2011-2012

Fifth Edition

Colorado

Accommodation

Manual

**Selecting and Using
Accommodations for Instruction
and Assessment**

cde Improving
Academic
Achievement

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ACKNOWLEDGEMENTS

This Manual is based on the work of:

The Council of Chief State School Officers (CCSSO)

The Council of Chief State School Officers is a nationwide, nonprofit organization of the public officials who head departments of elementary and secondary education in the U.S., the District of Columbia, the Department of Defense, and five extra state jurisdictions.

The State Collaborative on Assessment and Student Standards Assessing Special Education Students (SCASS, ASSES)

The State Collaborative on Assessment and Student Standards Assessing Special Education Students addresses the inclusion of students with disabilities in large-scale standards, assessment, and accountability systems with the effects of these systems on related educational reform efforts.

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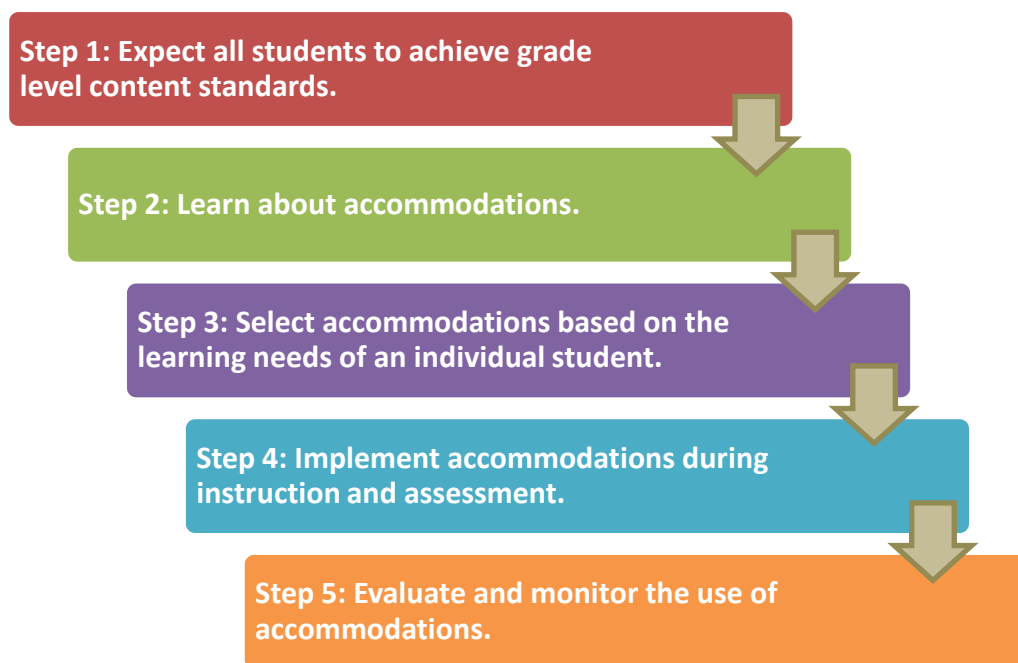
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Section 1: The Five Step Process

The Colorado Accommodations Manual presents a five-step process for Educational Teams, Individualized Educational Program (IEP) teams, 504 plan committees, general and special education teachers, administrators, and other educational teams to use in the selection, implementation, and evaluation of instructional and assessment accommodations. The guidance in this manual pertains to all students in the state of Colorado with a formally documented need for an accommodation for instruction, classroom assessments, district assessments, and state assessments. In determining if an individual student needs an accommodation, the Five Step Process must be followed:

Step 1: Expect all students to achieve grade level content standards.

Step 2: Learn about accommodations.

Step 3: Select accommodations based on the learning needs of an individual student.

Step 4: Implement accommodations during instruction and assessment.

Step 5: Evaluate and monitor the use of accommodations.

The purpose of the Five Step Process is to ensure:

- accommodations are provided in order for students to gain access to instruction and assessments

- accommodations are provided to qualified students

- there is a clear connection between accommodations used in instruction and assessments

Step 1: Expect all students to achieve grade level 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 IEP team member must be familiar with content standards and accountability systems at the state and district level

- every IEP team member must know where to locate standards and updates

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

Most 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 so students are given the opportunity to access grade-level content

A small number of students with cognitive disabilities may be working toward alternate achievement standards based on extended grade level content standards, which are the Expanded Benchmarks: http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html

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 the *Individuals with Disabilities Education Act*—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

- 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 (Grade 10-12). 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 is based on measuring success in educating all of its 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 district-wide assessments. Specific IDEA requirements include:

> All children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 6311 of this title, with appropriate accommodations and alternate assessments where necessary [1] 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 [2]

Including All Students with Disabilities in State Accountability Assessments

Federal and state laws which require all students with disabilities be administered assessments are 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
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

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[1] Individuals with Disabilities Education Act, 20 USC δ1412(a)(16)(A)
[2] Individuals with Disabilities Education Act, 20 USC δ1414 (1) (A)(I)(V)-(VI)
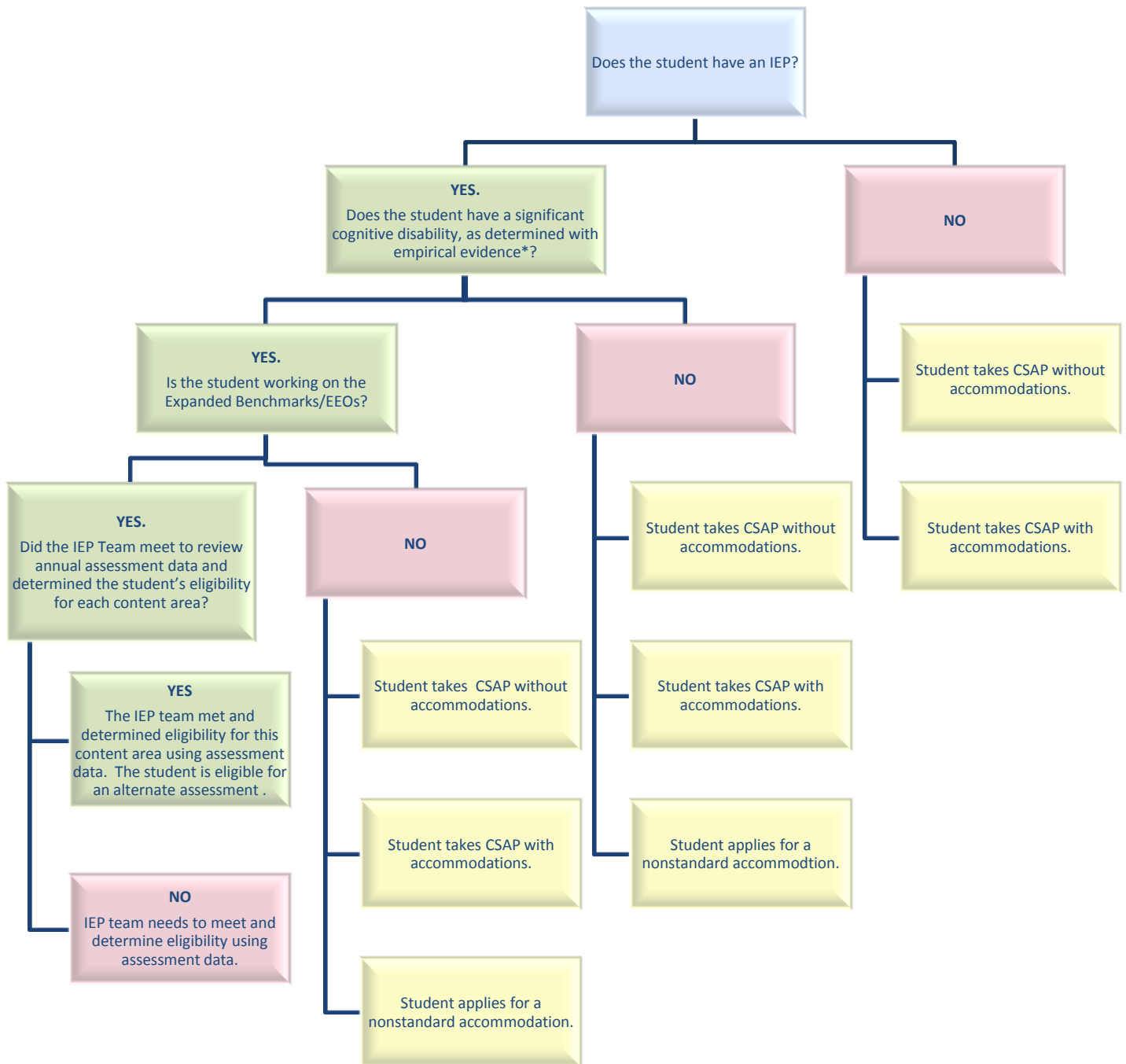
Alternate Assessment Eligibility Criteria Worksheet

In order be eligible for an alternate assessment in Colorado (Co-Alt (CSAPA), 11th Grade Alternate,.), all of the following criteria must be met for each content area separately and on an annual basis.

Criterion #1:	Response
Does the student have an Individualized Education Program (IEP)?	☐ Yes. Continue on to Criterion #2. ☐ No. Stop here. The student does not qualify for alternate assessments.

Criterion #2:	Response
Evidence of a Significant Cognitive Disability The student exhibits a significant cognitive disability as determined through empirical evidence (educational testing results, evaluation team results, etc.) and it is documented on the IEP. Students who qualify will have significant cognitive impairments, commensurate abilities in the content areas, and adaptive behavior impairments. * Note: Students with overall cognitive and/or adaptive behavior abilities within the average range are *not* considered significantly cognitively disabled.	☐ Yes. Continue on to Criterion #3. ☐ No. Stop here. The student does not qualify for alternate assessments.

Criterion #3:	Reading/ Writing	Mathematics	Science
Is the student working on the Expanded Benchmarks/Extended Evidence Outcomes (alternate standards)?	☐ Yes for reading/ writing. Continue on to Criterion #4. ☐ No. Stop here. The student does not qualify for an alternate assessment.	☐ Yes for mathematics. Continue on to Criterion #4. ☐ No. Stop here. The student does not qualify for an alternate assessment.	☐ Yes for Science. Continue on to Criterion #4. ☐ No. Stop here. The student does not qualify for an alternate assessment.

Criterion #4:	Reading/ Writing	Mathematics	Science
Did the IEP Team meet to review annual assessment data and determine the student's eligibility for each content area?	☐ Yes, the IEP team met and determined eligibility for this content area using assessment data. ☐ No. Student will take the regular assessment with or without accommodations.	☐ Yes, the IEP team met and determined eligibility for this content area using assessment data. ☐ No. Student will take the regular assessment with or without accommodations.	☐ Yes, the IEP team met and determined eligibility for this content area using assessment data. ☐ No. Student will take the regular assessment with or without accommodations .

Flow Chart to Determine Alternate Assessment Eligibility
(Co-Alt (CSAPA), 11th Grade Alternate)
Please note: eligibility must be determined individually and annually for each content area being assessed.

Does the student have an IEP?

YES.
Does the student have a significant cognitive disability, as determined with empirical evidence*?

NO

YES.
Is the student working on the Expanded Benchmarks/EEOs?

NO

Student takes CSAP without accommodations.

YES.
Did the IEP Team meet to review annual assessment data and determined the student's eligibility for each content area?

NO

Student takes CSAP without accommodations.

Student takes CSAP with accommodations.

YES
The IEP team met and determined eligibility for this content area using assessment data. The student is eligible for an alternate assessment.

Student takes CSAP without accommodations.

Student takes CSAP with accommodations.

NO
IEP team needs to meet and determine eligibility using assessment data.

Student takes CSAP with accommodations.

Student applies for a nonstandard accommodtion.

Student applies for a nonstandard accommodation.

* Note: Students who have a significant cognitive impairment will also have commensurate abilities in the content areas and adaptive behavior impairments.

For more information regarding CSAPA eligibility visit the Exceptional Student Leadership (ESLU) web site at: http://www.cde.state.co.us/cdesped/CSAPAEligibility.asp

For more information regarding CSAPA administration visit the Unit of Student Assessment web site at: http://www.cde.state.co.us/cdeassess/index_assess.html

For a copy of the Colorado Content Standards please visit:
http://www.cde.state.co.us/cdeassess/documents/OSA/k12_standards.html

For a copy of the Colorado Expanded Benchmarks please visit the ESLU web site at:
http://www.cde.state.co.us/cdesped/CSAPAEligibility.asp

For a copy of the Colorado Extended Evidence Outcomes please visit:
http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html

Step 2: Learn about accommodations.

Accommodations are practices and procedures that provide equitable access during instruction and assessments for students. Accommodations are designed to support each student's access to instructional or test content, interactions with content, and response to content. The purpose of accommodations is to reduce or eliminate the effects of a student's disability by giving the student access to the content or assessment; accommodations do not, however, reduce learning expectations. The accommodations provided to a student may be the same for classroom instruction, classroom assessments, district assessments and state assessments.

It is critical to note that 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 statewide assessments. It is imperative that educators become familiar with state policies about the appropriate use of accommodations during state assessments (Section 5-9 of this manual). Typically, the use of accommodations does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work. Accommodations for instruction and assessment are integrally intertwined as seen in the figure below:

Instructional Accommodations

Classroom and District Assessment Accommodations

State Assessment Accommodations
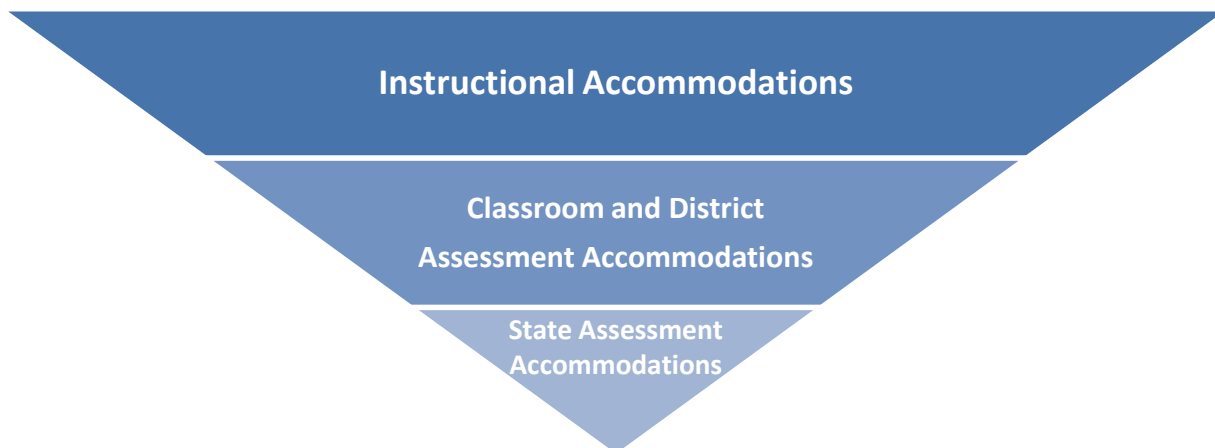
Description of Accommodations Categories

Accommodations are commonly categorized in four ways:

Presentation Accommodations are changes to the way in which instructional or test content is presented to a student. These alternate modes of presentation include font size, sign language, picture symbols etc.

Response Accommodations are methods a student uses to provide responses to instructional activities or assessment tasks. Examples of response include producing text either orally to a scribe or using speech-to-text software

Setting and Environmental Accommodations are changes to the location in which an assignment or assessment is given, or the environmental conditions the student needs. Some examples may include the location where a student, sensory tools, ear plugs etc.

Timing and Scheduling Accommodations are changes in the allowable amount of time or the time of day instruction or assessments are given. These types of accommodations may include extended time or providing key instruction to students in the morning.

For examples of commonly used accommodations please see Section 3 of this manual.

Modifications and Interventions

While accommodations provide students with access to the content and the opportunity to answer questions on an assessment, modifications and interventions may also be beneficial to students in the classroom.

Modifications

Modifications are changes to or a reduction of the learning or assessment expectations. Some examples of modifications include:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems)
- reducing assignments and assessments so a student only needs to complete the easiest problems or items
- providing the student with hints or clues to scaffold to the correct answer on an assignments and tests

Educators should understand that providing modifications to content during classroom instruction and/or classroom assessments may have the unintended consequence of reducing a student's opportunity to learn critical content. Providing a student with a modification during an assessment changes what skills are being measured.

Accommodations versus Modifications Chart

Accommodations	Modifications
Provide students with the same learning expectations	Reduce learning expectations by decreasing what the student is expected to learn
Ensure that students are able to learn and be measured on the same construct as other students	Change or substitute constructs
Provide students with meaningful assessment score	Reduce the ability to use scores as reliable measures of student skill in the construct
Provide, by design, equity, and reduce or eliminate the effect of the student's disability within instruction or on assessments	Make it easier for the student to complete a learning activity or assessment , not necessarily to show all he or she knows or can do

Interventions

Interventions for instructional approaches (Response to Intervention, RtI) are very different from the accommodations students might need to receive, both for instruction and for assessment purposes. Interventions include the targeted instruction students need to progress in the general education curriculum, and include content or behavioral strategies. It is critical that students receiving this type of instructional intervention also be provided accommodations to allow them to demonstrate their skills in an assessment environment. Interventions are designed to assist students in developing skills and to allow progress to be made in content areas, while accommodations provide the needed "leveling of the playing field" to allow them to actively demonstrate their skills until they are able to demonstrate these skills at grade level. Some students may never catch up to grade leveland will always need the accommodations (e.g., if they are always behind in reading, they still may need the oral presentation accommodation in math to better access the test).

One of the purposes of RtI is to prevent students from being referred to special education. Therefore,we must allow students to continue to use accommodations during assessment. Otherwise, it may have the unintended consequence of placing more students in special education to receive the appropriate and needed accommodations.

> **Step 3: Select accommodations based on the learning needs of an individual student .**

Effective decision-making about the provision of appropriate accommodations begins with making sound instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing information about the student's present level of performance in relation to local and state academic standards. In essence, the process of making decisions about accommodations is one in which members of the educational team attempt to "level the playing field" so students with an identifiable need can participate in the general education curriculum.

The selection of accommodations must be a thoughtful process based on data. Educational team meetings that simply engage people in checking accommodation boxes on a document are neither conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum. This process must consist of constant feedback and evaluation as to whether an accommodation is appropriate or not, as this might change over time. The student must be involved in the process so he/she understands what the accommodation is and why they need to use it.

Good Instruction versus Identifiable Need for an Accommodation

An accommodation provided for a student with an identifiable need is very different than what happens in the classroom to ensure good instruction. Teachers often provide

"accommodations" for students during instruction. For example, if a student does not finish his/her math problem, the teacher has the student stay in for recess to finish it. These types of situations are not really accommodations which "level the playing field" for students with an identifiable need, but rather they are best practices to ensure that the student understands how to complete the problem. This is very different than when a student who has been evaluated as needing this accommodation to demonstrate what he/she knows on a regular basis. For example, a student with a visual motor disability might need extra time finishing a math problem due to the need to process the information that is presented.

Who Is Involved in Accommodations Decisions?

Educational teams must make instructional and assessment accommodation decisions for students based on individual need in accordance with state and federal guidelines. A collaborative dialogue among general education teachers, special education teachers, parents and families, and the student's own input can help determine which instructional and assessment accommodations are appropriate for the individual student.

Educational Team Considerations for Instructional Accommodations

To ensure students are engaged in standards-based instruction, the members of every educational team need to be familiar with state policies. Furthermore, the team should consider the following:

- The student's characteristics based on area on educational needs (see Section 4 of this manual)

- Instructional tasks expected of the student to demonstrate proficiency in grade level content in state standards

- Consistency between accommodations documented in the standards-based IEP or other formal plan which will be used for classroom instruction and those used on assessments

Educational team members should also ask if the student really needs the accommodation to access the instructional content. A student may not be receiving an accommodation he or she really needs or may be receiving too many accommodations. Research indicates that more is not necessarily better, and providing students with accommodations that are not 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.

Documenting Accommodations on a Student's IEP

For students with disabilities served under IDEA, determining appropriate instructional and assessment accommodations should not pose any particular problems for IEP teams

that follow good IEP practices. With information obtained from the required summary of the student's Present Level of Educational Performance and Functional Performance (PLEP + FP), the process of identifying and documenting accommodations should be a fairly straightforward event. The PLEP + FP is a federal requirement (IDEA 04) in which IEP team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as non-disabled children" [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:

- "Consideration of Special Factors" [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.

- "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 non-disabled children to the maximum extent appropriate."

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

Documenting Accommodations on a Student's 504 Plan

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special 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:

> "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:

- communicable diseases (e.g., hepatitis)
- chronic illnesses or other health issues
- allergies or asthma
- drug or alcoholic addictions, as long as they are not currently using illegal drugs
- environmental illnesses

- hearing or vision issues
- attention difficulties

Documenting Accommodations for All Other Students

In the State of Colorado, all students who need an accommodation are afforded one. The stipulation is that the need for that student must be made on an individual basis, documented in a formal plan, and used for both instruction and assessment. The plan must indicate the student's need for an accommodation and how it will be implemented during instruction and assessment. The plan may not be a teacher's lesson plan book. The decision around accommodations must be transparent and include a team of educators, including the parent. Furthermore, parents should sign the formal plan in order to show they are aware of the need, benefit and consequences of their student receiving an accommodation. Some of these formal plans might include, but are not limited to:
- Advanced learning plan
- Individual Learning Plan (ILP)
- School or district document kept in the cumulative record
- Intervention (RtI) plan
- English Language Acquisition (ELA) Plan

Check with your District Assessment Coordinator (DAC) for specific information on what your district requires regarding documenting accommodations.

Involving Students in Selecting, Using and Evaluating Accommodations

It is critical for all students to understand their educational needs or 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 educational 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 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. 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.

The Decision-Making Process of Selecting Accommodations

The decision-making process for accommodations should include consideration of at least these three factors:

- Student characteristics (e.g., disabilities, accommodations used in classroom instruction/assessments to access and perform in academic standards and state tests)
- Individual test characteristics: knowledge about what tasks are required on state assessments and ways to remove physical and other barriers to students' ability to perform those tasks
- State accommodations policies for the assessment or for part of an assessment and consequences of decisions

Student Characteristics

Selecting accommodations for instruction and assessment is the role of the educational team. Use the questions provided below to guide the selection of appropriate accommodations for students for the first time and for students who are currently using accommodations:

- What is the student's learning strengths and areas for 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? (These may be new accommodations or accommodations the student is currently using.)
- What accommodations are used regularly by the student during instruction and assessments?
- What are the results for assignments and assessments when accommodations were used and not used?
- What is the student's perception of how well an accommodation "worked?"
- Is the student self-accommodating?
- 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
- conditions for use on state assessments.

Prior Accommodations Use

Accommodations should not be used for the first time on a state test. Instead, these instructional concerns need to be addressed prior to the state assessment:

- Plan time for the student to learn new accommodations

- Plan for evaluation and improvement of accommodations use (see Step 5)

Consider What Is Being Taught or Tested

After considering student characteristics, it is important to look at the task students are being asked to do on the various assignments and 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 which 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 to or used by the student?

Step 4: Implement accommodations during instruction and assessment.

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. Teach the student to self-advocate for the accommodation in the classroom setting to ensure that the accommodation is being implemented effectively. Finally, have in place a plan for the ongoing evaluation and improvement of the student's use of accommodations (see Step 5).

Note: For state assessment purposes, the accommodation must be in use at least three months prior to the administration of the assessment.

Implementation of 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**. Furthermore, it is the expectation of the state that educators will provide selected accommodations during instruction in order to ensure that best practices are in place for that student with continuous monitoring of the student's needs.

Organization of who needs what accommodations and for what setting can be a daunting task. It is imperative that the school has a system in place to ensure that each student is provided with the appropriate accommodation throughout the day. The teacher tools in Section 10 of this manual may be helpful in the implementation of accommodations for all students.

Practices that are considered unethical in relation to accommodations are:

- Not providing students with allowable accommodations on the assessment that are normally used during regular assessment situations including district, school and classroom assessments

- Providing students with accommodations on the assessment that are not normally used during regular assessment situations including district, school and classroom assessments

Implementation of Accommodations during Classroom and District Assessments

(For specifics regarding implementation of accommodations for state assessments please see Sections 5-9 of this manual)

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 classroom and district assessments must be mapped out. It is not uncommon for members of the educational teams and IEP teams to be given the responsibility of arranging, coordinating, and providing assessment accommodations for all students who need them. Thus, it is essential for all team members to know and understand the requirements and consequences of using those accommodations on assessments. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on any test day.

Prior to the day of a test, be certain test proctors know what accommodations each student will be using and how to administer them properly. For example, test proctors need to know whether a student will be allowed extra time to complete the test and ensure that a plan is in place for that student to be assessed in a separate setting. Staff administering accommodations, such as reading the test to a student or scribing student responses, must adhere to specific guidelines so that student scores have meaning when compared to other students in the classroom.

It is imperative that if a student needs an accommodation on a state assessment that it is being used in classroom and district assessments. For example, if the student requires extra time on the timed state assessment, then any timed assessment given on a classroom or district assessment is also provided.

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 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 the district assessment coordinator if any nonstandard 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

- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment (NCME, 1995)

Ethical Testing Practices around Accommodations

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:

- allowing a student to answer fewer questions

- changing the content by paraphrasing or offering additional information

- coaching students during testing

- editing student responses

- giving clues in any way

Failure to administer accommodations in an ethical manner means the student's score has no meaning in relation to what the student knows and can do, thus invalidating the assessment.

For practices and procedures regarding the state assessment please review the Test Procedures Manual and the Test Proctors Manuals.

Step 5: Evaluate and monitor the use of accommodations .

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

1. Are there policies to ensure ethical testing practices, the standardized proctoring 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 proctoring procedures are not compromised with the provision of accommodations?

3. Are students receiving accommodations as documented in their educational plan (e.g., IEP, 504, or other formal plan)?

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

5. How many students with IEPs, 504 plans, or other learning 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

1. What accommodations are used by the student during instruction and assessments?

2. What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, or that using accommodations was ineffective?

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

4. What combinations of accommodations seem to be effective?

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

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

7. What policies are in effect to include the student in determining what types of accommodations will benefit him or her, and does the student understand why there is a need for an accommodation?

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

Section 2: Glossary of Common Accommodations

 NOTE: This glossary is a list of commonly used accommodations; it is not intended to be an all encompassing list but one to guide a teacher's thinking. Accommodations, as well as policies and procedures for state assessments, are in Sections 5-9 of this manual.

The Four Types of Accommodations:

WHAT ARE PRESENTATION ACCOMMODATIONS?

Presentation accommodations are changes to the way in which instructional or test content is presented to a student. These alternate modes of presentation include font size, sign language, picture symbols, etc.

Who Can Benefit from Presentation Accommodations?

There are a variety of students who benefit most from presentation accommodations, including those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, visual processing and/or cognitive disability.

Glossary of Presentation Accommodations

Large Print

Large print editions of tests and instructional materials are required for some students with visual impairments. It is recommended that regular print materials be manipulated to reformat test items and enlarge or change the font as needed. All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, must be presented in at least 18-point type for students who need large print. Measurement tools or items being measured should be retained in their standard increments. It is important for the print to be clear, with high contrast between the color of the print and the color of the background. When using large-print classroom material, consider the weight, size, and awkwardness of books.

Black and White Print

Some students with visual impairment may require text with high contrast ink. The high contrast ensures that the student can read the material effectively.

Color Contrasting

Some students with visual needs are better able to view information through color contrast. For paper-based materials this need can be met by either creating different color versions of content or providing colored transparencies to place over materials. For computer, a content and test delivery system could allow students to overlay different colors over content and choose different combinations of text and background colors.

Increase White Space

Increasing the amount of blank space between items in a paper based test booklet or between instructional content may help students maintain focus.

Magnification Devices

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

Computer Magnification

A content or test-delivery system could allow students to manipulate the size with which text and graphics are presented on the screen. It is important that the system is able to enlarge with visual clarity 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 8 fold. The system should also 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 on computer. 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.

Sign Language

Sign language interpreters may be appropriate for some students who are deaf or hard of hearing. Some students may need all print materials interpreted while learning to read print. Interpreters need to be able to communicate in the same method of sign language typically used by the student. Interpreters must not paraphrase, clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Graphic materials may be described using sign language, but should also be available to the student in print or tactile formats.

Braille

Braille is a method of reading a raised-dot code with the fingertips. Not all students who are blind read braille fluently or choose braille as their primary mode of reading. Even if they use it as their primary mode of reading, braille users should also build skills in using audiotape, compact disc, and speech synthesis. Decisions also need to be made about whether a student will use contracted or un-contracted braille.

"Refreshable braille displays" are electronic devices used to read and write text. The device is connected to a computer and produces braille output on the braille display. The Nemeth Braille Code is a system of Braille that makes it possible to convey technical expressions in a written medium to students who are blind or visually impaired. The Nemeth Code contains numerous technical symbols that occur in mathematics and science.

Tactile Graphics

Tactile graphic images provide graphic information through fingers instead of eyes. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper or thermoform). Tactile sensitivity (recognizing graphic images through touch) is less discriminating than visual reading, making many diagrams too complicated to understand without significant additional information. Additional information can be created through word descriptions.

Read Aloud (Oral Presentation)

A qualified person may be provided to read aloud to students who are unable to decode text visually. Readers should use an even tone and inflection so the student can process the information. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described, but should also be made available in print or tactile formats. Readers must be provided to students on an individual basis, not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This cannot occur effectively when a person is reading to an entire group of students.

Read Aloud of Directions

A qualified person may be provided to students who require all directions to be read aloud. Students who require pacing and focusing may benefit from this type of accommodation.

Read Aloud to Self

This accommodation is useful for students who may need to see and hear text in order to comprehend what is written. There are devices, such as whisper phones, available that students may use within a classroom setting and not disturb others.

Audio Cassette Tape, Compact Disc or Digital Recorder

Written tests and instructional materials are prerecorded on an audio cassette, compact disc, or digital recorder which a student accesses by listening. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students should sit near the front of the classroom, use a quality microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions). Advantages include ease of operation and low costs. The greatest difficulty with an audio cassette is rewinding if a student wants to repeat material. This is much easier using a CD or digital recorder. Of the three types of media, digital recorders are generally easier to use and more portable for students. Audio versions of tests and other written materials need to be supplemented with a print or braille version of the text, so a student can have access to complicated graphic material. When using a two-sided cassette tape, students may need to be reminded to play the other side.

Spot check regularly to make certain everything is working properly. Copyright issues may need to be addressed.

Audio Books

An audio book is a human recorded version of a printed book. Some of these recordings contain the full book and some are abridged. Audio books are produced on tape, CD and in other electronic formats playable on computers and digital media devices such as iPods ™ or MP3 players. They can be borrowed from libraries, downloaded or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. In most cases audio books are subject to copyright restrictions unless they are specifically designated as public domain works or fall under copyright exemption.

Recordings for the Blind & Dyslexic

RFB&D provides accessible audio textbooks and literature titles for individuals with visual and learning disabilities. The audio books are human voice recorded by volunteers and available through an individual or institutional membership. RFB&D titles can be requested on CD through the mail or downloaded over the internet. Specialized hardware or software is required to play these books.

- **Downloadable DAISY Books** provide instant access with enhanced navigation, bookmarking and variable speed control. They play on Microsoft® Windows® compatible computers with RFB&D enabled software or specialized DAISY players.
- **DAISY CDs** offer enhanced navigation and play on RFB&D enabled specialized DAISY players.
- **Downloadable books in WMA** (Windows Media Audio) play on Microsoft Windows based computers using Windows Media Player version 10 or higher. These books can be synched to commercial MP3 players with DRM capabilities.

For more information please call 800-221-4792 or visit www.rfbd.org.

Electronic Books

An electronic book (or e-book) is a digital version of a printed book. These books come in a variety of formats. Depending on the source, these books can be read aloud by a computer generated voice using special software or hardware. Unlike audio books, electronic books include the full text so that students can read along while they listen without requiring a printed copy. Digital books are widely available from online bookstores and can be downloaded from several websites. Not all publishers allow their electronic books to be read with computer speech due to copyright.

Bookshare.org

Bookshare is an online library of digital literature and textbooks designed for use by individuals who are blind or have other print related disabilities. The digital books are primarily contributed by volunteers or provided in digital format by publishers. Bookshare provides free individual and institutional memberships to eligible schools and students in the United States. The books are available in DAISY format which is playable with specialized hardware or software.

http://www.bookshare.org

Audio Amplification Devices

Some students may require amplification equipment 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.

Video Tape and Descriptive Video

Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are often closed-captioned. Captions are visible when activated by a decoder. Built in decoders are required on all 13-inch or larger television sets. Descriptive video is a descriptive narration of key visual elements, making television programs, feature films, home videos, and other visual media accessible to people who are visually impaired. Key visual elements include actions, gestures, facial expressions, and scene changes. Inserted within the natural pauses in dialogue, audio descriptions of important visual details help to engage viewers with the story.

Screen Reader

A screen reader is a computer application that converts text to synthesized speech and may include an auxiliary braille display or screen enlargement capability. Computer literacy is essential for screen reader use. Screen reading software allows students to listen to text as it is displayed on a computer screen. Students can choose to listen to any text multiple times. Some products work by having a student lay a page on a scanner. When a student activates the machine, it reads the text aloud using an optical character recognition (OCR) system. Math formulas are normally displayed on screen as graphics that cannot be read by a screen reader.

Visual Cues

Students who are deaf or hard-of-hearing need visual cues in the classroom. Teachers should keep their faces visible to the class when speaking, pass out printed material before class, repeat questions asked by other students, and summarize classroom discussion. Students with visual processing impairments may need visual cues paired with auditory information.

Picture Symbols and Real Objects

Picture symbols and real objects are used to represent words in a concrete manner. These accommodations assist students who are not able to read actual words but are able understand a symbol representation of words.

Markers and Highlighting

Markers and highlighting are used to draw student's attention to key elements of content. Students or teachers may use markers, arrows, stickers, or highlighting of key words as visual tools for focusing students' attention.

Masking or Tracking Tools

A common technique for focusing a student's attention on a specific part of a test item is provided by masking. Masking involves blocking off content that is not of immediate interest to the student.

On paper:

- Masking Templates, Sticky Notes, Rulers/Straight-edges and Blank Sheets of Paper: Students may use a variety of methods to mask content, including masking templates, sticky notes, rulers or straight-edges, or blank sheets of paper.

On a computer:
- Digital Answer Masking, Digital Sticky Notes, Digital Line-by-Line Reader: A digital content delivery system may include tools that allow students to mask or hide portions of instructional or test content, as well as the interface, so that the student can focus on content that is of immediate interest. For a test, masking tools should allow students to cover and reveal individual answer options and all navigational buttons and menus. Tools should also be available that allow students to create custom masks that simulate the placement of sticky notes over any sized area of the screen (e.g., a graphic, chart, table, or narrative block of text). Students should be able to move, hide, and reposition any masking element placed on the screen.

Notes, Outlines, and Instructions

Written notes may be taken by another student and copied. A teacher could provide a print copy of instructions and assignments. Students could also be given a detailed outline of the material to be covered during the class period, and an outline of material to be covered (syllabus) at the beginning of each grading period.

Talking Materials

Many classroom materials are now available with auditory components. These include calculators, "talking" clocks, thermometers, timers, and voltmeters.

Graphic Organizers

Graphic organizers may be beneficial for students who need support for organization and sequence of multi-step processes.

What are Response Accommodations?

Response accommodations are methods a student uses to provide responses to instructional activities or assessment tasks. Examples of response include producing text either orally to a scribe or using speech-to-text software.

Who Can Benefit from Response Accommodations?

Response accommodations can benefit a variety of students, including those with physical, sensory, and/or learning disabilities including students who have difficulties with memory, sequencing, directionality, alignment, and organization of their response to instruction and assessments.

Glossary of Response Accommodations

Speech-to-Text or Voice Recognition Software

Speech-to-text conversion, or voice recognition, allows a student to use his/her voice as an input device. Voice recognition may be used to dictate text into the computer or to give commands to the computer (e.g., opening application programs, pulling down menus, or saving work). Allow ample time for practice when first using these types of devices.

Brailler

A brailler is a machine used to write in braille. As combinations of its six keys are pressed, the braille cells are embossed on the paper rolled into the machine. Some students use an electronic braille device or note taker, in which the Braille is stored in the machine for later embossing through an alternative computer port. Such tools are procured by a teacher certified in the area of visual impairments.

Tape Recorder and MP3 Devices

A student uses a tape recorder or other recording device to record classwork or test responses rather than writing on paper.

Computer or Personal Portable Keyboard

Computers, or other word processing systems, allow a student to produce a written response to instructional materials or assessments. Allow ample time for practice when first using these types of devices.

Scribe

A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, sign language, or speech. Much skill is involved in being a scribe, skill that requires extensive practice. A scribe may not edit or alter student work in any way, and must record word-for-word exactly what the student has dictated. Scribes should request clarification from the student about the use of capitalization and punctuation, and must allow the student to review and edit what the scribe has written. Individuals who serve as a scribe need to carefully prepare to assure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less. The use of a scribe should be limited as it inhibits a student's ability to produce independently.

Calculation Devices

If a student's disability affects math calculation but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used. It is important to determine whether the use of a calculation device is a matter of convenience, or a necessary accommodation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. On the other hand, if students are learning problem solving skills that include subtraction (e.g., bargain shopping for items with a better value), the use of a calculation device may be a valid accommodation. Calculators may be adapted with large keys or voice output (talking calculators).

Spelling and Grammar Devices

The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spellcheckers. 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.

Word Prediction

Word prediction software can work in various modes of operation based on the student's needs. This accommodation provides a word list popup tool that can assist the student with word choice and spelling based on the letters that a student types on the screen.

Prompt or Encourage Student Responses

Some students may need prompting or encouragement to maintain focus during instruction or testing. In a paper-based environment, teachers or test administrators may encourage or prompt the student to continue. In a computer-based environment, the system can be programmed to prompt students after a predefined number of minutes have elapsed since a student interacted

with the content. For example, a teacher may walk by a student's desk and point to a picture symbol or card that encourages the student to refocus on the work at hand.

Organization Tools

Organization tools include graph paper, highlighters, place markers, and scratch paper. Students may not be allowed to write in books owned by the school. Photocopying parts of written text allows a student to use a highlighter and write in the margins.

Graphic Organizers

Graphic organizers help students arrange information into patterns in order to organize their work and stay focused on the content. Graphic organizers are especially helpful for writing reports and essays. Semantic mapping software is now available to enable students to understand a narrative story, informational text, or writing elements through graphics.

Specialized Paper

Some students require special paper in order to respond in writing. Some examples include graph paper, paper with raised lines or paper with highlighted lines.

Slant Boards

Slant boards often help students with motor fatigue and assist in better posture thus allowing a student to respond in writing.

What Are Setting and Environmental Accommodations?

Setting and Environmental Accommodations are changes to the location in which an assignment or assessment is given, or the environmental conditions the student needs. Some examples may include the location with least distraction, sensory tools (such as fidget toys, balls etc.), ear plugs etc.

Every instructional and assessment setting should have good lighting and ventilation, a comfortable room temperature, and be as free as possible from noise, traffic, and other interruptions. Chairs should be comfortable and tables set at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in working condition.

Who Can Benefit from Setting and Environmental Accommodations?

Setting accommodations can benefit a variety of students including those who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g., reader, scribe, frequent breaks) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment. Students with sensory impairments may benefit from accommodations that decrease their sensory issues and allow them to focus, such as ear plugs, special chairs and fidget toys.

Glossary of Setting and Environmental Accommodations

Reduce Distractions to the Student and Auditory Sensitivity Accommodations

A setting accommodation to reduce distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students. Changes may also be made to a student's location within a room. For example, a student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful for students who are easily distracted. Students with low vision may prefer to sit in the part of a room that has the best light. Some students concentrate best while wearing noise buffers such as earphones, earplugs, or music.

Reduce Distractions to Other Students

Some students use accommodations that may distract other students, such as having a reader or scribe. In addition, some students might perform better when they can read and think out loud, or make noises that distract other students. Distractions to other students are reduced by using these accommodations in individual settings.

Change Location to Increase Physical Access or to Use Special Equipment

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

Special Chairs

Some students may need to physically move during instruction and have a difficult time sitting in a regular chair so ball chairs or rocking chairs may be beneficial. Another way to accommodate this type of need is to modify a regular chair by adding a cushion or a small ball.

Fidget Toys
Some students may need something in their hand to play with as they work in order to focus their attention. Some examples of these are small balls, pieces of textured cloth, or putty.

Weighted Vests

Some students may require accommodations that provide proprioceptive input and aid in self-regulation; items such as weighted vests or blankets may assist in calming or focusing a student's attention to the task at hand.

Thera-tubing or Stretchy Bands

Thera-tubing is often used as a replacement accommodation for foot tapping. These bands provide students resistance and are used as a calming or focusing accommodation.

What Are Timing and Scheduling Accommodations?

Timing and scheduling accommodations are changes in the allowable amount of time or the time of day instruction or assessments are given. These types of accommodations may include extended time or providing key instruction to students in the morning.

Who Can Benefit from Timing and Scheduling Accommodations?

Timing and scheduling accommodations are helpful for a variety of students, including those who need more time than generally allowed to complete activities, assignments, and assessments. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audiotape, scribe). These accommodations may help students who cannot concentrate continuously for an extended period, who become frustrated or stressed easily, or who may need frequent or extended relaxation breaks. Some students may need additional time between activities for transitions. Scheduling changes may(?) also be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.

Glossary of Timing and Scheduling Accommodations

Extended Time

Extended time may require a student's IEP team or educational team to determine a specific amount of extra time to complete assignments, projects, and tests. Decisions should be made on a student by student basis. Usually "unlimited" time is not appropriate or feasible. The amount of extra time a student needs should be documented in the IEP. Students who have too much time may lose interest and motivation to do their best work.

Multiple or Frequent 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. If the length of a break is predetermined, a timer might be used to signal the end of the break.

Change Schedule or Order of Activities

If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Sometimes students are allowed to complete activities over multiple days – completing a portion each day. This is usually done to reduce fatigue.

Countdown Timers

Countdown timers allow the student to observe the time to track how much time is left.

Section 3: Student Characteristics Charts

_____

Directions

Use these questions to identify students' characteristics which may indicate a need for an accommodation. Mark "yes" if the student has the characteristic. Follow the next steps for more information about potential types of accommodations that could be helpful for instruction. The provided list is not exhaustive but may be used as a guide when selecting accommodations as discussed in Step 3 of the Five Step Process.

Student Characteristics	YES	Next Steps (refer to tables)
1. Does the student have blindness, low, or partial vision that requires an accommodation?	☐	Go to "A" Table
2. Does the student have a hearing impairment that requires an accommodation?	☐	Go to "B" Table
3. Does the student have some other physical impairment that requires an accommodation? (e.g., uses a word processor, tape recorder, or scribe to complete assignments or tests?)	☐	Go to "C or H" Table
4. Does the student have a communication impairment?	☐	Go to "D" Table
5. Has the student been identified as having a reading impairment or difficulty with decoding?	☐	Go to "E" Table
6. Does the student have a writing impairment or have difficulty with spelling?	☐	Go to "F" Table
7. Does the student have weak manual dexterity, a motor impairment, or have trouble typing or using a pencil?	☐	Go to "C" H or F" Table
8. Does the student have mathematics related impairment?	☐	Go to "G" Table
9. Is the student easily distracted, or does the student have a short attention span or have difficulty tracking from one page or line to another and maintaining his or her place?	☐	Go to "I" Table
10. Does the student need directions repeated frequently or have memory impairments?	☐	Go to "J" Table

Characteristics Affecting Setting/Environmental Accommodations	YES	Next Steps
11. Do others easily distract the student or does that student have difficulty remaining on task?	☐	Go to "K" Table
12. Does the student require any specialized equipment or other accommodations that may be distracting to others?	☐	Go to "K" Table
13. Does the student have visual and/or auditory impairments that require special lighting and/or acoustics?	☐	Go to "K" Table
14. Can the student focus on his or her own work in a large group setting?	☐	Go to "K" Table
15. Does the student exhibit behaviors that may disrupt the attention of other students?	☐	Go to "K" Table
16. Do any physical or environmental accommodations need to be made for the student in the classroom?	☐	Go to "K" Table
Characteristics Affecting Timing and Scheduling	**YES**	**Next Steps**
17. Can the student work continuously for the length of time allocated for standard test administration?	☐	Go to "L" Table
18. 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)?	☐	Go to "L" Table
19. Does the student tire easily due to health impairments?	☐	Go to "L" Table
20. Does the student have a visual impairment that causes eyestrain and requires frequent breaks?	☐	Go to "L" Table
21. Does the student have a learning disability that affects the rate at which the student processes written information?	☐	Go to "L" Table
22. Does the student have a motor disability that affects the rate at which the student writes responses?	☐	Go to "L" Table
23. Does the student take any type of medication to facilitate optimal performance?	☐	Go to "L" Table
24. Does the student's attention span or distractibility	☐	Go to "L" Table

require shorter working periods and frequent breaks?		

Tables

Table A. Student Characteristic: Vision Impairments (Blind, Low Vision)

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	- Large print - Hand held magnification devices - Computer magnification - Black and white print - Color contrasting - Increased white space - Braille - Read aloud/oral presentation - Recordings for the Blind and dyslexic - Recorded books, Mp3 players, other electronic reading devices - Screen reader programs - Large print or braille notes, outlines, and instructions - Masking or tracking tools for enlarged print - Talking materials (talking calculators, clocks etc.)
Response	- Express response to a scribe - Type on word processor - Speech to text programs - Type on brailler - Speak into tape recorder, Mp3 devices or other recording devices - Use calculation devices (e.g., talking calculator with enlarged keys, abacus)

*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodations used in instruction may not be allowed for assessment. For information on state assessment accommodations please see sections 5-9 of this manual.

Table B. Student Characteristic: Hearing Impairments (Deaf, Hard of Hearing)

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	- Sign language - Audio amplification devices - Screen reader programs - Visual cues - Written notes, outlines, and instructions - Videotape and descriptive video - Advanced organizers and outlines of lectures - Use gestures (e.g., point to materials) - Repeat questions and responses from classmates - Allow student to copy notes from classmate - Captioned versions of video/film from script - Give interpreter instructional materials in advance - Learn manual signs and teach them to hearing classmates - Telecommunication device
Response	- Express response to a scribe or interpreter - Type on word processor or portable keyboards - Speech to text software - Use spelling and grammar software - Word prediction software - Use visual organizers - Use graphic organizers

Table C. Student Characteristic: Fine Motor Impairments

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	- Slant boards - Screen reader programs - Electronic books
Response	- Express response to a scribe - Voice-activated computers - Type on word processor or portable keyboard - Speech to text programs - Speak into tape recorder, Mp3 player, or other recording devices - Use thick pencil, pencil grip, or modified pencils - Use written notes, outlines, and instructions

Table D. Student Characteristic: Communication Impairments

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	• Screen reader
Response	• Word prediction programs • Spell check programs

Table E. Student Characteristic: Reading Impairments

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	• Read aloud/ oral presentation • Recorded books, Mp3 players, other electronic reading devices • Screen reader programs • Directions read • Visual cues • Video tapes • Read out loud to self • Masking or tracking tools
Response	• Word prediction programs

Table F. Student Characteristic: Writing Impairments

Accommodation Category	Consider the following accommodations for use in instruction*
Response	• Express response to a scribe • Type on word processor or portable keyboard • Speech to text programs • Speak into tape recorder, Mp3 Player or other recording devices • Use spelling and grammar programs • Word prediction programs • Use written notes, outlines, and instructions

*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodations used in instruction may not be allowed for assessment. For information on state assessment accommodations please see sections 5-9 of this manual.

Table G. Student Characteristic: Mathematics Impairments

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	• Graph paper which lines up mathematics problems
Response	• Calculation devices • Visual organizers • Graphic organizers • Math tables and formulas • Manipulatives • Abacus • Lattices for multiplication

Table H. Student Characteristic: Physical Motor Impairments

Accommodation Category	Consider the following accommodations for use in instruction*
Response	• Express response to a scribe through speech, pointing, or by using an assistive communication device • Type on word processor or personal portable keyboard • Speech to text programs • Speak into tape recorder, Mp3 Players or other recording devices • Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox) • Use written notes, outlines, and instructions

*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodations used in instruction may not be allowed for assessment. For information on state assessment accommodations please see sections 5-9 of this manual.

Table I. Student Characteristic: Attention Impairments

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	• Recorded books, Mp3 players, other electronic reading devices • Give short and simple directions with examples • Masking or tracking devices • Repeating directions
Response	• Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns • Allow fidget toys to focus attention

Table J. Student Characteristic: Auditory Processing Impairments (including memory impairments)

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	• Repeat directions or instructions • Write directions out • Model steps in directions/instructions • Student takes notes during directions • Students retells directions

*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodations used in instruction may not be allowed for assessment. For information on state assessment accommodations please see sections 5-9 of this manual.

Table K. Student Characteristics Related to Setting Needs

Accommodation Category	Consider the following accommodations for use in instruction*
Setting/Environment	• Use headphones, sound buffers, or preferred acoustic seating for student • Exercise balls or rocking chairs • Weighted vests • Fidget toys • Thera-bands • Study carrel, alternate seating within room or resource room • Checkpoints for work completion • Clearly defined limits • Frequent reminders

Table L. Student Characteristics Related to Timing and Scheduling

Accommodation Category	Consider the following accommodations for use in instruction*
Timing/Scheduling	• Simplify directions, prompts or how class instructional materials are presented • Use familiar cultural contexts for content • Allow more time to complete work (e.g., language processing or more "wait time" after questions) • Frequent breaks • Change the time of day difficult instruction is given

*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodations used in instruction may not be allowed for assessment. For information on state assessment accommodations please see sections 5-9 of this manual.

Section 4: Dos and Don'ts When Selecting Accommodations
_____

Do	Don't
make accommodation decisions based on <u>individualized needs.</u>	make accommodations decisions based on whatever is easiest to do (e.g., reading to student).
select accommodations that <u>reduce the effect of the disability</u> to access instruction and demonstrate learning.	select accommodations unrelated to documented student learning needs select accommodations intended to give students an unfair advantage.
be certain to <u>document</u> instructional and assessment <u>accommodation(s)</u> on the IEP, 504 or other formal plans.	use an accommodation that has not been documented on the IEP, 504 or other formal plans.
be <u>familiar with</u> the types of <u>accommodations</u> that can be used as both instructional and assessment accommodations.	assume that all instructional accommodations are appropriate for use on state assessments.
be specific about the "<u>Where, When, Who, and How"</u> of providing accommodations.	simply indicate an accommodation will be provided "as appropriate" or "as necessary."
refer to state accommodations policies and understand <u>implications of selections</u>. (please see Sections 6, 7 and 8)	check every accommodation possible on a checklist simply to be "safe."
<u>evaluate accommodations</u> used by the student.	assume the same accommodations remain appropriate year after year.
get input about accommodations from <u>teachers, parents, and students,</u> and use it to make <u>decisions</u> at a meeting for the IEP, 504 or other formal plans.	make decisions about instructional and assessment accommodations alone.
<u>provide accommodations</u> for assessments <u>routinely</u> used for classroom instruction.	provide an assessment accommodation for the first time on the day of a test.
select accommodations based on specific <u>individual needs</u> in each content area.	assume certain accommodations, such as extra time, are appropriate for every student in every content area.

Section 5: Policy for Statewide Assessment Accommodations

OVERVIEW OF ASSESSMENT ACCOMMODATIONS

All public school students enrolled in a Colorado school in the grades assessed must be accounted for in the Transitional Colorado Assessment Program (TCAP). The purpose of the TCAP, as a large-scale standardized assessment, is to describe all students' levels of achievement on the Colorado Model Content Standards. Where the current blueprint allows items on TCAP will represent the overlap between the Colorado Model Content Standards and the new Colorado Academic Standards for each content area–Reading, Writing, Mathematics, and Science. The TCAP is a timed, standardized assessment and must be administered under standardized conditions to ensure the reliability and validity of results.

In order for some students to show their true levels of achievement and access the assessment, they may require an accommodation.

Accommodations are changes made to the standardized assessment procedures in order to provide a student with access to comprehensible information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment.

Selection and Planning for Assessment Accommodations

When administering assessments, it should be recognized that unless a student is accustomed to a particular accommodation, introducing that accommodation at the time of the assessment may actually impede the student's performance.

Accommodations must "level the playing field" for all students by providing an opportunity to access comprehensible material without providing an unfair advantage to any student. Providing an accommodation for the sole purpose of increasing test scores is not ethical.

The departure from standardized testing procedures can potentially invalidate the test results. The decision to choose accommodations for assessment must follow the five step process outlined in Section 1of this manual. It is imperative that assessment accommodations are not given in isolation of instructional accommodations as accommodations must be in use in the classroom and evaluated on an ongoing basis.

Policies pertaining to accommodations for statewide assessments are set by the Colorado Department of Education (CDE) based on current research and assessment practices. Per the Code of Federal Regulations, The State's (or, in the case of a district-wide assessment, the LEA's) guidelines must --(i) Identify only those accommodations for each assessment that do not invalidate the score and(ii) Instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score (34 CFR δ 300.160(b)(2).

Therefore, accommodations listed for use on statewide assessments on a student's IEP should follow the policies included in this manual. Use of accommodations that do not follow these policies will result in a misadministration.

CATEGORIES OF ASSESSMENT ACCOMMODATIONS

Standard Accommodations

• Students with a documented need

Nonstandard Accommodations

• Students with an IEP or 504 plan

Linguistic Accommodations

• Students identified as English Learners
• Linguistic Accommodations may be used, in addition to standard accommodations, for students who are identified as English Language Learners (ELL). For more information on linguistic accommodations, refer to the Colorado Accommodations Guide for English Learners.

There are multiple categories of accommodations for students with a documented need used with the TCAP Assessments. Individual students with a documented need and formal educational plan may use Standard Accommodations. The specific accommodation needed must be documented in an individual formal educational plan as needed for instruction and assessment. Nonstandard Accommodations may be used, in addition to standard accommodations, if the student has a current IEP or 504 plan and the specific accommodation is approved through the Nonstandard Accommodation request process. All accommodations used with the TCAP assessment have specific procedures related to their use.

Standard Accommodations

• Students with a documented need

Standard Accommodations are changes to the standardized testing procedures that have been predetermined by CDE to maintain the integrity, validity, reliability and comparability of the assessment.

Accommodations used for statewide assessments must follow these procedures:

- Accommodations must be based upon an individual student's needs.
- Accommodations may not be based on a category of disability, or be specific to a program.
- Accommodations must be determined as the result of a formal evaluation conducted by the educational team which monitors and creates the student's formal education plan. The evaluation process and plan formulation must include the parent and the student.
- Accommodations must be used regularly during instruction, and on classroom and district assessments.
    - They must be in place at least three months prior to the statewide assessment.
    - Accommodations must not be introduced for the first time during state test administration.
- Accommodations must be clearly documented in a formal education plan such as an IEP, 504, advanced learning plan, health care plan, intervention (RtI) plan, Individual learning plan (ILP), ELA Plan or another school or district formal education plan which is the result of a formal evaluation conducted by an educational team.
    - Educational teams should only select accommodations for state assessments that do not invalidate the student's score.
    - Documentation should be specific on what accommodations are needed to provide access to instruction and assessments.
- Accommodations that do not require documentation on a state assessment data grid (outlined in Section 6) must still be documented as a need on the student's formal education plan or another school or district document, which is the result of a formal meeting, and kept with the formal plan.
- A student may be allowed more than one accommodation. For example, a student who is administered the Oral Script of TCAP may also require extra time.
- If more than one accommodation is used on the TCAP, all accommodation bubbles must be filled in on the student data grid.
- The possible effects of allowing the accommodations must be considered. Some accommodations may not help the student and may actually have the opposite effect, especially in assessment situations.

Sections 6 and 7 of this publication provide further guidance and instructions on the use and documentation of standard accommodations.

Restricted Accommodations

There are a limited number of accommodations that are standard **only for students who meet specific criteria**. If the student does not meet the criteria for these restricted accommodations as outlined in section 7 of this manual, the accommodation is considered a nonstandard accommodation (see nonstandard accommodation section below).

Nonstandard Accommodations

• Students with an IEP or 504

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

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

Each request for a nonstandard accommodation is reviewed by a team comprised of representatives from the Office of Assessments, Research and Evaluation (OARE) and the Exceptional Student Leadership Unit (ESLU) at CDE. Each request is reviewed to ensure the accommodation maintains the integrity, validity, reliability, and comparability of the assessment. Any nonstandard accommodation requests that invalidate the assessment will not be approved. Once the review is completed, the DAC will be given written notice if the accommodation is approved or denied for use on the statewide assessment. This documentation should be maintained by the district. The review process takes approximately three weeks.

The use of nonstandard accommodations must be requested for consideration via the DAC, and is signed by both the DAC and the district Special Education Director. The authorized

form needed to request a nonstandard accommodation is available through the DAC. *The sample form found in Appendix B of this manual for reference only*. A list of current DACs is found at: http://www.cde.state.co.us/cdeassess/DAC.asp.

Nonstandard accommodations requests must:

- be individualized for each student

- be based on a student need as documented on the student's current IEP or 504 plan as an accommodation for both instruction *and* assessment, and the plan must not expire prior to the assessment window

- be submitted annually

- be signed at the district level by the DAC and Special Education Director

- be received by the Office of Assessments, Research and Evaluation(OARE), no later than December 15th of the current school year.

  Note, the DAC may choose to set an earlier deadline date for the district to ensure all nonstandard accommodations requests are reviewed at the district level prior to being submitted to CDE.

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

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

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

Requests received after the state deadline of December 15th will only be reviewed if the student is new to the district or newly identified as having a disability *and* there is documentation that the requested accommodation has been used in instruction and on assessments for at least three months prior to the statewide assessment. In this situation, "new" is defined as enrolled/identified after December 1st of the current school year.

The Office of Assessments, Research and Evaluation does not support the testing of grievously ill students, and will not approve a Nonstandard Accommodation request submitted for these students.

It is inappropriate to place a student on an IEP or 504 solely for the purpose of requesting a nonstandard accommodation for the state assessments. Accommodations provided to a student during state assessments must also be provided during classroom instruction and assessments.

Approved Nonstandard Accommodations

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

Examples of nonstandard accommodations that may be approved include, but are not limited to:

- individualized communication equipment as a presentation accommodation related to a student's needs

- the use of specialized papers (lined paper, graph paper)

- the use of extra paper

- visual cues to stay on task

- the use of grammar check on the writing assessment

- unique adaptive accommodations

Non-Approved Nonstandard Accommodations

The instructional team has the following options, if a request is not approved:

1. The student may test without the requested nonstandard accommodation and receive a score.

2. The student may test using the nonstandard accommodation and receive a "no score."

If the instructional team decides to allow the student to use a nonstandard accommodation which is not approved, the DAC will need to code the test invalidation bubble 8, "non-approved accommodation/modification", on the data grid and the student will be assigned a "no score" for the purposes of state, district, and school level TCAP reports and school accountability reports. Furthermore, per the Modified Achievement Guidelines released in May 2007, students who receive a nonstandard accommodation will not count toward participation in the state's assessment program for accountability purposes.

Examples of non-approved nonstandard accommodations include but are not limited to:

- reading the reading test

- allowing graphic organizers during the writing assessment

- multiplication tables for the math assessment

- scribe due to poor hand writing skills

SPECIAL CIRCUMSTANCES

For special circumstances it is important to contact your DAC as soon as possible for assistance and individual district documentation guidelines.

New Students to District

If a student moves into the district just prior to the test and no documentation is provided showing accommodation use in his or her former district's school and classroom assessments, the student's former school should be contacted for all relevant documentation (e.g., IEP, ILP, etc.). If no documentation can be obtained, the student and his or her parent/guardian should be consulted regarding accommodations the student received during instruction and assessments over the past three months. The student will then be eligible for any standard accommodations he or she has received during instruction and on other assessments three months prior to the CSAP administration window.

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

Students Newly Identified as Having a Disability

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

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

Students with Short Term Illnesses/Physical Health Issues

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

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

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

If a student is home-bound due to rehabilitation, state assessments may not be administered in the home. (TCAP Procedures Manual 12.16)

If a student is home-bound due to medical reasons or profound emergency (not disciplinary reasons), state assessments may not be administered in the home. (TCAP Procedures Manual 12.17)

Combined CSAP Reading and Writing Session

The combined session for grades 4 - 10 of the CSAP Reading/Writing assessment contains several reading items and one extended writing prompt at the end of the session. This combined session does not appear in the same location for all grade level Reading/Writing test booklets, but varies by grade.

When administering this combined session to a student using assessment accommodations, it is important to keep the following guidelines in mind:

- Only reading accommodations are allowable for the reading items.
- Only writing accommodations are allowable for the final extended writing prompt.
- If using the Oral Script accommodation, it is imperative that the proctor is familiar with the directions for the Reading/Writing combined session.

Proctors may need to have both the Teacher Read Directions script and the Oral Script for this session. For example, if a student is using the Teacher Read Directions accommodation for reading and the Oral Script accommodation for writing, the Teacher Read Directions script will be used for all reading items, and the Oral Script will be used for the writing prompt of this session.

MONITORING ASSESSMENT ACCOMMODATIONS

Introduction

As stated throughout this manual, all testing accommodations used on statewide assessments must be used both during instruction and on classroom and district assessments. In addition, all testing accommodations must be documented on a student's formal education plan developed by an educational team. Districts must have a plan in place to ensure and monitor the appropriate use of accommodations.

Prior to testing

DACs and School Assessment Coordinators (SACs) should collect information regarding students who require testing accommodations with sufficient time to properly plan the test administrations. It is imperative that the test administration reflect what is documented in a student's formal educational plan. Once the accommodations have been verified, the DAC and SAC can use this information to identify resources available and needed, such as space for small groups or individual administrations, sign language interpreters, translators and technology equipment.

Assessment proctors who are in "accommodated sessions" should receive training on the appropriate way to administer that accommodation.

During testing

DACs and SACs should take steps to ensure that accommodations are being used appropriately.

After testing

It is important to document whether the student used the documented accommodation on the assessment. For example, a student's IEP states that he or she is to receive extended time. The student took the assessment in an extended time small group, however he or she finished within the regular administration period. This kind of helpful information should be shared with that student's educational team when they meet to review the educational plan.

Documentation of accommodations should be maintained for at least one year. A sample form for documenting assessment accommodations is found in Appendix C of this manual.

Section 6: Accommodations for TCAP

Many of the accommodations in the tables below have special instructions in Section 7 of this manual.

All accommodations used on by a student must be indicated on the student data grid for each subject area.

Accommodations must follow the procedures as outlined in Section 5 of this manual.

DEFINITIONS:

SMALL GROUP: 15 students or less in a testing environment

DISTRACTION: For the purpose of statewide assessments, a distraction is any accommodation used by a student in the testing environment which may factor into other students not being able to show what they know during the assessment.

A distraction is situational and should be determined by the DAC/SAC in conjunction with the general educational teacher who provides daily classroom instruction. For example, a student may use a slant board during regular classroom instruction, and his/her classmates are used to seeing this. The DAC/SAC may determine this is not a distraction and the student does not need individual administration during the assessment.

LEGEND

✓ = Allowable   R = Restricted

⊘ = Not Allowable   S = Standard

Standard Accommodations

- Students with a documented need

		ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION CODE	GROUPING CONSIDERATIONS	SPECIAL INSTRUCTIONS
Standard Accommodations	Presentation	Large Print (18-point font)	✓	✓	✓	✓	2	No	Yes
		Extra Large Print (Special Order by DAC)	✓	✓	✓	✓	2	No	Yes
		Black and White Print (Special Order by DAC)	✓	✓	✓	✓	No	No	No
		Color Overlays	✓	✓	✓	✓	No	No	No
		Closed Circuit Television (CCTV)	✓	✓	✓	✓	No	If a distraction	No
		Handheld Magnifiers	✓	✓	✓	✓	No	No	No
		Signing of Teacher Read Directions	✓	✓	✓	✓	3	Small Group	Yes
		Teacher Read Directions	✓	✓	✓	✓	3	Small Group	Yes
		Oral Scripts	⊘	✓	✓	✓	9	Small Group	Yes
		Signing of Oral Script	⊘	✓	✓	✓	9	Small Group	Yes
		Braille with Tactile Graphics	✓	✓	✓	✓	1	Individual	No
		Read Aloud to Self	✓	✓	✓	✓	No	Individual	No
		Audio Amplification	✓	✓	✓	✓	No	No	No

	Accommodation	Reading	Writing	Mathematics	Science	Accommodation Code	Grouping Considerations	Special Instructions
Standard Accommodations — Response	Speech-to-Text	✓	R	✓	✓	7	**Individual**	**Yes AT**
	Brailler	✓	✓	✓	✓	1	**If a distraction**	**Yes Braille**
	Computer / Personal Portable Keyboard	✓	✓	✓	✓	7	**Small Group**	**Yes AT**
	Word Prediction (no audio)	✓	R	✓	✓	7	**Small group**	**Yes AT**
	Word Prediction (with audio)	✓	R	✓	✓	7	**Small group**	**Yes AT**
	Talking Calculator (only on 9th & 10th grade math assessment where calculators are used for all)	🚫	🚫	✓	🚫	**No**	**Individual**	**No**
	Math Manipulatives	🚫	🚫	✓	🚫	4	**If a distraction**	**Yes**
	Underlining / Highlighting (must be transcribed if causes damage to book)	✓	✓	✓	✓	**No**	**No**	**No**

Standard Accommodations	Setting/Environmental	ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION CODE	GROUPING CONSIDERATIONS	SPECIAL INSTRUCTIONS
		Sensory (slant board, special chair, balance ball, fidget toys, weighted vests)	✓	✓	✓	✓	No	If a distraction	No
		Pencil Grips or Large #2 Pencils	✓	✓	✓	✓	No	No	No
		Noise Buffers	✓	✓	✓	✓	No	No	No
		Small Group	✓	✓	✓	✓	No	Small Group	No

Standard Accommodations	Timing / Scheduling	ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION CODE	GROUPING CONSIDERATIONS	SPECIAL INSTRUCTIONS
		Extended Time	✓	✓	✓	✓	8	Small Group	Yes
		Time of Day	✓	✓	✓	✓	No	Small Group	No
		Multiple or Frequent Breaks	✓	✓	✓	✓	No	Small Group	No

Restricted Accommodations

- Students with an IEP or 504 who meet specific requirements

		Accommodation	Reading	Writing	Mathematics	Science	Accommodation Code	Grouping Considerations	Special Instructions
Restricted Accommodations	**Presentation**	Text-to-Speech (must use Oral Script)	⊘	✓	✓	✓	7	**Individual**	**Yes AT**
	Response	Scribe	✓	✓	✓	✓	5	**Individual**	**Yes**
		Abacus and/or Tactile Math Manipulatives	⊘	⊘	✓	⊘	4	**Individual or Small Group**	**Yes**
		Signing to Communicate to a Scribe	✓	✓	✓	✓	6	**Individual**	**Yes Scribe**
		Speech-to-Text	S	✓	S	S	7	**Small Group**	**Yes AT**
		Word Prediction (without Audio)	S	✓	S	S	7	**Small Group**	**Yes AT**
		Word Prediction (with Audio)	S	✓	S	S	7	**Individual or Small Group**	**Yes AT**

Nonstandard Accommodations

- Students with an IEP or 504

	Other accommodations not specified on previous tables	Reading	Writing	Mathematics	Science	Accommodation Code	Grouping Considerations	Special Instructions
Nonstandard Accommodations	Must be applied for and approved prior to use – Contact your DAC					**A**	**Individual**	Appendix **D**

Section 7: Special Instructions for Selected Accommodations

Large Print (18 point font size)

Some students with vision needs may need the assessment in a larger font size. Decisions regarding a student's need for large print should be made in conjunction with a teacher certified in the area of visual impairments.

Note: Larger than 18 point font is available but must be ordered through the DAC in early November. Determination for a student needing extra large print must made through the Learning Media Assessment process and with input from a teacher certified in the area of visual impairments, and the need. The pages of an extra large print test books are approximately the size of a poster board.

Instructions:

- DACs must order large print materials through the online enrollment process. When ordering the DAC will need:

  - the student's school
  - the student's SASID
  - the name of the student
  - the student's grade
  - the format needed

- A student who uses a large print test format should record their answers directly on the adapted format book. The student's responses must be transcribed into a regular test booklet to be submitted for scoring. If student work is not transcribed into a scannable test book, a "no score" could result. For instructions on transcription please see the Colorado Student Assessment System Procedures Manual.

- For instructions on transcription please see the Colorado Student Assessment System Procedures Manual.

Accommodation Appropriate for:

- Students with visual impairments

Research Considerations:

Research indicates that this accommodation may not benefit students with specific learning disabilities or emotional disabilities (Fuchs, LS; Fuchs D; Eaton SB et. Al 2000).

Braille

Braille is a method of reading a raised-dot code with fingertips. Not all students who are blind read braille fluently or choose braille as their primary mode of reading. Braille test books include tactile graphic images or auditory descriptions of graphics as appropriate and special instructions for the test proctor.

A teacher certified in the area of visual impairments will determine the student's need for a contracted or uncontracted braille CSAP format for their student. This determination must be determined using the Learning Media Assessment process.

Uncontracted Literary Braille is a letter-for-letter form of writing braille, in which each English letter is represented by a single braille character. Punctuation and numbers also have a unique character s.

Contracted Literary Braille was designed to conserve space and increase reading speed. Contracted braille uses special characters called contractions to make words shorter.**Note:** Teachers of the Visually Impaired who are acting as test proctors will need access to the testing materials prior to the day and time of assessment to become familiar with the special instructions and to gather materials needed for administration of the assessment.

Instructions:

- The accommodation must be administered by a teacher who is proficient in reading braille.

- The accommodation must be administered to students individually in a separate testing environment.

- District Assessment Coordinators must order braille materials through the online enrollment process. When ordering the DAC will need:

    - the student's school
    - the student's SASID
    - the name of the student
    - the student's grade
    - the format needed

- A student who uses a braille format may record his/her answers directly on the adapted format book, a blank braille paper, or use a brailler. The student's responses must be transcribed into a regular test booklet to be submitted for scoring. For instructions on transcription, please see the Colorado Student Assessment System Procedures Manual.

- The braille test booklet may be disassembled in order for the student to have access to multiple pages at one time. It is critical for the test proctor to ensure all pages of a disassembled book are secured and returned to the DAC/SAC.

Accommodation Appropriate for:

- Students who read and write braille

- Students with visual impairments
- Students who are blind
- Students who are deaf-blind

Teacher-Read Directions

Students with reading-related disabilities or difficulty following or attending directions may need assistance accessing test content by having directions read aloud. Trained test proctors should be provided to students on an individual basis, so the students have the option of asking a reader to slow down or repeat text. Due to limited resources, it may be necessary to read to a small group of students.

Teacher-Read Directions allow only the directions for individual items to be read to students. This accommodation does not include reading the entire item to students. The test proctor must follow the script in the teacher read directions in conjunction with the script in the proctor's manual, not read from the actual student test booklet. Therefore, it is imperative for the test proctor to be familiar with and practice with these materials. Guidelines on how proctors can obtain advanced access to these secure test materials are outlined in the Colorado Student Assessment System Procedures Manual.

Note: Teacher Read Direction scripts are posted annually on Navigator and are available through the DAC. These are secure materials. Scripts are in separate books for Reading, Writing, Mathematics, and Science.

Instructions:
- The scripts must be read by a trained test proctor. It is preferred that the test proctor is the person who regularly provides this accommodation during classroom instruction and test administration.
- The test proctor must read test directions and text word for word exactly as written in the script. They are not to use a student test book to read directions.
- The reader must use even inflection and tone so that the student does not receive any cues by the way the information is read.
- This accommodation must be administered independently or in a small group with students of fairly equivalent skills and abilities in the same testing environment.
- This accommodation must be administered in a separate testing environment from students not using this accommodation.
- Test proctors may not clarify, elaborate, or provide assistance to students. Test Proctors need to be familiar with the terminology and symbols specific to the content.
- For further information on Teacher Read Directions refer to the script.

Accommodation Appropriate for:
- Students with visual impairments

- Students with communication processing impairments
- Students with reading processing impairments (i.e., dyslexia)
- Students who have difficulty following or attending to directions

Research Considerations:

Caution must be used when determining the appropriateness of teacher read directions accommodations as they may have a negative impact on student achievement (Elliott SN; Kratochwill TR; McKevitt B, 2001).

Oral Scripts

A trained test proctor may be provided to read the entire test orally to students who are unable to decode text visually. Test proctors should be provided to students on an individual basis. A student should have the option of asking a reader to slow down or repeat text. Due to limited resources, it may be necessary to read to a small group of students.

Oral scripts allow the directions and items/prompts to be read to students. The test proctor must follow the script and not read from a test booklet.

Note: Oral Scripts are posted annually on Navigator and available through the DAC. These are secure materials. Scripts are in separate books for Writing, Mathematics and Science. Oral scripts are not provided for the Reading sessions, as this invalidates the construct of the assessment.

The prompt for the writing question in the combined Reading/Writing session of CSAP is found in the Oral Script for Writing. This is the only item from that session that can be fully read to the student.

Instructions:

- The scripts must be read by a trained test proctor. It is preferred for the test proctor to be the person who regularly provides this accommodation during classroom instruction and test administration.

- The test proctor must read the text word-for-word exactly as written in the script. They are not to use a student test book to read the assessment.

- The test proctor must use even inflection and tone so that the student does not receive any cues by the way the information is read.

- This accommodation must be administered independently or in a small group of no more than 15 students of fairly equivalent skills and abilities in the same testing environment.

- This accommodation must be administered in a separate testing environment from students not using this accommodation.

- Test proctors may not clarify, elaborate, or provide assistance to students. Test Proctors need to be familiar with the terminology and symbols specific to the content.

• For further information on Oral Scripts refer to the script.

Accommodation Appropriate for:

- Students with visual impairments
- Students with communication-processing impairments
- Students with reading processing impairments (i.e., dyslexia)

Research Considerations:

Caution must be used when determining the appropriateness of oral script accommodations as they may have a negative impact on student achievement (Elliott SN; Kratochwill TR; McKevitt B, 2001).

Sign Language

Some students who are deaf or hard-of-hearing may need accessing test based instructions or test content while they are learning to read print. Access for these students is typically provided through a sign language interpreter. Sometimes an interpreter is only needed to assist in communication.

Presentation Accommodation	**Response Accommodation**
• When using sign language as a presentation accommodation, the interpreter must follow the oral script and/or teacher read directions. It is important to know the instructions for these accommodations as described in this manual. Special instructions are included here for interpreters to use in conjunction with the oral script.	• Using Sign Language to communicate to a scribe is allowed if all the criteria for use of a scribe are met. The guidelines and instructions found in this manual for use of a scribe must be followed. **Note:** Using a scribe is a restricted accommodation, and may be a nonstandard accommodation if the criteria for using a scribe as a standard accommodation are not met.

Instructions:

- Use the type of sign language that the student typically uses (e.g., ASL, Cued Speech).

- It is preferred that the sign language interpreter is the person who regularly provides this accommodation during classroom instruction and test administration.

- Interpreters must not clarify, elaborate or provide assistance with the meaning of words, intent of test questions or responses to test times.

Accommodation Appropriate for:

- Students who use sign language as their primary mode for receptive and expressive language.

Research Considerations:

The use of sign language as an accommodation presents challenges, including the possible omission of information required to answer a test item correctly. (Johnson ES, Kimball K, Brown SO; 2001).

Special Instructions for Signing of Oral Scripts

When the Oral Scripts are being read, the proctor is instructed to pause and not say the term so the students can look at their book and read. The specific directions from the script are provided below:

🚫 Content Terminology

I will read the words and then pause while you read a math term silently to yourself. Nod your head when you are ready for me to start.

Pause to see that students are ready.

[Then there is an item with __ instead of the number or math symbol.]

This format works will when the test is presented orally because the proctors are reading and the students are looking at their test books and following along. When the proctor pauses, the students read the math terminology silently to themselves. However, this format does not work well for students who have hearing impairments. These students are focusing on the proctor who is signing instead of following along in their book. It is difficult for them to track with the proctor and look down and quickly find the term they are to read on their own.

We are clarifying the directions for when proctors are signing the Oral Script so that the flow of signing continues smoothly and these students are provided with the same information that all students who use the Oral Script receive.

Proctors should …

- look through the Oral Script and note which items have content terminology before the administration of the test

- refer to the TCAP test books to find the content terminology and write the item number and the content terminology on the board immediately prior to the administration of the session

- as they are signing the Oral Script, point to the content terminology that is on the board for a particular item instead of pausing

- erase the content terminology that was written on the board immediately after the administration of the session

Proctors who have questions should contact their DAC.

Assistive Technology

Presentation Accommodation:	Response Accommodation:
• The use of assistive technology as a presentation accommodation is restricted to technologies which accommodate sensory disabilities such as: o Large print o Magnifiers o CCTV o Assistive listening devices	• The use of assistive technology as a response accommodation is restricted to: o Augmentative communication devices o Personal portable keyboards (Alphasmarts, Braillers, etc.) o Computers / Laptops* o Speech-to- text o Word Prediction** * Grammar checking capabilities must be disabled during the writing assessment. ** Word prediction software on the writing assessment is restricted to students with an IEP/504 only. Please see instructions under restricted accommodations of this section.

Instructions:

- Dependant on the type of assistive technology used, this accommodation may need to be administered in a separate testing environment from students not using this accommodation.

- Additional considerations for test security apply when students are using assistive technology.

  o Students must be seated in such a manner that they cannot see each other's terminals.

  o Student must not retrieve or access work from another student.

  o Students must not be able to access any additional programs or the Internet while taking the assessment.

  o Students must not be able to access any previously saved data while taking the assessment.

  o If using an auditory component, students must not be able to hear sound from another student's computer.

- Only authorized personnel may have access to the test, test materials and students answers.

  o When printing is involved, procedures must be in place for secure retrieval of printed materials. All printed documents are secure materials and must be returned to CTB in the "Not to be scored" boxes.

  o It is not appropriate to give extended time due to "lost" work. Students may save their work to the assistive technology device or on a flash drive during the assessment.

  o All student responses must be removed from the assistive technology device immediately following the transcription or printing. It is the DAC's responsibility to ensure that this is done in a secure manner.

- On Writing Session 2 (the final copy) student may use a printed "draft" of their work to re-type from Writing Session 1, and must begin with a "blank page" in their word processing program.

- If the assistive technology produces a typed response, the student's responses must be transcribed into a regular test booklet to be submitted for scoring. If student work is not transcribed into a scannable test book, a "no score" could result. For instructions on transcription please see the Colorado Student Assessment System Procedures Manual.

- It is important for student's to be familiar with the programs used for this accommodation. Test proctors may not help students manipulate their work, give a template for answers, or give instructions during the assessment.

- For other assistive technology devices not listed, including use of grammar check on the writing assessment, a nonstandard accommodation request must be submitted.

Accommodation Appropriate for:

- Students with visual and/or hearing impairments
- Students with fine motor, writing, or motor impairments

Extended Time

Some students may require extended time to complete an assessment. The additional time may be required simply because the student needs more time to complete the test, or another accommodation may necessitate a time extension. In all cases, this must be specified in the student's formal educational plan and not determined at the time of the test. Documentation should include the usual amount of extra time needed during instruction and assessment (e.g. an extra 10 minutes added to a 60 minute assessment).

Note: Extended time is a significant accommodation for large scale assessment and will require careful logistical planning. Considerations should be given to how much extra time is required for different types of questions including multiple choice, constructed responses, and extended constructed responses. When grouping students, it is vital that students who require similar time extensions be grouped together.

Instructions:

- The amount of extended time a student requires must be documented in a formal plan.

- This accommodation must be administered independently or in a small group of no more than 15 students with fairly equivalent skills and abilities in the same testing environment.

- Additional considerations for test security apply when students are using extended time.

  o To the extent possible, students in an extended time testing environment should be taking the same sessions at the same time and in the same order as their peers.

  o Students should not interact with students who have taken different testing sessions.

- Extended time does not mean unlimited time. Extended time for state assessments usually means time and a half (90 minutes for a 60 minute section).

  o Some students may require only a brief extension beyond time and a half to finish their work. In these cases, students in the extended time assessment environment may keep working

until finished. All students in the environment must maintain appropriate testing conditions.

- o Time beyond time and a half must be documented and considered on an individual basis for appropriate grouping decisions.

- If extended time is given to a group of students, all students must remain seated until all students have finished and testing materials are handed in to the test proctor.

- The data code "extended timing used" must not be marked for students who do not use the extended time provided, even if they are included in an extended time group.

Accommodation Appropriate for:

- Students with motor or processing impairments
- Students with other accommodations that require extra time

Research Considerations:

Providing student's extra time without testing strategies or additional accommodations which address their specific needs may have little positive impact on students' scores (Elliott SN; Marquart A; 2003).

Breaks

Some students require breaks during testing. This might mean providing a break during one content area but not another. The decision on when to allow a break should be based on data from the formal educational plan. The data should indicate how long a student is able to maintain sustained concentration and involvement in a given task.

Students should be briefed about the break policy before the test starts (e.g., how long the break can last, who will determine when to take a break). Supervision during break time is important to ensure that no inappropriate behaviors occur, such as discussion of assessment items with another student or referencing notes to answer assessment questions. It is not appropriate to have lunch during a break.

Instructions:

- Breaks may be predetermined or given on an as needed basis.
- Breaks do not stop the clock on the test.
  - If a student has a documented need for a "stop the clock" break it must be requested through the nonstandard accommodation process.
- This accommodation must be administered individually or in a small group environment.
- Breaks are not overnight, once a session has begun, it must be completed during the same academic day.
- A break accommodation may be used in conjunction with an extended time accommodation. These combined accommodations must:
  - be administered in a separate environment
  - be pre-planned
  - follow the Extended Time instructions in this manual

Accommodation Appropriate for:

- Students with attention impairments
- Students with health issues
- Students who experience fatigue due to cognitive overload
- Students who experience fatigue from eye strain due to low vision
- Students who experience frustration

Math Manipulatives

Manipulatives are concrete objects that are commonly used in teaching mathematics. Manipulatives allowed for the math assessment are limited to those that are used for one to one counting and that the student is familiar with through use in instruction and on classroom assessments. As with all accommodations, the need for math manipulatives must be documented in the student's formal educational plan.

Allowable:

- Touch Math Dots

- Counting blocks, beans, bears (counting by ones)

- Number line (positive integers only)

- A chart with the numbers 1-100

Not Allowable:

- calculator

- base ten blocks

- addition/subtraction/multiplication/division charts

Instructions:

- This accommodation will need to be administered in a separate environment only if the manipulative is a distraction to others.

- The student manipulates the items.
    - A student uses touch math dots and places them on the numbers in the appropriate position before working the math problem.

Accommodation Appropriate for:

- Students with mathematical impairments

Restricted Accommodation
Scribe
A scribe is someone who writes down what a student dictates. The student is responsible for telling the scribe where to place punctuation marks for indicating sentences and paragraphs. There is a lot of skill involved in using a scribe; skills that require extensive practice. A guide for the scribe is included at the end of this section.
Criteria for use (ALL criteria must be met for use as a standard accommodation)**:** • The student has an IEP or 504 plan AND • The student is physically unable to write or has extreme physical fatigue in the test booklet AND • The student is working with assistive technology and is not yet able to use it on the assessment, and this is documented in the student's educational plan. **Note:** If a student does not meet the criteria for scribe as a standard accommodation, a nonstandard accommodation must be applied for and approved prior to using a scribe on the assessment. Non-approved use of a scribe will result in a misadministration.
Instructions: • This accommodation is ONLY for students who are physically unable to fill in the bubbles and/or write in the test booklet. • This accommodation must be administered individually and in a separate assessment environment. • A student who uses the scribe accommodation must be afforded this accommodation throughout all content areas assessed. • It is imperative that a student who needs the accommodation of a scribe be afforded one throughout all content area assessments. (For example, if a Grade 8 student uses a scribe on the Reading/Writing assessment, then they should also be using a scribe on the Math and Science assessments.) • The same scribe must be used for the entire session administered. There can be a different scribe for different sections of the assessment, however within a session it must be the same person. • This accommodation must not be used as an accommodation for poor handwriting or poor writing skills. Other accommodations should be used such as assistive technology (a standard accommodation), or special paper requested through the nonstandard accommodation process. • Assistive technology must be considered and documented prior to determining the need for a scribe.

Scribe Continued

Accommodation Appropriate for:

- Students who are physically unable to write, for example, one having a physical disability such as Cerebral Palsy.
- Students who have extreme physical fatigue due to a motor disability.

For guidance on students with an unforeseeable circumstance, such as a broken arm, refer to section 5 of this manual.

Research Considerations for Scribe:

Caution must be used in determining the need for this accommodation. For some students this accommodation may provide students an advantage rather than leveling the playing field (Hidi SE; Hildyard A, 1983).

Guide for the Scribe:

The role of a scribe is to write what is dictated, no more, no less.

There are skills involved when being a scribe that require extensive practice. Both the student and the scribe must have the opportunity to work together prior to an assessment. Use of a scribe must be part of the student's daily instructional environment.

A person who serves as a scribe needs to be carefully prepared to ensure that he or she knows the vocabulary involved and understands the boundaries of the assistance to be provided. The person must also be trained in test administration procedures for the assessment.

A scribe may not edit or alter student work in any way and must record word-for-word exactly what the student has dictated.

Scribes should request clarification from the student about the use of punctuation and capitalization, and must allow the student to review and edit what the scribe has written.

- For multiple choice items, the student must point to or otherwise indicate the response option chosen. The scribe will then darken the bubble corresponding to that response option.

- For constructed response items for reading, math, and science, the student must dictate to the scribe, who will then write the student's response in the test booklet exactly as the student states. The scribe may use proper mechanics and spelling. Once the student has dictated his or her response, the scribe will show the student what was written and the student may then choose to make any changes.

- For constructed response items for writing, the student must dictate to the scribe, who will then write the student's response, verbatim, in the test booklet as one long statement with no punctuation or capitalization; however, the scribe may spell words correctly. Once the student has dictated his or her response, the scribe will show the student what has been written and ask the student to indicate where punctuation and capital letters should be placed. At this time, the student may also choose to make any changes or additional edits.

Restricted Accommodation
Word Prediction Software on Writing
Criteria for use (ALL all criteria must be met for use as a standard accommodation)**:** • The student has an IEP or 504 plan • The student must be able to manipulate the program independently

Instructions:

- This accommodation must to be administered in a separate testing environment from students not using this accommodation.

- This accommodation must be administered individually or in a small group of no more than 15 students.

- Additional considerations for test security apply when students are using assistive technology including word predication software.

  - Students must be seated in such a manner that they cannot see each other's terminals.

  - Student must not retrieve or access work from another student.

  - Students must not be able to access any additional programs or the Internet while taking the assessment.

  - Students must not be able to access any previously saved data while taking the assessment.

  - If using an auditory component, students must not be able to hear sound from another student's computer.

- Only authorized personnel may have access to the test, test materials and students answers.

  - Procedures must be in place for secure retrieval of printed materials. All printed documents are secure materials and must be returned to CTB in the "Not to be scored" boxes.

  - It is not appropriate to give extended time due to "lost" work. Students may save their work to the assistive technology device or on a flash drive during the assessment.

  - All student responses must be removed from the assistive technology device immediately following the transcription or printing. It is the DAC's responsibility to ensure that this is done in a secure manner.

- On Writing Session 2 (the final copy) student may use a printed "draft" of their work from Writing Session 1, and must begin with a "blank page" in their word processing program.

- The student's responses must be transcribed into a regular test booklet to be submitted for scoring. If student work is not transcribed into a scannable test book, a "no score" could result. For instructions on transcription please see the Colorado Student Assessment System Procedures Manual.

- It is important for student's to be familiar with the programs used for this accommodation. Test

proctors may not help students manipulate their work, give a template for answers, or give instructions during the assessment.

Accommodation Appropriate for:

- Students with fine motor impairments
- Students with writing impairments
- Students with motor impairments
- Students with processing impairments

Restricted Accommodation
Abacus and Tactile Math Manipulative
Tactile Math Manipulatives include: • Dark lined or raised lined graph paper* • Graphing materials that are used regularly to complete graphing tasks • Tactile adaptations on graphs/charts (e.g., push pins to show points on a graph) • Geoboard • Raised line drawing tools • Braille ruler • Braille protractor
Criteria for use (criteria must be met for use as a standard accommodation)**:** • The student has an IEP or 504 with a documented diagnosis of blindness/visual impairment
Instructions: • This accommodation must be administered independently. • The student's work must be transcribed into a regular test booklet to be submitted for scoring. The student may dictate the scaling or details needed to complete a graph to the test proctor. If student work is not transcribed into a scannable test book, a "no score" could result. • This accommodation may only be used on the mathematic assessments. • All extra/adaptive paper* used by the student during the assessment are secure materials and must be returned to CTB in the "Not to be scored" boxes. • The determination for this accommodation must be made as a team, which must include a teacher certified in the area of visual impairments
Accommodation Appropriate For: ♦ Students who are identified as blind/visually impaired.

*Requests of extra paper for students with other type of disabilities must be requested through the nonstandard accommodations process.

Section 8: CoAlt Expanded Accommodations

The Colorado Alternate Assessment (CoAlt) is intended to be accessible to students with significant cognitive disabilities who require an alternate measurement of their learning and who have been identified through the Individualized Education Plan (IEP) process as qualifying for this assessment using the criteria worksheet found earlier in this manual. This assessment measures student progress towards Colorado's Expanded Benchmarks in reading, writing, mathematics (grades 3 – 10) and science (grades 5, 8, 10).

Students taking CoAlt may use Expanded Accommodations in addition to all standard accommodations allowed on TCAP. Because each student taking this assessment will require individualized supports to meet his or her unique learning needs, educators will need to adapt materials and presentation methods based on each student's needs.

Adaptations of materials by size or contrast levels, use of concrete rather than two-dimensional testing materials, and assistive technology devices are types of Expanded Accommodations which make test materials accessible to the student and/or allow the student to respond to the test materials. As with any accommodation used on statewide assessments, these accommodations must be documented on the student's IEP, and used regularly during instruction and on classroom assessments for at least three months prior to the assessment window to ensure that the student is successful in using the accommodation.

Assistive technology may be especially useful for this assessment. This manual does not include a comprehensive list of approved devices as the types of assistive technology devices or low tech mechanisms can be quite expansive. Test Examiner's may use assistive technology that the student currently uses in the classroom. If you have questions regarding assistive technology devices that may be used on the CoAlt, please contact your DAC.

Expanded Accommodations may enhance a Test Examiner's ability to present the materials and/or a student's ability to respond to task requirements. However, the content of an item must not be changed by the use of an Expanded Accommodation, as that would be considered a modification of the item and would invalidate the assessment. Additionally, Expanded Accommodations must not lead students to select a particular answer. For example, if modified picture representations are used and the student is provided three black and white pictures and one color picture, the Expanded Accommodation would entice the student to select the color picture, thus compromising the item.

For each item, the Test Examiner will need to be aware of the indicator being assessed in order to ensure that the Expanded Accommodation will not interfere with what is being measured. For example, if the assessed indicator is "estimate a number up to 20" and the student is provided only answer choices on his or her communication device that could be correct, then the item is compromised because there are no incorrect choices or distracters.

Some standard accommodations are inherent within the administration of CoAlt. For example, much of CoAlt can be read out loud as directed, and all students who take CoAlt are assessed individually and in a separate setting. The following tables outline common standard accommodations, Expanded Accommodation and the corresponding accommodation codes. All accommodations with codes used during testing are marked on the student data grid.

	ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION CODE
Presentation Accommodations	Color Overlays	✓	✓	✓	✓	**Other**
	Closed Circuit Television (CCTV)	✓	✓	✓	✓	**Other**
	Handheld Magnifiers	✓	✓	✓	✓	**Other**
	Signing of Teacher Statements	✓	✓	✓	✓	**Signing**
	Braille	✓	✓	✓	✓	**Braille**
	Audio Amplification Devices	✓	✓	✓	✓	**Other**
	Modified or Enlarged Picture Symbols	✓	✓	✓	✓	**Modified Picture Symbols**
	Real Objects	✓	✓	✓	✓	**Objects**
	Assistive Technology	✓	✓	✓	✓	**AT**

Response Accommodations	ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION CODE
	Assistive Technology	✓	✓	✓	✓	**AT**
	Scribe*	**NA**	🚫	**NA**	**NA**	**NA**
	Signing to Communicate to Test Examiner	✓	🚫	✓	✓	**Signing**
	Eye Gaze	✓	✓	✓	✓	**Eye Gaze**
	Underlining / Highlighting	✓	✓	✓	✓	**No**
	Student's Preferred Writing Tool	✓	✓	✓	✓	**No**

Setting/Environmental Accommodations	ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION CODE
	Change of Location	✓	✓	✓	✓	**No**
	Sensory (slant board, special chairs, fidget toys, weighted vests)	✓	✓	✓	✓	**Other**
	Noise buffers	✓	✓	✓	✓	**Other**

Timing / Scheduling	ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION CODE
	Time of Day	✓	✓	✓	✓	**Other**
	Multiple or Frequent Breaks**	✓	✓	✓	✓	**Other**

* CoAlt is an individually administered assessment in which the test examiner scores student responses at the time of the assessment. Students do not write or bubble in answers for reading, mathematics, or science. Using a scribe for the writing sessions invalidates the construct of the assessment.

* *Breaks may be given based on a student's need and may be extended overnight. Breaks may be given only after a question is completed. Once a question has been presented, the question must be scored prior to beginning a break.

Section 9: Accommodations for CELAplace and CELApro

OVERVIEW OF ACCOMMODATIONS AVAILABLE FOR CELAPLACE AND CELAPRO

- Accommodations for CELAplace and CELApro are available only to students with disabilities with a documented need for the accommodation in an IEP or 504 Plan.

- Linguistic Accommodations are not allowed on CELA place or CELApro since they would invalidate the construct of the test.

- Students with an IEP or 504 Plan who meet the criteria to take the CELAplace screening assessment, should be provided non-linguistic assessment accommodations as documented on their educational plan.

- Oral Script and Teacher Read Direction accommodations are provided for in the test design.

- Nonstandard Accommodations may be requested through the nonstandard accommodation process as outlined in Section 5 of this manual. Nonstandard accommodations must be approved by CDE prior to use on CELApro.

- Although not an accommodation, as standard administration procedures test examiners may bubble multiple-choice items for any Kindergarten age student.

ACCOMMODATION	READING	WRITING	SPEAKING	LISTENING	ACCOMMODATION CODE
Flexible Schedule – Once a session is begun, it must be completed	✓	✓	✓	✓	**NA**
Sensory (slant board, special chairs, fidget toys, weighted vests)	✓	✓	✓	✓	**NA**
Braille (grades 3 - 12) with Tactile Graphics (must have a documented diagnosis of blindness/visual impairment) *	✓	✓	✓	✓	**1**
Large Print	✓	✓	✓	✓	**2**

Accommodation	Reading	Writing	Speaking	Listening	Accommodation Code
Color Overlay	✓	✓	✓	✓	NA
Magnification Equipment (CCTV or Handheld Magnifier)	✓	✓	✓	✓	NA
Respond Orally to Scribe in English	✓	✓	NA	✓	5
Signing in English **	✓	✓	✓	✓	6
Respond to using personal assistive communication device	✓	✓	✓	✓	7
Computer/Personal Portable Keyboard (spell check and grammar check must be disabled, answers must be transcribed) **	NA	✓	NA	NA	7
Signing or Lip Reading for presentation of Listening assessment (must have documented diagnosis of deaf/hard of hearing)	NA	NA	NA	✓	NA
Approved Nonstandard Accommodations	✓	✓	✓	✓	A

* For students in grades K – 2 with visual disabilities requiring accommodations on CELApro or CELAplace, please contact ESLU at 303.866.6811

** Students bubble answers for the Reading and Listening portions of the assessment, and write short constructed responses for Writing.

Section 10: Teacher Tools

This section contains ready to print materials that may be useful in selecting, implementing, organizing, and evaluating the use of accommodations.

Accommodation Use in the Classroom

This chart can be used to track different aspects of how a student uses an accommodation in your classroom and to help inform decision making on assessment accommodations.

Student _____ *Date* _____

What accommodations does the student use in the classroom? List them under "List Accommodations" in the chart. Then follow the questions in the chart.

Questions	List Accommodations				
	_____	_____	_____	_____	_____
1. Is it noted in student's IEP, 504, or other formal plan?					
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., Aide, peers)					
6. Notes: (e.g., does one accommodation seem more effective used with another on a task, etc.					

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

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

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 the 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 students access and learn content or help them 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 various 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 taking the alternate assessment will he or she still be allowed to have accommodation?

• 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?

Other questions you may have:

Adapted from the *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.

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. 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 might have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

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

Class List

Classes   Accommodations

_____   _____

_____   _____

_____   _____

_____   _____

Assessment Accommodations Plan

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

Children with Disabilities (http://nichcy.org/pubs/stuguide/st1book.htm). Retrieved July 28, 2005.

Assessment accommodations that student needs for this assessment and date arranged:

Accommodations   Date Arranged:

1. _____   _____

2. _____   _____

3. _____   _____

4. _____   _____

Comments:_____

Person responsible for arranging accommodations and due date:

Person Responsible   Due Date:

1. _____   _____

2. _____   _____

3. _____   _____

4. _____   _____

Comments:_____

Room assignment for assessment: _____

Planners for this process (signatures): _____

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

After-Test Accommodations Questions

Use this form after a test to interview a student about the accommodations provided, 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.*

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, _____(students 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)

School/District Planning Checklist

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

Accommodations Throughout the Academic Year	Y	N	NA
1. Accommodations are documented on students' IEPs or 504 plans.	☐	☐	☐
2. Students use accommodations regularly.	☐	☐	☐
3 The MDT evaluates the appropriateness of the accommodation.	☐	☐	☐
4. A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly.	☐	☐	☐

Preparation for Test Day			
5. Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., audio tape, Braille, large print).	☐	☐	☐
6. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/data base).	☐	☐	☐
7. 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).	☐	☐	☐
8. Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	☐	☐	☐
9. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	☐	☐	☐
10. Plans are made to replace defective equipment.	☐	☐	☐

Accommodations on the Day of the Test

		Y	N	NA
11.	All eligible students receive accommodations as determined by their IEPs or 504 plans.	☐	☐	☐
12.	Provision of accommodations is recorded by test administrator.	☐	☐	☐
13.	Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes)	☐	☐	☐

Consideration after the Day of the Test

		Y	N	NA
14.	Responses are transferred to scorable test booklets answer sheets for students using special equipment and adapted test forms and response documents	☐	☐	☐
15.	All equipment is returned to appropriate locations.	☐	☐	☐
16.	Students who take make-up tests receive needed accommodations	☐	☐	☐
17.	Effectiveness of accommodation use is evaluated by test administrators, MDT, and students, and plans are made for improvement.	☐	☐	☐

Accommodations Journal

One way to keep track of what accommodations work for a student is to support the student in keeping an "accommodations journal." The journal lets the student be "in charge" and could be kept up to date through regular consultation with a special education teacher or other staff member. Just think how much easier it would be for an IEP team to decide which accommodations to document on a student's IEP if the student came to the IEP meeting with a journal documenting all of these things:

- accommodations used by the student in the classroom and on tests
- test and assignment results when accommodations are used and not used
- student's perception of how well an accommodation "works"
- effective combinations of accommodations
- difficulties of accommodations use
- perceptions of teachers and others about how the accommodation appears to be working

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

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

   _____

   _____

   _____

   _____

   _____

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

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

Appendix A: Universal Design and Plain Language

The Unit of Student Assessment is working with CTB/McGraw-Hill to ensure that Universal Design and Plain Language are inherent in the development processes of state assessments.

Universal Design is an assessment practice which focuses on:

- Precisely defined constructs: direct match to objective being measured
- Accessible, non-biased items: ensure the ability to use accommodations (Braille and Oral Presentation), quality in all items
- Simple, Clear Directions and Procedures: understandable language, consistency in format and procedures across content areas
- Maximum Legibility: simple fonts, use of white space, heading and graphic arrangement relative to importance, heading and graphic arrangement relative to the order in which content should be considered
- Maximum Readability: plain language

Plain Language ensures the clarity of a test item without diminishing the quality. Test items altered for plain language result in:

- Active voice
- Short sentences
- Common everyday words
- Purposeful graphics–aid in understanding however
- Do not lead or distract from an answer
- Easy-to-Read design features–white space and headings are cues to what is important

Plain language and universal design ensure that items are presented in the clearest and most straightforward manner possible. The items are designed to provide better access to the content in the item; however, accommodations are still necessary for many students in order for barriers to be removed. Items developed under the guidelines of plain language and universal design may be more amenable to accommodations by providing access to the assessment.

Appendix B: English Language Learners with Exceptional Needs (ELLEN)

In the case of students who are identified as English Language Learners with disabilities, the need for accommodations must be documented in the Individualized Education Plan (IEP) and ELA Plan or other formal plan. Special education and English Language Acquisition (ELA) professionals should work closely together when determining appropriate accommodations for ELLEN students.

This population of students may qualify for accommodations in both the *Colorado Accommodations Manual* and the *Colorado Accommodations Manual for English Language Learners.*

Students who are English Language Learners and who are eligible to take the CSAPA assessment, may have the Math, Science and Writing assessments translated into their native language. However, in order for this accommodation to be used, the student must be receiving his/her instruction in his/her native language or have received such instruction in the past year.

Note:
The reading assessment on the CSAP and the CSAPA may *not* be translated, as it would change what is being measured.

Appendix C: Assessment Accommodations Monitoring

Districts must have a plan in place to ensure and monitor the appropriate use of accommodations on statewide assessments.

All testing accommodations used on statewide assessments must be documented on a student's formal education plan developed by an educational team. Additionally, it is important to document whether the student used the documented accommodation on the assessment.

DACs/SACs may use the sample form included or develop one that works for their district.

CSAP Accommodations Documentation Checklist

Teacher_____**School**_____**Year**_____

Student Name	Student SASID	Accommodation for READING	Accommodation for WRITING	Accommodation for MATHEMATICS	Accommodation for SCIENCE	Date of Onset of Use	Used in Instruction (Y/N)	Documentation (i.e.. IEP, ILP) Date	Used on CSAP (Y/N)

CODES:
Accommodation type: 1= Braille   2=Large Print   3=Tchr read directions   4= Manipulative (math)   5=Scribe   6=Signing   7=Assistive technology
8=Extended time   9=Oral Script (writing, math and science only)   A=approved nonstandard   B=Translated oral script   C=Word-to-Word dictionary
Documentation: Individual Educational Program –IEP, Individual Literacy Plan –ILP, 504 Plan –504, District Plan –DP, English Language Acquisition Plan –ELA

Principal/SAC Signature_____

Appendix D: Nonstandard Accommodations Request

Nonstandard Accommodations

• Students with an IEP or 504

Decisions about the need for and selection of nonstandard accommodations for students are the responsibility of the IEP Team or 504 Service Plan Committee. The accommodation must be documented in the IEP or 504 plan as an assessment accommodation. The use of nonstandard accommodations must be requested for consideration via the District Assessment Coordinator (DAC) and Special Education Director. Each request for a nonstandard accommodation will be reviewed by a team comprised of representatives from the Office of Standards and Assessments (OSA) and the Exceptional Student Leadership Unit (ESLU) at CDE. The request is reviewed to ensure the accommodation maintains the integrity, validity, reliability, and comparability of the assessment.

If a nonstandard accommodation is used by a student on statewide assessment that has not received prior written approval from CDE the test invalidation bubble 8, "non-approved accommodation/modification," must be coded. The student will then be assigned a "no score" and will not be counted for participation in the state's assessment program for accountability purposes.

The form needed to request a nonstandard accommodation is available through the DAC. The list of current DACs is found at: http://www.cde.state.co.us/cdeassess/DAC.asp.

Refer to Section 5 of this manual for further information on Nonstandard Accommodations.

Nonstandard Accommodation Request
for Students with an IEP or 504 plan

To be submitted by the District Assessment Coordinator only

Due Date: December 15, 2011

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

District Name: _____

DAC Name: _____

Email: _____

Phone Number: _____

Student Name: Last _____**First** _____**MI**___

SASID: _____

Grade:_____ **School:** _____

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

CSAP: Reading_____ Writing ____ Mathematics _____ Science_____

CELApro: Speaking____ Listening____ Reading_____ Writing_____

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

   IEP_____ 504 _____

3. **Accommodation category/categories:**
   _____Presentation

   _____Response

   _____Setting

   _____Timing

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

5. **If <u>Scribe</u> is requested, what Assistive Technology is being used with this student, and why is it not being used on the State assessment?** <u>Provide documentation</u> including notes from teachers/SWAAAC team, work samples with and without assistive technology.
   Note: A student may qualify for use of Scribe as a standard accommodation due to linguistic or physical considerations. Please refer to the Colorado Accommodations Manual and Colorado Accommodations Manual for English Language Learners.

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

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

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

_____	_____
DAC Signature	Special Education Coordinator Signature
_____	
DAC Signature	_____
	Special Education Coordinator Signature

References

Council of Chief State School Officers (CCSSO). (2005). *Accommodations Manual.* Retrieved July 1, 2007, from http://www.ccsso.org/projects/SCASS/Projects/Assessing%5FSpecial%FEducaiton%5FStudents/

Elliott, S., & Marquart, A. (2003). *Extended time as an accommodation on a standardized mathematics test: An investigation of its effects on scores and perceived consequences for students with varying mathematical skills.* University of Wisconsin-Madison: Madison, Wisconsin: Wisconsin Center for Education Research.

Fuchs, L., Fuchs, D., Eaton, S., Hamlett, C., Binkley, E., & Crouch, R. (2000). Using objective data sources to enhance teacher judgments about test accommodations. *Exception Children, 67(1)* , 67-81.

Johnson, E., Kimball, K., & Brown, S. (2001). American Sign Language as an Accommodation During Standards-Based Assessments. *Assessment for Effective Intervention, 26(2)* , 39 - 47.

Schmeiser, C., Geisinger, K., Johnson-Lewis, S., Roeber, E., & Schafer, W. (1995). *Code of Professional Responsibilites in Educational Measurement*. Retrieved from http://www.natd.org/Code_of_Professional_Responsibilities.html