool 8

Assessment Accommodation Plan

Student Information	**Case Information**
Name:	Special Education Teacher:
_____	_____
Date of Assessment: _____	School Year: _____
Name of Assessment: _____	Building/School: _____
	General Education Teacher:

Assessment accommodations that student needs for this assessment and date arranged (Keep in mind accommodations must be used for at least 5 weeks before implementing on district or state wide assessment):

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.

Tool 9
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)

Tool 10
Logistics Planning Checklist

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

Accommodations throughout the Academic Year	Y	N	NA
1. Accommodations are documented on students' IEP or 504 plan separately for instruction and assessment.	☐	☐	☐
2. Students use accommodations regularly, for at least 5 weeks before district or state wide assessment.	☐	☐	☐
3. A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly.	☐	☐	☐

Preparation for Test Day			
4. Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., audio tape, Braille, large print).	☐	☐	☐
5. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/data base).	☐	☐	☐
6. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	☐	☐	☐
7. Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	☐	☐	☐
8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	☐	☐	☐

Accommodations on the Day of the Test			
9. All eligible students receive accommodations as determined by their IEP or 504 plan.	☐	☐	☐
10. Provision of accommodations is recorded by test administrator.	☐	☐	☐
11. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes)	☐	☐	☐

Consideration after the Testing is Completed

12.	Plans are made to replace broken/defective equipment.	☐	☐	☐
13.	Responses are transferred to scannable answer sheets for students using special equipment and adapted test forms and response documents.	☐	☐	☐
14.	All equipment is returned to appropriate locations.	☐	☐	☐
15.	Students who take make-up tests receive needed accommodations	☐	☐	☐
16.	Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.	☐	☐	☐

Tool 11
Accommodations Journal for Teachers

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

- perceptions of teachers and others about how the accommodation appears to be working

In the spaces 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?

_____

_____

_____

_____

_____

_____

TOOL 12
Access Needs that May Require Accommodations

Directions: 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 and 504 planning committees 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	Y	N	DK/NA
1. Does the student have a visual impairment that requires large-type or Braille materials?	☐	☐	☐
2. Is the student able to read and understand directions?	☐	☐	☐
3. Can the student follow oral directions from an adult or audiotape?	☐	☐	☐
4. Does the student need directions repeated frequently?	☐	☐	☐
5. Are assistive technology devices indicated on the student's IEP?	☐	☐	☐
6. Has the student been identified as having a reading disability?	☐	☐	☐
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?	☐	☐	☐
8. Does the student have a hearing impairment that requires an interpreter to sign directions?	☐	☐	☐
9. Does the student have a hearing impairment and need a listening device?	☐	☐	☐
RESPONSE ACCOMMODATIONS			
10. Does the student have difficulty tracking from one page to another and maintaining that student's place?	☐	☐	☐
11. Does the student have a disability that affects the ability to record that student's responses in the standard manner?	☐	☐	☐
12. Can the student use a pencil or writing instrument?	☐	☐	☐
13. Does the student use a word processor to complete homework assignments or tests?	☐	☐	☐
14. Does the student use a tape recorder to complete assignments or tests?	☐	☐	☐
15. Does the student need the services of a scribe?	☐	☐	☐
16. Does the student have a disability that affects that student's ability to spell?	☐	☐	☐
17. Does the student have a visual or motor disability that affects that student's ability to perform math computations?	☐	☐	☐

SETTING ACCOMMODATIONS	Y	N	DK/ NA
18 Do others easily distract the student or does that student have difficulty remaining on task?	☐	☐	☐
19 Does the student require any specialized equipment or other accommodations that may be distracting to others?	☐	☐	☐
20. Does the student have visual or auditory impairments that require special lighting or acoustics?	☐	☐	☐
21. Can the student focus on the student's own work in a setting with large groups of other students?	☐	☐	☐
22. Does the student exhibit behaviors that may disrupt the attention of other students?	☐	☐	☐
23. Do any physical accommodations need to be made for the student in the classroom?	☐	☐	☐

TIMING AND SCHEDULING ACCOMMODATIONS	Y	N	DK/ NA
24. Can the student work continuously for the length of time allocated for standard test administration?	☐	☐	☐
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)?	☐	☐	☐
26. Does the student tire easily due to health impairments?	☐	☐	☐
27. Does the student have a visual impairment that causes eyestrain and requires frequent breaks?	☐	☐	☐
28. Does the student have a learning disability that affects the rate at which that student processes written information?	☐	☐	☐
29. Does the student have a motor disability that affects the rate at which that student writes responses?	☐	☐	☐
30. Does the student take any type of medication to facilitate optimal performance?	☐	☐	☐
31. Does the student's attention span or distractibility require shorter working periods and frequent breaks?	☐	☐	☐

Appendix A: Read Aloud Protocol

Guidelines for Read Aloud, Test Reader
March 11, 2014
(Available at: www.smarterbalanced.org/wordpress/wp-content/uploads/2014/03/Read-Aloud-Guidelines.pdf)

When a student cannot access text-to-speech, an embedded resource available on the Smarter Balanced assessment, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Smarter Balanced Guidelines for Read Aloud, Test Reader* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

On Smarter Balanced Assessments, test readers are allowable across all grades as a **designated support** for mathematics and ELA items as appropriate (not ELA reading passages). For ELA reading passages, test readers are allowable as a **documented accommodation** in all grades. Note that this accommodation is appropriate for a very small number of students. For information on documentation requirements and decision-making criteria for use of test readers and all other Smarter Balanced resources please see the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.*

Qualifications for Test Readers

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with member policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with Smarter Balanced and member administration and security policies and procedures as articulated in Consortium and member test administration manuals, guidelines, and related documentation.

Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on Smarter Balanced assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Usability, Accessibility, and Accommodations Guidelines*. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.

- The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 at the end of the Guidelines for Read Aloud, Test Reader).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the Guidelines for Read Aloud, Test Reader.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

General Guidelines

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Smarter Balanced and member policies and procedures.
- The test reader must not discuss any portion of the test with others.

English Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'dot, dot, dot.'
- **Quotations:** Quotation marks should be verbalized as "quote" and "end quote" at the beginning and end of quoted material, respectively.
- **Emphasis**: When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective. For example, I love to eat apples/aples. This is my favorite fruit. This should be read as, "I love to eat (pause). This is my favorite fruit."

Images / Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that

is not essential in responding to the item.

- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a passage, read the lines referenced as though they are part of the stem.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in the attached appendix.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example, cm^3 may be read as "cubic centimeters" or "centimeters cubed".

Table 1. Test Reader Guidance for Mathematics

Numbers

Description	Example(s)	Read as:
Large whole numbers	632,407,981	"six three two comma four zero seven comma nine eight one"
	45,000,689,112	"four five comma zero zero zero comma six eight nine comma one one two"
Decimal numbers	0.056	"zero point zero five six"
	4.37	"four point three seven"
Fractions - common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths"
Fractions - not common - read as "numerator over denominator"	$\frac{14}{25}$	"fourteen over twenty-five"
	$\frac{487}{6972}$	"four eight seven over six nine seven two"
Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$	"three and one-half"
	$57\frac{3}{4}$	"fifty-seven and three fourths"
Percents	62% 7.5% 0.23%	"sixty-two percent" "seven point five percent" "zero point two three percent"
Money - if contains a decimal point, read as "dollars AND cents"	$4.98 $0.33 $5368.00	"four dollars and ninety-eight cents" "thirty-three cents" "five three six eight dollars"
Negative numbers - do NOT read negative sign as "minus"	−3	"negative three"
	$-\frac{5}{8}$	"negative five eighths"
	−7.56	"negative seven point five six"
Dates (years)	1987 2005	"nineteen eighty-seven" "two thousand five"
Roman Numerals	I	"Roman Numeral one"

Description	Example(s)	Read as:
	II III IV	"Roman Numeral two" "Roman Numeral three" "Roman Numeral four"
Ratios	$x:y$	"x to y"

Operations

Description	Example(s)		Read as:
Addition	$\begin{array}{r}13\\+\,27\end{array}$	$13 + 27 =$	"thirteen plus twenty-seven equals"
		$13 + 27 =?$	"thirteen plus twenty-seven equals question mark"
Subtraction	$\begin{array}{r}487\\-\,159\end{array}$	$487 - 159 =$	"four eight seven minus one five nine equals"
		$487 - 159 =?$	"four eight seven minus one five nine equals question mark
Multiplication	$\begin{array}{r}63\\\times\,49\end{array}$	$63 \times 49 =$	"sixty-three times forty-nine equals"
		$63 \times 49 =?$	"sixty-three times forty-nine equals question mark
Division – Vertical or Horizontal	$\frac{120}{15} = 8$	$120 \div 15 = 8$	"one two zero divided by fifteen equals eight"
Operations with boxes	$3 + \square = 8$		"three plus box equals fifteen"

Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	"'N' plus four"
	$8x - 3$	"eight 'x' minus three"
	$4(y - 2) + 5 = 7$	"four open parenthesis 'y' minus two close parenthesis plus five equals seven"
	$V = \frac{4}{3}\pi r^3$	"'V' equals four-thirds pi 'r' cubed"

Description	Example(s)	Read as:
	$\dfrac{\lvert t \rvert - 2}{6 \le 15}$	"the absolute value of 't' (pause) minus two (pause) over six is less than or equal to fifteen"
	$x^2 y^3 = -36$	"'x' squared 'y' cubed equals negative thirty-six" or "'x' to the second power times 'y' to the third power equals negative thirty-six"
	$156x \ge 4$	"one hundred fifty six 'x' is greater than or equal to four"
Coordinate pairs Answer choices with no other text	the point (−1, 2)	"the point (pause) negative one comma two"
	the point A is at (6, 3).	"The point 'A' is at (pause) six comma three."
	A. (−3, −4)	"'A' (pause) negative three comma negative four"
Parallels	$\overline{AB} \parallel \overline{CD}$	"line AB is parallel to line CD"
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"line AB is perpendicular to line CD"

Suggested Test Reader Script
(to be used with student in advance of the day of testing)

Hi _____ ,

I'm the person who will be reading your test to you when you take your Smarter Balanced Assessment next week in [math/ELA]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything in the screen.[1]
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on screen [or on your booklet if braille or print on demand], and continue to read.
- I can still help you with your [**list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
- You can ask me to re-read parts of the test if you didn't hear me or need more time to think.
- You can ask me to pause my reading if you need to take a break.
- You can ask me to slow down or speed up my reading, or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

Appendix B: Scribing Protocol for Smarter Balanced Assessments

April 1, 2014

A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on Smarter Balanced Assessments as a **documented accommodation** for ELA writing, and a **designated support** for mathematics and ELA non-writing items. For information on documentation requirements and decision-making criteria for use of scribes and all other Smarter Balanced supports please see the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.*

Qualifications for Scribes

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.

- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.

- Scribes should have extensive practice and training in accordance with Smarter Balanced and state administration and security policies and procedures as articulated in Consortium and state test administration manuals, guidelines, and related documentation.

Preparation

- Scribes should read and sign a test security/confidentiality agreement prior to test administration.

- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers.

- Scribes should be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.

- Scribes should also have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on Smarter Balanced assessments.

- Scribes should review the Scribing Protocol for Smarter Balanced Assessments with the student at least one to two days prior to the test event.

- Scribes should practice the scribing process with the student at least once prior to the scribing session.

General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.

- If not in a separate setting, the scribe should be situated near enough to the student to prevent their conversations from reaching other students in the room.

- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.

- Scribes are expected to comply with student requests regarding use of all available features within the test environment.

- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).

- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.

- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.

- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.

- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

Content-Area Specific Guidelines

English Language Arts	Selected Response Items (Single and Multiple Answer) • The student must point to or otherwise indicate his/her selection(s) from the options provided • Scribes are expected to comply with student directions

| | regarding screen and test navigation and use of test platform features available for a given item
● The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item

Constructed Response Items (Short-Text)

● The scribe will write verbatim student responses on paper or on screen in an area occluded from other students' view.
● The scribe will correctly spell all words as dictated.
● The scribe will **not** capitalize words or punctuate text.
● The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., _than_ and _then_; _to, two_, and _too_; _there, their_, and _they're_.
● The student will proofread to add punctuation, capitalization, spacing, and make other edits.
● The scribe will make student requested changes, even if incorrect.
● The student will confirm the fidelity of the response.
● The student will indicate to the scribe when he/she is ready to move to the next item.

Long Essay (Full-Write)

● The scribe will write verbatim student responses on paper or on screen in an area occluded from other students' view.
● The scribe will correctly spell all words as dictated.
● The scribe will **not** capitalize words or punctuate text.
● The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., _than_ and _then_; _to, two_, and _too_; _there, their_, and _they're_.
● The student will proofread to add punctuation, capitalization, spacing, and other edits.
● The scribe will make student requested changes, even if incorrect.
● The student will confirm the fidelity of the response.
● The student will indicate to the scribe when he/she is ready to move to the next item.
● Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written. |
| **Mathematics** | Selected Response Items (Single and Multiple Answer) |

	- The student must point to or otherwise indicate his/her selection from the options provided. - The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question. - The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item. - Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edits what the scribe has written. Constructed/Equation Response Items - The student must point or otherwise direct the scribe in developing his/her response. - The scribe will input student work directly onscreen and in view of the student. - For responses requiring equations, the student must specify where to place figures and operands. - For responses requiring text, the scribe will correctly spell all words as dictated and conform to standard writing conventions. - For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits. - The scribe will make student requested changes, even if incorrect. - The student will confirm the fidelity of the response. - The student will indicate to the scribe when he/she is ready to move to the next item.

Post-Administration

- The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Consortium and state policies and procedures.

Appendix C: Guidelines for Choosing Text-to-Speech or Read Aloud for Smater Balanced ELA Summative and Interim Assessment Reading Passages for Students with Disabilities in Grades 3-5

July 13, 2015

The decision to provide a student in grades 3-5 with text-to-speech or human read-aloud accommodations for the English language arts (ELA) reading assessment passages is a significant decision, one that has possible long-term implications for the child. These accommodations are defined as follows:

Text-to-speech: Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.

Read aloud: Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the *Smarter Balanced Test Administration Manual* and *Read Aloud Protocol* in the *Manual's* appendix. Readers may read aloud some or all of the content to students.

The decision about providing either of these accommodations should be guided by a set of questions to determine whether it is appropriate to provide the *Smarter Balanced* ELA reading passages via the embedded text-to-speech accommodation or the non-embedded human reader accommodation.

Background

In designing the *Smarter Balanced* assessments, states agreed on the claims that the assessments were to address.[1] The reading claim, Claim #1, is:

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

For students in grades 3-5, the Smarter Balanced ELA reading claim integrates the ability to read and the ability to understand what was read. Providing ELA reading passages via text-to-speech or a human reader to students who do not meet specific criteria[2] means that these combined skills are not being assessed, and no conclusions can be reached about the student's skills in these areas.

There is minimal research on the numbers of students with disabilities in grades 3-5 who might need text-to-speech or read aloud assistance because of a disability that interferes with their ability to learn to decode and comprehend text. Some states have suggested that from 1% to 1.5% of their total student population may have a disability that severely limits or prevents them from decoding written text, while others indicate that the numbers are much smaller or much larger. These students may be those who are blind or have significant visual

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[1] The claims are identified in the content specifications for the *Smarter Balanced* ELA/Literacy assessment. The content specifications document is available at http://www.smarterbalanced.org/smarter-balanced-assessments/, under Content Specifications.

[2] The *Smarter Balanced* ELA reading assessment allows text-to-speech and read aloud for directions and ELA items as designated supports available to all students with documented needs. It also now allows text-to-speech and read aloud for ELA reading passages for those students with IEPs (Individualized Education Programs) that document the need for these accommodations for ELA reading passages (see the updated guidelines at http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf or http://www.smarterbalanced.org/parents-students/support-for-under-represented-students/.)

impairments but have not learned to read braille, and those students who have disabilities that have significant decoding or fluency challenges.[3]

Because grades 3-5 are a critical time for students to learn to read and grow in their comprehension skills, it is important to obtain a good measure of these skills. Providing the text-to-speech and read aloud accommodations to students who do not need them because of their identified reading disability can have negative consequences for instruction and for their growing decoding and comprehension skills. For example, some educators might assume that students who receive the text-to-speech or read aloud accommodation no longer need to be instructed on decoding and fluency skills, which is a clearly inappropriate assumption.

Only those students for whom it is appropriate to provide the Smarter Balanced ELA reading assessment passages through text-to-speech or read aloud accommodations should receive them. Further, for those students receiving the read aloud accommodation, it is critical that the reader adhere to the Smarter Balanced *Read Aloud Guidelines.* The guidelines are available at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/03/Read-Aloud-Guidelines.pdf.

The questions provided here are ones that can assist Individualized Education Program (IEP) decision-making teams in determining whether it is appropriate to indicate that students in grades 3-5 should be provided the reading passages for an ELA reading assessment via a text-to-speech or human read aloud accommodation. The questions should be answered by the student's teachers, and by the student himself or herself. Then, the IEP team can consider both the provided answers, along with other diagnostic information to make a decision about the provision of text-to-speech or read aloud accommodations for the Smarter Balanced ELA reading assessment. A tool for documenting the responses to questions is provided in Table 1.

Questions for Teachers

1. *Is this student blind or does this student have a significant visual impairment? If so, is the student learning to read braille?*

A student who is learning to read braille should be assessed in grades 3-5 with the braille form of the assessment, so that an accurate measure of his or her reading and comprehension skills is obtained. If the student has not learned to read braille, providing the Smarter Balanced ELA reading assessment passages through text to speech or read aloud is appropriate.

2. *Does the student have a reading-based disability? Does the disability affect the student's decoding skills, fluency skills, or comprehension skills?*

A reading-based disability may affect a student's ability to decode, read with fluency, understand text that is decoded, or a combination of these. Determining the nature of the student's reading challenges can help determine the appropriate intervention approaches, as well as needed accommodations during classroom instruction and during assessments. Having a reading-based disability means that there is strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effect of each intervention. Evidence of a reading-based disability should have been documented in grades K-2, and reflected in such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending. These and other data (for example, student work) should be reviewed by the IEP team to consider the access effects of the use of the accommodation. The text-to-speech or read aloud accommodation is meant to provide access to the text, not to

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[3] Your state should be keeping track of the number of students receiving the text-to-speech or read aloud accommodation for ELA reading passages. It will provide additional professional development and guidance if it appears that too many or too few students may be using the accommodation for the *Smarter Balanced* ELA reading assessment passages.

make up for being a slow reader. Being a slow reader does not mean that the student should receive the text-to-speech or read aloud accommodation for the *Smarter Balanced* ELA reading assessment in grades 3-5.

3. *Is the student an English language learner (ELL)?*

An English language learner is a student who is learning how to read at the same time that he or she is learning English. It is important to obtain an accurate measure of his or her decoding and skills in English as the student learns the language, which may take several years. Thus, being an ELL is not a sole reason to receive text-to-speech or a read aloud accommodation for the Smarter Balanced ELA reading passages. If the ELL also has a reading-based disability (as defined in Question 2) or is blind, then the considerations for those disabilities would apply. Only students with an IEP or 504 accommodation plan are eligible to receive the text-to-speech or read aloud accommodation.

4. *Does the student have other needs that might be accommodated by the provision of the text-to-speech or read aloud accommodation?*

In the past, some educators attempted to monitor the pace at which a student went through an assessment by providing the read aloud accommodation. Pacing involved adjusting how fast the administrator read an item, the punctuation used as he or she read, and how much time was provided between each item to allow the student to respond. This is not an appropriate reason to provide the text to speech or read aloud accommodation because it masks what the assessment is assessing. Sometimes a student who is not blind or does not have a significant visual impairment, or does not have a reading-based disability, has a disability that may have produced a situation where the child ended up lagging in his or her reading skills. This should be addressed through instruction rather than the assessment. It is important that students with other learning needs not be provided the text-to-speech or read aloud accommodations for the ELA reading passages. IEP teams should recognize that beginning readers struggle for a variety of reasons. Thus, the team must use student data on the effect of the accommodation during instruction to decide whether the child's struggles are due to the disability. By only offering the text-to-speech and read aloud accommodations to those students with true reading-based disabilities or blindness (for those who have not learned braille) and not providing to students with other learning needs, the system has documentation of the need to address the student's missing skills.

5. *Have interventions been used to improve the student's decoding, fluency, or comprehension skills? If so, what approaches have been used to strengthen the student's decoding, fluency, or comprehension skills?*

Documentation of the approaches that have been taken to strengthen the student's decoding, fluency, or comprehension skills is an important step in determining whether a text-to-speech or read aloud accommodation is needed. This documentation should include specific dates with progress monitoring data and interventions implemented. It should demonstrate that continuous, intensive interventions have not been successful in improving student decoding, fluency, or comprehension performance. Only if this can be demonstrated should the text-to-speech or read aloud accommodation be considered for the student.

6. *Does the student use text-to-speech or receive a read aloud accommodation during instruction?*

Students with significant disability-related barriers to accessing text usually have demonstrated these barriers over an extended period of time. As a result, for instructional purposes, they have used the text-to-speech or read aloud accommodation during instruction to gain access to text. They also may have membership in an organization such as Bookshare, or regularly use assistive technology software to provide them access to text. If the student has not been provided these types of accommodations during instruction, they should not be provided during the assessment.

7. *Does the student use text-to-speech or receive a read aloud accommodation during formative assessments or during other Smarter Balanced summative assessments?*

Another indicator of the need for text-to-speech or read aloud for the Smarter Balanced ELA reading passages is that the student regularly receives the accommodation during formative assessments or other *Smarter Balanced* summative assessments. If a student receives text-to-speech or read aloud for instruction but not for formative assessments or for other Smarter Balanced summative assessments, it is likely that the student does not need text-to-speech or read aloud for the Smarter Balanced ELA reading passages.

9. ***Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?***

A possible supporting indicator of the need for text-to-speech or the read aloud accommodation is that the student typically is read to instead of the student reading for himself or herself. This indicator should be used with caution. It should not just be because students with disabilities are typically provided text-to-speech or a read aloud accommodation. Instead, the fact that someone else reads aloud to the student, rather than the student reading for himself or herself, is because it has been determined that the student will lack access to important information due to significant barriers to decoding, fluency, or comprehension. Even when this is the case, it does not necessarily mean that the student should receive the text-to-speech or read aloud accommodation for grade 3-5 ELA reading passages. There is a risk that some students who are regularly read aloud to in school may not have had appropriate access to high-quality reading instruction; this needs to be ruled out when using read aloud in school as a supporting indicator. Further, instruction should always strive to increase the student's independent reading.

Questions for Students in Grades 3-5

The student's teacher should set aside time to talk to the student about his or her reading skills and the need for text-to-speech or human read aloud during the Smarter Balanced ELA reading assessment. During this discussion, it may be appropriate to use other terms to ensure that the student understands the questions. For example, if the student does not know the term "text-to-speech," perhaps refer to "screen readers" or "audio functions." In addition, none of these questions on their own indicates that it is appropriate to provide text-to-speech or read aloud to the student. Even when all of the student's answers to the questions indicate that the student prefers text-to-speech or read aloud, that information must be balanced by evidence that the student has received intensive, targeted reading instruction.

The following questions can be used during this discussion.

1. ***Do you read to yourself when you are at home? If not, is it because you have trouble reading?***

Students who are struggling readers generally do not want to read to themselves at school or at home, and avoid doing so. Students in grades 3-5 usually will say that they "can't read" if they have trouble reading. This in itself is not an indication that text-to-speech or read aloud is an appropriate accommodation for the child. It is important to pair this information with evidence that the student has received intensive, targeted reading instruction. If that is the case, then with evidence that the intensive targeted reading instruction has not produced increased decoding or fluency skills, a student response indicating that he or she does not read to himself or herself can contribute to a decision to provide text-to-speech or read aloud for grade 3-5 ELA reading passages.

2. ***Is it harder or easier for you to understand a book if you read it yourself or if it is read to you through text-to-speech or by another person?***

Text-to-speech and read aloud accommodations require listening skills that students may not have gained if they do not regularly use the accommodation. Asking whether it is easier to read for themselves or to listen to someone read may provide an indication that text-to-speech or read aloud may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for text-to-speech or read aloud even though they do not understand better when the accommodation is provided (see section on *Diagnostic*

Information to Collect). A student response to this question indicating that the student thinks that it is easier to understand a book if it is read to him or her should be verified through the collection of diagnostic information.

### 3. *If you could choose, would you like to have tests read to you or would you prefer to read them yourself?*

This simple question provides another indication of the student's preference. Like the other questions in this section, opting for having someone read to him or her does not necessarily mean it is appropriate to select text-to-speech or read aloud for the student. It is important to pair this information with evidence that the student has received intensive, targeted reading instruction, and that it has been unsuccessful in improving the decoding or fluency skills of the student.

Diagnostic Information to Collect

The questions indicate several types of data that should be collected and documented about the student in grades 3-5 who is being considered for the text-to-speech or read aloud accommodation. This information should be documented so that it can contribute to the decision about whether the student in grades 3-5 should receive one of these accommodations. Document the following:

- Nature and duration of targeted interventions provided to the student to improve decoding, fluency, or comprehension skills
- Evidence of improvement or non-improvement following each targeted intervention
- Student performance with and without either text-to-speech or read aloud

One way to document student performance with and without the accommodation being considered is to have the student respond to a simple reading achievement test or to Smarter Balanced practice items with and without the accommodation. Graphing performance will help identify patterns (as in the figure below). The testing dates and student performance under each condition should be documented.
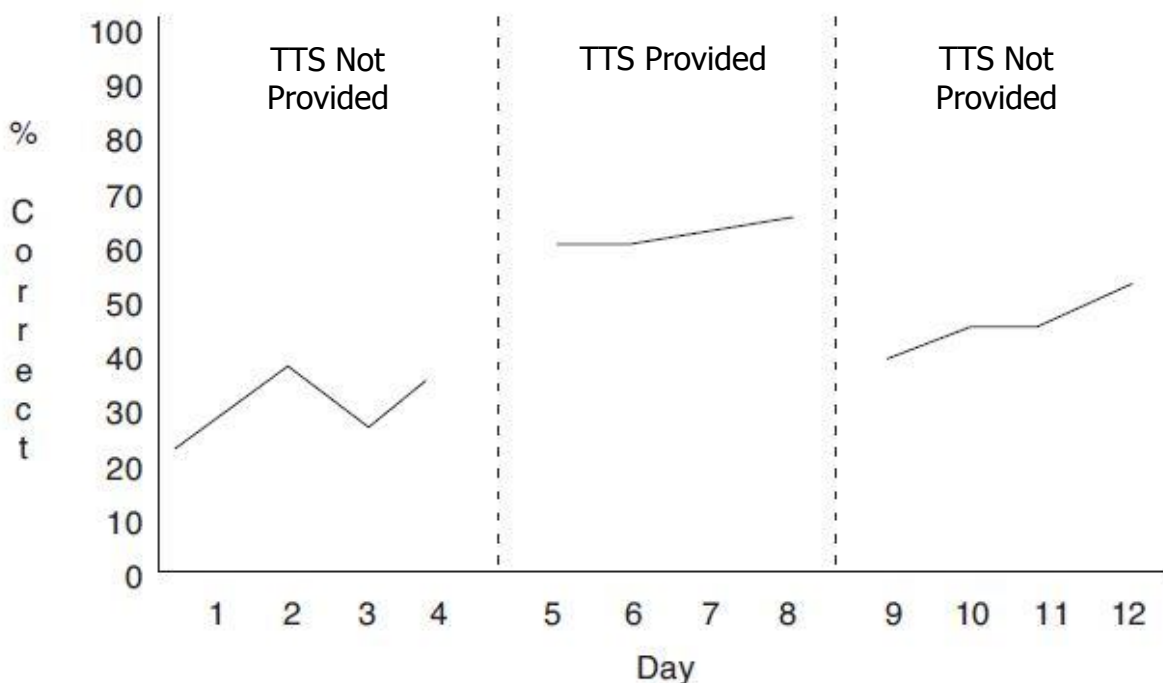
Note: This figure was adapted with permission from one in J.L. Elliott and M.L. Thurlow (2006), *Improving test performance of students with disabilities on district and state assessments* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Even with performance data that indicate improved performance with the text-to-speech or read aloud accommodation, it is important to differentiate whether the improvement is due to the effect of the student's disability or simply to poor reading skills not related to a disability. This differentiation can be informed by the responses to the other items included here.

Conclusions

Because the decision to provide a student in grades 3-5 with text-to-speech or a human read-aloud accommodation for the English language arts (ELA) reading assessment passages is a significant decision, with possible long-term implications for the child, the decision must be made with extreme care. The questions included here should be used to help inform that decision. Only when a preponderance of the information obtained from responses to the questions reflect a need for either text-to-speech or read aloud, should the accommodation be provided.

Table 1. Documentation of Possible Need for Text-to-Speech or Read Aloud Accommodations for ELA Reading Passages for Students with Disabilities in Grades 3-5

Student Name: _____

Teacher: _____

*Responses in **shaded boxes may** indicate a need for the text-to-speech or read aloud accommodation. A **preponderance of evidence** should exist rather than one or two marks in shaded boxes for the accommodation to be provided to a student in grades 3-5 for ELA reading passages.*

Question[a]	Yes	No	Comments
Is this student blind or does this student have a significant visual impairment?			
• If the student is blind or has a significant visual impairment, is the student learning to read braille?			
Does this student have a identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?			Describe skills affected.
Have interventions been used to improve the student's decoding, fluency, or comprehension skills?			Describe approaches.
Does the student use text-to-speech or receive a read aloud accommodation during instruction?			
Does the student belong to Bookshare or a similar organization?			
Does the student regularly use assistive technology software or audio books?			
Does the student use text-to-speech or receive a read aloud accommodation during formative assessments or during other *Smarter Balanced* tests?			
Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?			
Student Input:			
Did the student indicate he or she reads to himself or herself when at home, and that it is because he or she has trouble reading?			
Does the student indicate that it is **easier** to understand a book when it is read to him or her through text-to-speech or by another person?			
Does the student indicate that given the choice, he or she would prefer to read tests himself or herself?			

[a] Some questions in the "questions" sections are not included in this table because they are not indicators of a possible need for the text-to-speech or read aloud accommodation. These include, for example, the question "Is the student an English language learner (ELL)?"