

Assessment Participation and Accommodations Policy

For

Utah Performance Assessment System for Students
2007-2008

English Language Learners
Students with Disabilities
Students with Section 504 Plans

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Introduction

The purpose of this document is to establish the statewide policy for the participation of students in the Utah Performance Assessment System for Students (U-PASS). The central elements of this policy are:

- Rules for inclusion in the statewide assessment program (U-PASS).
- Limited allowances for exempting or excusing students from assessments.
- Allowable accommodations for test administration and student responses.

Note: *This policy will be reviewed each year, and revised as needed.*

U-PASS serves as an accountability program and as a system for evaluating individual student performance at all grade levels, although grade 12 students participate on a limited basis. Assessment accommodations are allowed on all components of U-PASS, but they vary test by test, and according to students' characteristics.

U-PASS Tests

Criterion-Referenced Tests

The Criterion-Referenced Tests are carefully aligned with the Utah State Core Curriculum in order to assess students' knowledge of the state's academic content standards.

Criterion-Referenced Tests (CRTs)	Language Arts	Grades 2-11
	Mathematics	Grade 2 through high school courses
	Science	Grade 4 through high school courses

Language Arts Criterion-Referenced Tests (CRTs)

Students enrolled in grades 1-11 must take the language arts CRT for their grade level.

Math Criterion-Referenced Tests (CRTs)

Any student who is enrolled in a math class that is identified as a core course must take the related CRT. That is, students enrolled in Math 1-7 or pre-algebra, elementary algebra, geometry, and intermediate algebra must take the CRTs.

Science Criterion-Referenced Tests (CRTs)

Any student who is enrolled in a science class that is identified as a core course must take the related CRT. That is, students enrolled in Science 4-8 or Earth systems science, biology, chemistry and physics must take the CRTs.

Direct Writing Assessment

The Direct Writing Assessment is a test designed to assess students' writing skills.

Direct Writing Assessment (DWA)	Writing	Grades 6 and 9
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Utah Basic Skills Competency Test

The Utah Basic Skills Competency Test serves as the graduation exam for all students except students classified with severe cognitive disabilities.

Utah Basic Skills Competency Test (UBSCT)	Mathematics	Grades 10-12
	Reading Comprehension	Grades 10-12
	Writing	Grades 10-12

Utah Academic Language Proficiency Assessment

The Utah Academic Language Proficiency Assessment is administered to students with a primary home language other than English to assess English language proficiency.

Utah Academic Language Proficiency Assessment (UALPA)	Listening	Grades K-12
	Speaking	Grades K-12
	Reading	Grades K-12
	Writing	Grades K-12

Utah's Alternate Assessment

Utah's Alternate Assessment is administered to students classified as having significant cognitive disabilities on an IEP who are not able to participate in other statewide assessments, even with test accommodations. These students should be exempted from the other U-PASS tests.

Utah's Alternate Assessment (UAA)	Language Arts	Grades 1-12
	Math	Grades 1-12
	Science	Grades 4-12

Norm-Referenced Tests

Norm-referenced tests, the Iowa Tests, are administered in Utah to students in select grades.

A limited number of accommodations are allowed on the norm-referenced tests because the test administration conditions must match those of the national comparison group.

Time of Year	Test	Grade
Fall	Iowa Tests of Basic Skills	3, 5 and 8
Spring	Iowa Test of Basic Skills (only Reading section)	3

Full Participation in U-PASS

Both federal and state laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. These laws include state statutes that regulate the Utah Performance Assessment System for Students (U-PASS). The most prominent federal laws are the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). ELL team members, Individualized Education Program (IEP) team members, and Section 504 team members must actively engage in a planning process that addresses:

- Assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments, and

- Use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

All students are expected to participate in the state accountability system with only a few exceptions, as noted below. This principle of full participation includes ELL students, students with an Individualized Education Program (IEP), and students with a Section 504 plan.

Special Conditions that Warrant Exemption from Statewide Assessments

Any student may be **excused** from participation in statewide assessments in the event of a **medical emergency** where a student is suffering extreme distress, such as a medical or psychological crisis. The reason for the exemption must be documented in the student's cumulative record. When a student is excused from an assessment, it is only for the immediate administration of the test. He/she should be included in the next administration of the test.

Definition of Terms

Accommodations

Assessment accommodations are changes in the test administration that do not alter the validity of the test score interpretation, reliability, or security of the test. Accommodations are changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode, or combinations of these changes, that **do not alter** the construct being measured, nor the comparability of the test scores. See page 27 for a more detailed explanation of accommodations.

Modifications

Modifications are changes in the test or assessment conditions that fundamentally alter the test score interpretation and comparability. Providing a student with a modification during a state accountability assessment constitutes a test irregularity because it invalidates the student's test score. See page 27 for a more detailed explanation of modifications.

Test scores from a modified test administration will not be counted toward percent proficient for determining Adequate Yearly Progress, nor will they count as participation in the statewide assessment.

The U.S. Department of Education's guidance for NCLB specifies that for AYP purposes, a State must ensure there is a valid score for each participant. Further, they indicate that a student **must** be considered a non-participant if the entire test score is invalid.

Source: U.S. Department of Education, Non-Regulatory Guidance, *Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities*. August 2005.

English Language Learner (ELL)

[Also referred to as limited English proficient (LEP) or not English proficient (NEP).]

An English language learner is broadly defined as a student who:

- Has sufficient difficulty speaking, reading, writing, or understanding the English language that it may interfere with the student's opportunity to learn successfully in classrooms where the language of instruction is English; OR
- Whose native language is a language other than English **and** comes from an environment where a language other than English is dominant; OR
- Is a Native American/American Indian or Alaskan Native who comes from an environment where a language other than English has a significant impact on the student's level of English language proficiency.

English Language Proficiency Levels

Pre-Emergent (P) Level: The student has limited or no understanding of oral or written English, so he/she participates by listening. The student may demonstrate comprehension by using a few isolated words or expressions of speech. The student typically draws, copies, or responds verbally in his/her native language to simple commands, statements and questions. The student may understand the relationship between oral and written languages.

Emergent (E) Level: The student has begun to understand that written language represents oral language. The student understands and responds to basic social conventions, simple questions, simple directions, and appropriate level text. He/she participates in classroom routines. In general, the student speaks, reads and writes using single words, short phrases or simple sentences with support. Overall, the student has minimal expressive vocabulary.

Intermediate (I) Level: The student understands and uses more abstract, academic, and formal language and literacy skills. He/she participates actively in most social and classroom tasks using idioms and more content-specific language in speech and writing. The student reads and writes independently for personal and academic purposes, with some persistent errors. With some support, the student reads and writes about various topics using different genres for a variety of audiences.

Advanced (A) Level: The student has developed proficiency in the English language and literacy skills. The student may need continued support when engaged in complex academic tasks that require increasingly academic language. Students at this level attend mainstream or sheltered instruction classes.

Fluent (F) Level: The student has exited from the program, having achieved fluency, and is participating fully in mainstream classes.

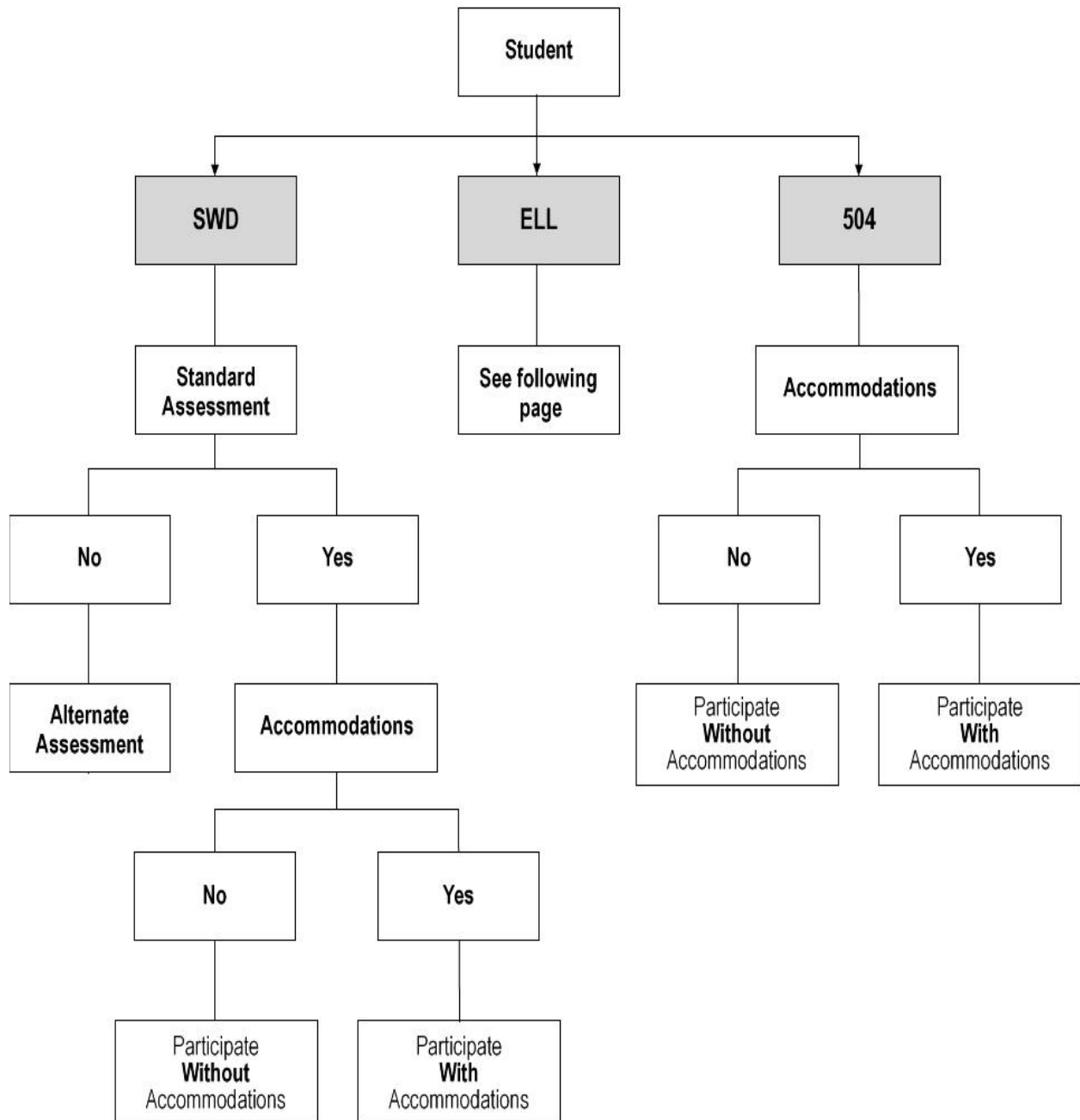
Students with Disabilities (SWD)

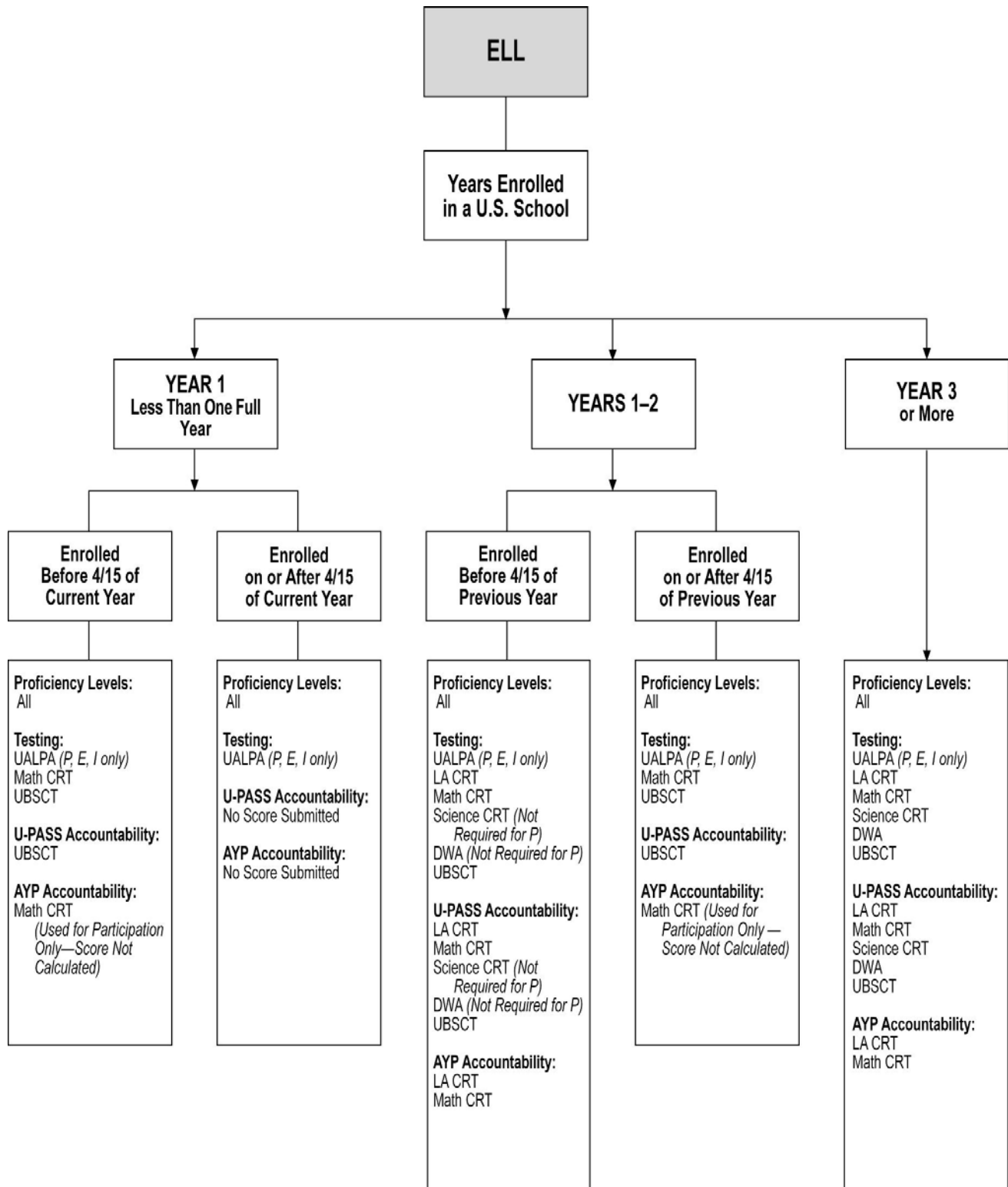
Students who have disabilities and are eligible for special education services under the Individuals with Disabilities Education Improvement Act (IDEA). These students have individualized instructional plans that are outlined in the student's Individualized Education Program (IEP).

Students with Section 504 Plans

Students who have a physical or mental impairment that substantially limits one or more major life activities and impacts their education.

Accommodation Decisions Flowcharts





Participation in the Iowa Tests program is determined by level of language proficiency, not years in the country. ELL students should take the Iowa Tests unless the student meets the following criteria:

- An ELL student is classified as level P or
- An ELL student is classified as level E and has received English language acquisition instruction for less than three years, including kindergarten as an instructional year.

NOTE: See Appendix G for detailed information about ELLs.

Basic Principles for Selecting, Administering, and Evaluating Accommodations

Careful consideration of the importance of selecting, administering, and evaluating accommodations for students with special needs is critical. To assist with that process, users should examine the philosophical foundation outlined below. This foundation is built upon a five-step process for planning teams that will select accommodations for English language learners, students with disabilities, and students with Section 504 plans.

The five essential steps are:

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

Step 1: Expect Students to Participate in Assessments and Achieve Grade-Level Academic Standards

Several important laws require the participation of English language learners, students with disabilities, and students with 504 plans in standards-based instruction and assessment programs. The most prominent federal laws that specify full participation are the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

No Child Left Behind Act of 2001

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements provisions providing public accountability at the school, district, and state levels for all students with disabilities. NCLB explicitly calls for:

... the participation in such assessment of all students [Sec. 1111 (3) (C) (i)]. (The term “such assessments” refers to a set of high-quality, yearly student academic assessments.) 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)].

One of the basic reform principles of NCLB is stronger accountability for 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 successfully schools are including all students in standards-based education.
- How well students are achieving standards.
- What needs to be improved for specific groups of students.

There are several critical elements in NCLB that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well they should learn) in reading/language arts and mathematics (with science added in 2007-08) form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in terms of students attaining the knowledge and skills defined by the content standards. By 2005-06, 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. By 2007-08, states must 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 designed 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:

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

Equal Access to Grade-Level Content

With the focus of legislation on 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 for students 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. Providing accommodations during instruction and assessment may also promote equal access to grade-level content. To accomplish this goal of equal access:

- Every team member must be familiar with content standards and accountability systems at the state and district level.
- Every team member must know where to locate standards and updates.
- General and special educators and ELL educators must collaborate in order to maximize equal access to grade-level content standards.

All students with special needs 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. ELL, IEP, and Section 504 plans for students are developed to ensure the provision of specialized instruction.
3. Appropriate accommodations are provided to help students access grade-level content.

Step 2: Learn About Accommodations for Instruction and Assessment

Description of Accommodation Categories

Accommodations are commonly categorized in four ways: presentation, response, setting, and timing and scheduling.

- Presentation accommodations allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.
- Response accommodations allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.
- Setting accommodations change the location in which a test or assignment is given or the conditions of the assessment setting.
- Timing and scheduling accommodations increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

To review the definition of accommodations, see page 27; for an overview of all accommodations, see page 26; and for in-depth examples, see pages 28 through 38.

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

See pages 11 and 12 for decisions flowcharts delineating how to select accommodations for instruction and assessment for individual students.

Effective decision making about appropriate accommodations begins with making good instructional decisions. Then, by gathering and reviewing information about the student's disability and present level of performance in relation to local and state academic standards, teachers can make appropriate instructional decisions. In essence, the process of making decisions about accommodations is one in which members of the team attempt to "level the playing field" so that ELL students, students with disabilities, and students with 504 plans can participate in the general education curriculum.

Documenting Accommodations on a Student’s ELL Plan

Unlike students on IEPs and 504 plans, federal law does not mandate that individual language plans be written for each ELL. If individual ELL students require specific accommodations in addition to the appropriate teaching strategies used for ELL students in class, these accommodations should be carefully selected and documented. Some ELL students may also qualify for services as a student with a disability or a student with a 504 plan.

See Appendix G for additional information about assessing English language learners.

Documenting Accommodations on a Student’s IEP

For students with disabilities served under the IDEA, determining appropriate instructional and assessment accommodations should not pose any particular problems for IEP teams that follow good practices. With information obtained from the required summary of the student’s present level of academic achievement and functional performance (PLAAFP), the process of identifying and documenting accommodations should be a fairly straightforward event. The PLAAFP is a federal requirement in which IEP team members must state “how the child’s disability affects the child’s involvement and progress in the general education curriculum—the same curriculum as non-disabled children” [Sec. 614 (d) (1) (A) (i) (I)].

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed:

1. “Consideration of special factors” [Sec 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.
2. “Supplementary aids and services” [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes “aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.”
3. “Participation in assessments” [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and 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 the IDEA. The definition of a disability under Section 504 is much broader than the definition under the IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under the 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 plans include students with:

- Communicable diseases (e.g., hepatitis).
- Temporary disabilities from accidents who may need short-term hospitalization or homebound recovery.
- Allergies or asthma.
- Drug or alcoholic addictions, as long as they are not currently using illegal drugs.
- Environmental illnesses.
- Attention difficulties.

Involving Students in Selecting, Using, and Evaluating Accommodations

It is critical for ELL students, students with disabilities, and students with Section 504 plans to understand their needs and to learn self-advocacy strategies for success in school and throughout life. Some students have 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 team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

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

Determining the Consequences of Assessment Accommodations Use

When selecting accommodations for state assessments with a student, it is important to look at state policies and procedures to determine whether use of an accommodation results in consequences on a state test (e.g., lowering or not counting a student’s score). Assessment accommodations that result in adverse consequences are commonly referred to as modifications, alterations, and nonstandard or unapproved accommodations (Thurlow & Wiener, 2000). The terminology can be confusing and terms may have different meanings in various contexts.

Questions to Guide Accommodation Selection

Selecting accommodations for instruction and assessment is the role of a student’s ELL team, IEP team, or 504 planning committee. Use the questions provided below to guide teams in the selection of appropriate accommodations:

- What are the student’s learning strengths and areas for further improvement?
- How does the student’s learning needs affect the achievement of core standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve core standards?
- What accommodations will increase the student’s access to instruction and assessment by addressing the student’s learning needs and reducing the effect of the student’s disability? These may be new accommodations or accommodations the student is currently using.
- What accommodations are regularly used by the student during instruction and assessment?

- What are the differences in student performance for assignments and assessments when accommodations were used or not used?
- What is the student's perception of how well an accommodation "worked"?
- Are there effective combinations of accommodations?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about how the accommodation worked?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations that match the student's needs, consider:

- The student's willingness to learn to use the accommodation.
- Opportunities to learn how to use the accommodation in classroom settings.
- When accommodations can be used on state assessments.

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for ongoing evaluation and improvement of the student's use of accommodations.

Step 4: Administer Accommodations During Instruction and Assessment

Accommodations During Instruction

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

Accommodations During Assessment

Planning for Test Day. Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is not uncommon for members of the team to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all team members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations.

Prior to the day of a test, be certain the test administrator and proctors know what accommodations each student will be using and how to administer them properly. For example, if a student has extended time, someone must monitor the student when the time is up for other students. Staff members administering accommodations, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

Administering Assessments and Accommodations. State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff members involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Education Measurement (NCME, 1995) states that test administrators and others involved in assessments must:

- Take appropriate security precautions before, during, and after the administration of the assessment.
- Understand the procedures needed to administer the assessment prior to administration.
- Administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur.
- Avoid any conditions in the conduct of the assessment that might invalidate the results.
- Provide for and document all reasonable and allowable accommodations for the administration of the assessment to students with disabilities, ELLs, and students with 504 plans.
- Avoid actions or accommodations that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

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

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

Standardization

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

Test Security

Test security involves maintaining the confidentiality of test questions and answers, and is critical to ensure the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, or scribe). In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed.

Step 5: Evaluate and Improve Accommodation Use

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations use, as well as support the continued use of some accommodations or the rethinking of others. Examination of the data may also indicate areas in which the ELL team, IEP team, 504 planning committee and test administrators need additional training and support.

Observations conducted during test administration, and talking with test administrators and students after testing sessions, will likely yield data that can be used to analyze accommodation information at the student, school, or district level. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the school and district level and the student level.

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

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

Questions to Guide Evaluation at the Student Level

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

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

References

Thurlow, M.L. , & Wiener, D, (2000). *Non-approved accommodations: Recommendations for use and reporting* (Policy Directions No.11). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Selecting Accommodations: Do's and Don'ts

Do

1. Make accommodations decisions based on individualized needs.
2. Select accommodations that reduce the effect of the disability or limited English proficiency.
3. Be certain to document instructional and assessment accommodations on the student's ELL, IEP or Section 504 plan.
4. Be familiar with the types of accommodations that may be used as both instructional and/or assessment accommodations.
5. Be specific about the "where, when, who and how" of providing accommodations.
6. Refer to state accommodations policies and understand implications of selections.
7. Evaluate accommodations used by the student.
8. Get input about accommodations from teachers, parents, and students, and use it to make decisions at ELL, IEP, or 504 team planning committee meetings.
9. Provide accommodations for assessments routinely used for classroom instruction.
10. Select accommodations based on specific individual needs in each content area.

Don't

1. Don't make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).
2. Don't select accommodations unrelated to documented student learning needs or accommodations intended to give students an unfair advantage.
3. Don't use an accommodation that has not been documented on the ELL, IEP or Section 504 plan.
4. Don't assume that all instructional accommodations are appropriate for use on assessments.
5. Don't simply indicate that an accommodation will be provided "as appropriate" or "as needed."
6. Don't check every accommodation possible on a checklist simply to be "safe."
7. Don't assume the same accommodations remain appropriate year after year.
8. Don't make decisions about instructional and assessment accommodations by yourself, without other team members.
9. Don't provide an assessment accommodation for the first time on the day of a test.
10. Don't assume certain accommodations, such as extra time, are appropriate for every student in every content area.

Assessment Accommodations for English Language Learners

Introduction

Both state and federal laws require the participation of English language learners in standards-based instruction and assessment programs.

To assist students who are English language learners, instructional and assessment accommodations may be applied. Instructional accommodations are designed to provide the assistance needed to maximize learning, whereas assessment accommodations are applied to more accurately measure the knowledge and skills of ELL students and to diminish the effects of language differences.

Decisions about assessment accommodations should be made by an ELL team. These important decisions about assessment accommodations must be reviewed annually. When making accommodations decisions, these guidelines should be followed.

- Written translations of the tests or test directions are not allowed.
- Limited oral translations of the language arts CRTs are allowed for levels P, E, and I as defined below and determined by the ELL team.
 - Translators may not clarify, elaborate, provide assistance to students, or inadvertently give clues that indicate the correct answer or help eliminate some answer choices.
 - Math and science passages, questions, and options may be translated (allowed for levels P, E, I as determined by the ELL team).
 - Specific instructions will be available prior to the Elementary Language Arts CRT testing period. These instructions will outline the subtests that may or may not be translated (Allowed for levels P, E, I as determined by ELL team).
 - Secondary language arts passages, questions, and options may not be translated.
 - Math reference sheets for the CRT and UBSCCT are available in the five most common non-English languages in Utah, which are Spanish, Bosnian, Vietnamese, Laotian, and Tongan.
- Bilingual word lists will be provided by the USOE for the UBSCCT reading, writing and math in the five most common non-English languages in Utah, which are Spanish, Bosnian, Vietnamese, Laotian, and Tongan. Only bilingual word lists provided by the USOE are allowed.
- Only translated formulas provided by the USOE are allowed.
- ELL students may **not** use a bilingual dictionary as an assessment accommodation.

Assessment Accommodations for Students with Disabilities with an Individualized Education Program (IEP)

All students with disabilities are required to participate in the statewide assessment program. During the meeting in which the individualized education program (IEP) is developed, the IEP team must determine how the student will participate in U-PASS. Three options are available for students with an IEP:

- Participation under standard test administration conditions.
- Participation with an accommodated test administration.
- Participation through administration of Utah's Alternate Assessment (UAA).

Utah's Alternate Assessment

The purpose of Utah's Alternate Assessment (UAA) is to provide an appropriate way to measure individual progress on IEP goals and objectives for students with significant cognitive disabilities who are not able to participate in other statewide assessments, even with test accommodations.

The UAA is only for students with significant cognitive disabilities. These students should be exempted from the other U-PASS tests (Core Criterion-Referenced Tests, Direct Writing Assessment, the Iowa Tests, and the Utah Basic Skills Competency Test). The UAA is administered in the spring to students in grades 1-12 to assess their language arts, math, and science skills.

The IEP team may decide that participation in the alternate assessment component of U-PASS is the most appropriate option for the student based upon the student's curriculum and eligibility criteria, stated below. The IEP for the student must include a statement of (1) why the student was not able to participate in the statewide and district-wide assessments and (2) how the student will be assessed.

Eligibility Criteria for Participation in Utah's Alternate Assessment

Utah's Alternate Assessment is designed for students with significant cognitive disabilities.

To be eligible for participation in Utah's Alternate Assessment, the student must meet **all** of the following criteria:

- Have a current IEP that documents the need for an alternate assessment.
- Demonstrate cognitive ability and adaptive skill levels that prevent completion of the general academic core curricula, even with instructional accommodations.
- Be unable to participate in any other component of the statewide assessment system, even with test accommodations.
- Require extensive individualized instruction in multiple settings to transfer and generalize skills.

The federal government allows up to 1% of Utah's students to be designated as proficient on Utah's Alternate Assessment (UAA) for AYP accountability. It does not limit the number of students who may be assessed with the alternate assessment, only the number of scores that may count as proficient.

Assessment Accommodations for Students With Section 504 Plans

Students with Section 504 plans may use assessment accommodations in order to have fair access to test materials and test administration conditions.

The decision about accommodations should **not** be made by just one individual. Instead, the Section 504 team must make a collective judgment about the appropriate accommodations for a particular student. Their decision must be recorded in the student's Section 504 Plan and be approved by the student's parents or guardians.

The accommodations that are allowed for Section 504 students are the same as those allowed for students with an IEP (see the charts on pages 28 to 37). In addition, there are special accommodations for temporary conditions, such as a broken arm (dominant arm) or a medication problem. These temporary accommodations would be determined by the Section 504 team.

OVERVIEW OF ASSESSMENT ACCOMMODATIONS

	Accommodations	Plan	ELL Level**	CRT			DWA	UBSCT			ELL	NRT
				Language Arts	Math	Science	Writing	Reading	Writing	Math	UALPA	Iowa Tests
Presentation Accommodations	Directions read aloud in English	ELL, SWD, 504	P,E,I	X	X	X	X	X	X	X	No	X
	Questions read aloud in English	ELL, SWD, 504	P,E,I	pg 28*	X	X	X	No	X	X	No	No***
	Directions signed	SWD, 504		X	X	X	X	X	X	X	No	X
	Questions signed	SWD, 504		pg 29*	X	X	X	No	X	X	No	No***
	Screen reader	SWD, 504		pg 29*	X	X	X	No	X	X	No	No
	Directions - oral translation	ELL	P,E,I	X	X	X	X	X	X	X	No	No
	Questions - oral translation	ELL	P,E,I	No	X	X	No	No	No	X	No	No
	Large print	SWD, 504		X	X	X	X	X	X	X	X	X
	Magnification devices	SWD, 504		X	X	X	X	X	X	X	X	X
	Braille	SWD, 504		X	X	X	X	X	X	X	X	X
	Tactile graphics	SWD, 504		X	X	X	X	X	X	X	X	X
	Audio amplification devices	SWD, 504		X	X	X	X	X	X	X	X	X
	Visual cues –hearing impaired	SWD, 504		X	X	X	X	X	X	X	X	X
	Talking materials	SWD, 504		X	X	X	X	X	X	X	X	X
	Bilingual word lists	ELL	P,E,I	---	---	---	---	X	X	X	No	No
	Translated formulas	ELL	P,E,I	---	X	---	---	---	---	X	No	No
Response Accommodations	Word processor (no spell check)	SWD, 504		X	---	---	X	X	X	---	X	---
	Calculation devices	SWD, 504		---	pg 33*	X	---	---	---	pg 33*	---	No
	Write in test booklet	SWD, 504		X	X	X	X	X	X	X	X	X
	Scribe	SWD, 504		X	X	X	X	X	X	X	X	X
	Visual organizers	SWD, 504		X	X	X	X	X	X	X	X	X
	Graphic organizers	SWD, 504		X	X	X	X	X	X	X	X	X
	Speech-to-text conversion	SWD, 504		X	X	X	X	X	X	X	X	No
	Braille	SWD, 504		X	X	X	X	X	X	X	X	X
	Recording device	SWD, 504		X	X	X	X	X	X	X	X	X
Setting	Reduce distractions to student	SWD, 504		X	X	X	X	X	X	X	X	X
	Reduce distractions to others	ELL, SWD, 504	P,E,I	X	X	X	X	X	X	X	X	X
	Physical access – ADA	SWD, 504		X	X	X	X	X	X	X	X	X
Timing	Extended time	ELL, SWD, 504	P,E,I	X	X	X	X	X	X	X	X	X
	Multiple breaks	ELL, SWD, 504	P,E,I	X	X	X	X	X	X	X	X	X
	Schedule change	SWD, 504		X	X	X	X	X	X	X	X	X
	Temporary accommodations	504		X	X	X	X	X	X	X	X	X

X Accommodation allowed.

No Accommodation not allowed.

--- Not applicable.

* See the indicated page.

** Allowed for levels P, E, I as determined by ELL team.

*** Reading and vocabulary tests are not to be read aloud or signed.

Utah Accommodation Guidelines

Accommodations

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

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., lowering or invalidating a student's test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with state policies regarding accommodations during assessments.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and, as they get older, in post-secondary education and at work. Accommodations for instruction and assessment are integrally intertwined.

Modifications vs. Accommodations

Accommodations do not reduce learning expectations; they provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may have implications that could adversely affect students throughout their educational career. Examples of modifications include:

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

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

Note: Test scores from a modified test administration **will not** be counted toward percent proficient for determining Adequate Yearly Progress, nor will they count as **participating** in the statewide assessment.

ELL	SWD	504	<p style="text-align: center;">Presentation Accommodations</p> <p>Presentation accommodations allow students to access instruction and assessments in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.</p> <p>Who can benefit from presentation accommodations? Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability.</p>	Instruction	Assessment
X	X	X	<p>Directions Read Aloud in English. A qualified person approved by the district/charter school may be allowed to read orally to students who are unable to decode text visually or for English language learners who are unable to read English. Test readers must ensure that all students understand what is expected of them when reading test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answer before they begin taking the test.</p> <p>Policy:</p> <ul style="list-style-type: none"> • CRTs: Clarification, paraphrasing, and re-reading of directions are allowed. 	X	X
X	X	X	<p>Questions Read Aloud in English. A qualified person approved by the district/charter school may be allowed to read orally to students who are unable to decode text visually or for English language learners who are unable to read. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word for word, exactly as written. 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.</p> <p>Policy:</p> <ul style="list-style-type: none"> • Readers may <u>not</u> clarify, elaborate, provide assistance to students, or inadvertently give clues that indicate the correct answer or help eliminate some answer choices. • CRT Math and Science: Passages, questions, and options may be read aloud in English (ELL – Allowed for levels P, E, I as determined by ELL team). • CRT Elementary and Secondary Language Arts: Passages, questions, and options that <u>MAY</u> be read aloud are noted by a black box symbol (■) before either the introduction to a passage or directions to individual students (e.g., “■ Introduction:” or “■ Directions:”). • UBSCT Reading: Passages, questions, and options may <u>not</u> be read aloud in English. • UBSCT Writing & Math: Passages, questions, and options may be read aloud in English. • UALPA: Follow directions for test administration. <p>Iowa Tests: The reading and vocabulary tests may <u>not</u> be read aloud.</p>	X	X

ELL	SWD	504	Presentation Accommodations (Continued)	Instruct	Assess
	X	X	<p>Directions Signed. Sign language interpreters may be required for 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 translate in the same method of sign language typically used by the student (e.g., American Sign Language, Cued Speech).</p> <p>Policy:</p> <ul style="list-style-type: none"> • Clarification, paraphrasing, and re-signing are allowed. 	X	X
	X	X	<p>Questions Signed. Sign language interpreters may be required for 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 translate in the same method of sign language typically used by the student (e.g., American Sign Language, Cued Speech). 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 but should also be available in print or tactile formats.</p> <p>Policy:</p> <ul style="list-style-type: none"> • Sign language interpreters may <u>not</u> clarify, elaborate, provide assistance to students, or inadvertently give clues that indicate the correct answer or help eliminate some answer choices. • A student’s teacher should not be the interpreter in testing situations unless a second person is present to monitor for quality and fairness. • CRT Math and Science: Passages, questions, and options may be signed. • CRT Elementary and Secondary Language Arts: Passages, questions, and options that <u>MAY</u> be read aloud are noted by a black box symbol (■) before either the introduction to a passage or directions to individual students (e.g., “■ Introduction:” or “■ Directions:”). • UBSCT: The writing and math tests may be signed but not the reading test. • Iowa Tests: The reading and vocabulary tests may <u>not</u> be signed. 	X	X
	X	X	<p>Screen Reader. A screen reader is a computer application that converts text to synthesized speech or to Braille (read with an auxiliary Braille display). 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. Mathematics formulas are normally displayed on screen as graphics that cannot be read by a screen reader.</p> <p>Policy:</p> <ul style="list-style-type: none"> • CRT Math and Science: Passages, questions, and options may be converted to speech. • CRT Elementary and Secondary Language Arts: Passages, questions, and options that <u>MAY</u> be read aloud are noted by a black box symbol (■) before either the introduction to a passage or directions to individual students (e.g., “■ Introduction:” or “■ Directions:”). 	X	X

ELL	SWD	504	Presentation Accommodations (Continued)	Instruct	Assess
X			<p>Directions—Oral Translation. A qualified person approved by the district/charter school may be allowed to translate orally the directions of the test from English to the student’s native language.</p> <p>Policy:</p> <ul style="list-style-type: none"> • Directions for CRTs may be translated. • UBSCT: Directions may be translated. • UALPA: Directions may <u>not</u> be translated. • Iowa Tests: Directions may <u>not</u> be translated. • Written translations of the directions are <u>not</u> allowed. 	X	X
X			<p>Questions—Oral Translation. A qualified person approved by the district/charter school may be allowed to translate orally the directions of the test from English to the student’s native language.</p> <p>Policy:</p> <ul style="list-style-type: none"> • Translators may <u>not</u> clarify, elaborate, provide assistance to students, or inadvertently give clues that indicate the correct answer or help eliminate some answer choices. • CRT Math and Science: Passages, questions, and options may be translated (ELL—allowed for levels P, E, I as determined by ELL team). • CRT Elementary and Secondary Language Arts: Reading passages, questions, and options may <u>not</u> be translated. • CRT Math: Reference sheets will be available in English and Spanish. • UBSCT Reading: Passages, questions, and options may <u>not</u> be translated. • UBSCT Math: Reference sheets for the math portions will be available in a variety of languages. • UALPA: Oral translations are <u>not</u> allowed • Iowa Tests: Translations of the test materials are <u>not</u> allowed. • Written translations of the tests are <u>not</u> allowed. 	X	X
X	X		<p>Large Print. Large print editions of tests and instructional materials are required for some students with visual impairments. It is recommended that regular print materials be manipulated to reformat test items and enlarge or change the font as needed. All text and graphic materials—including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes—must be presented in at least 18-point type for students who need large print. Students, working with their teachers, need to find an optimal print size and determine the smallest print that can still be read. (Copyright issues may need to be addressed.) It is important for the print to be clear, with high contrast between the color of the print and the color of the background. When using large-print classroom material, consider the weight, size, and awkwardness of books. Large-print books are now available that look very similar to the same books in standard print.</p>	X	X

ELL	SWD	504	Presentation Accommodations (Continued)	Instruct	Assess
	X	X	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, enlarged computer monitors, or computers with screen enlargement programs. Some students also use Closed Circuit Television (CCTV) to enlarge print and display printed material with various image enhancements on a screen.	X	X
	X	X	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 discs, and speech synthesis. Decisions also need to be made about whether a student will use contracted or uncontracted Braille. Check to see if practice tests are available in Braille. Although still uncommon, “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 Braille Code contains numerous technical symbols that occur in mathematics and science. The test administrator of a Braille test needs to be provided with a print version of the test during test administration.	X	X
	X	X	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.	X	X
	X	X	Audio Amplification Devices. Some students may require audio amplification devices in addition to hearing aids to increase clarity. These students may or may not use 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.	X	X
	X	X	Visual Cues—Hearing Impaired. 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. The teacher should incorporate a visual representation of materials presented in class through the use of visual aids, graphic organizers, charts, diagrams, and pictures. Visual representations in classrooms should not be available during assessment.	X	X
	X	X	Talking Materials. Many classroom materials are now available with auditory components. These include calculators, “talking” clocks, thermometers, timers, and voltmeters.	X	X
X			Bilingual Word List. A bilingual word list is a word-to-word translation. Policy: <ul style="list-style-type: none"> • Definitions or explanations are not permitted. • CRT: Bilingual word list not provided or permitted. • UBSCT: Bilingual word list will be provided by the USOE in a variety of languages (ELL—Allowed for levels P, E, I as determined by ELL team). • Iowa Tests: Bilingual word list <u>not</u> allowed. • Only bilingual word lists provided by the USOE allowed. 	X	X
X			Translated Formulas/Math Reference Sheets. Formulas may be translated word for word. Policy: <ul style="list-style-type: none"> • CRT Math: Translated Formulas/Math Reference Sheets are available in English and Spanish (ELL—Allowed for levels P, E, I as determined by ELL team). • UBSCT: Translated Formulas/Math Reference Sheets are available in a variety of languages (ELL—Allowed for levels P, E, I as determined by ELL team). • Iowa Tests: Bilingual formulas <u>not</u> allowed. • Only translated formulas provided by the USOE are allowed. 	X	X

ELL	SWD	504	Presentation Accommodations (Continued)	Instruct	Assess
X				<p>Bilingual Dictionary. A bilingual dictionary is a dictionary that provides word definitions in the both languages.</p> <p>Policy:</p> <ul style="list-style-type: none"> • A bilingual dictionary may <u>not</u> be used as an assessment accommodation for any ELL student. • A bilingual dictionary may be used for instruction only (ELL—Allowed for Levels P, E, I as determined by ELL team). 	X
X	X	X	<p>Audiotape or Compact Disc for Instruction Only. Instructional materials are prerecorded on an audio cassette or compact disc (CD) that 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 small 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 cost. The greatest difficulty with an audiocassette is rewinding if a student wants to repeat material. This is not as difficult with a CD that can be programmed. Audio versions of text 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 audio format before use to make certain everything is working properly. Copyright issues may need to be addressed. Audiotapes and CDs must be signed out, collected, and kept in a secure location (ELL—Allowed for levels P, E, I as determined by ELL team).</p>	X	
	X	X	<p>Books on Tape. Books on Tape is a service provided by Recordings for the Blind and Dyslexic, for which students and schools can apply. Students call a toll-free number to borrow textbooks for a specified period of time. A special tape player may also be needed.</p>	X	
X	X	X	<p>Recorded Books. Recorded books are produced on tape or CD and can be borrowed from libraries or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. Some of the tapes contain the full book and some are abridged (e.g., <i>Reader's Digest</i> version). These tapes play on standard cassette or CD players. Tapes or CDs for students often include a book for following along. Students who can see print may want to obtain a print copy of a taped book to follow along (ELL – Allowed for levels P, E, I as determined by ELL team).</p>	X	
X	X	X	<p>Videotape and Descriptive Video. Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are now 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 (ELL – Allowed for levels P, E, I as determined by ELL team).</p>	X	
X	X	X	<p>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 (ELL – Allowed for levels P, E, I as determined by ELL team).</p>	X	

ELL	SWD	504	<p style="text-align: center;">Response Accommodations</p> <p>Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.</p> <p>Who can benefit from response accommodations?</p> <p>Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).</p>	Instruction	Assessment
X	X		<p>Word Processor (No Spell Check). A student types on a word processor with the grammar and spell check disabled. This option may increase a student's independence and reduce the need for a trained scribe. Research has found that students who complete better work on computers than by handwriting are students who are very familiar with computers and have good keyboarding skills. Assistive technology that can be used for typing includes customized keyboards, mouth or headstick or other pointing devices, sticky keys, touch screen, and trackball. The IEP team would determine whether the grammar and spell check would be enabled or disabled during class work.</p> <p>Policy:</p> <ul style="list-style-type: none"> • DWA: This accommodation is available with the grammar and spell check disabled. • UBSCT: This accommodation is available for the writing subtest only, with the grammar and spell check disabled. 	X	X
X	X		<p>Calculation Devices. If a student's disability affects mathematics calculation <u>but not reasoning</u>, 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). In some cases, an abacus may be useful for students when mathematics problems are to be calculated without a calculator. The abacus functions as paper and pencil for students with visual impairments.</p> <p>Policy:</p> <ul style="list-style-type: none"> • CRT Math: Any calculator that is equivalent to a Texas Instruments 89 or below <u>may</u> be used on the CRT (non-calculator section) as an accommodation. • UBSCT Math: Any calculator that is equivalent to a Texas Instruments 89 or below, or any calculator accepted on the ACT or SAT, may be used on the Utah Basic Skills Competency Test (UBSCT) math assessment (non-calculator section) as an accommodation. • Iowa Tests Math: <ul style="list-style-type: none"> ○ Iowa Tests of Basic Skills (ITBS) (Grades 3, 5, 8): Calculators <u>may</u> be used on Part 1 of the math test. ○ Iowa Tests of Basic Skills (ITBS) (Grades 3, 5, 8): Calculators may <u>not</u> be used on Parts 2 and 3 of the math test. ○ Iowa Tests of Educational Development (ITED) (Grade 11): Calculators may <u>not</u> be used on the computation test. 	X	X

ELL	SWD	504	Response Accommodations (Continued)	Instruct	Assess
	X	X		Write in Test Booklet. This accommodation allows a student to write directly in a test booklet rather than on an answer sheet.	X
X	X		<p>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. Scribes are not allowed to elaborate on what is being written. Scribes must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Individuals who serve as scribes need to prepare carefully to assure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write only what is dictated, no more and no less.</p> <p>Policy:</p> <ul style="list-style-type: none"> • Scribes should not affect the outcome of a test in any way. • 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 cannot answer or explain anything to the student during testing and must be careful not to give hints. • Scribes must allow the student to review and edit what the scribe has written. • The student must tell the scribe about the use of capitalization, punctuation, and the spelling of key words without the scribe asking for that information. • Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing. 	X	X
X	X		Visual Organizers. Visual organizers include graph paper, highlighters, place markers, scratch paper, and templates. 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. (Copyright issues may need to be addressed.)	X	X
X	X		<p>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 or writing elements through graphics.</p> <p>Policy:</p> <ul style="list-style-type: none"> • Graphic organizers must be student generated. 	X	X

ELL	SWD	504	Response Accommodations (Continued)	Instruct	Assess
X	X		<p>Speech-to-Text. Speech-to-text conversion or voice recognition allows students to use their voices as input devices. Voice recognition may be used to dictate text into the computer or to give commands to the computer (e.g., opening application programs, pulling down menus, or saving work). Older voice recognition applications require each word to be separated by a distinct space. This allows the machine to determine where one word begins and the next stops. This style of dictation is called discrete speech. Continuous speech voice recognition allows students to dictate text fluently into the computer. These new applications can recognize speech at up to 160 words per minute. While these systems do give students system control, they are not yet hands-free. Even the most current versions require training the software to recognize the individual voice. This training must occur prior to actually using the software in an instructional or assessment situation.</p>	X	X
X	X		<p>Braille. A Braille keyboard is used for typing Braille that can then be printed in standard print or Braille (embosser). The Braille keyboard is similar to a typewriter or computer keyboard. Paper is inserted into the Braille keyboard and multiple keys are pressed at once, creating Braille dots with each press. Through an alternative computer port, newer Braille keyboards can simultaneously act as a speech synthesizer that reads the text displayed on the screen when paired with a screen reading program.</p>	X	X
X	X		<p>Recording Device. A student uses a tape recorder to record class work or test responses rather than writing on paper.</p> <p>Policy:</p> <ul style="list-style-type: none"> • DWA and UBSCCT: If a tape recorder is used, a scribe is still required to transcribe the audio recording into print. See notes above regarding scribes. 	X	X
X	X		<p>Note Takers. Students may have another student take notes or use an electronic note-taking device. Portable note-taking devices are small, lightweight devices equipped with a Braille or typewriter-style keyboard for input and synthetic voice. Some note takers also contain a Braille display (between 18 and 40 characters) for output. Note takers are excellent tools for recording notes in school, at home, or at work. They often have additional features such as a calculator and a calendar function. Newer models have a built-in modem, which allows the user to access e-mail as well as surf the Web. When these models are connected to a PC, files can be exchanged or information can be sent from the note taker to a Braille embosser or to an ink printer. When linked to a computer using a screen reader, note takers equipped with a Braille display can act as a Braille output device.</p>	X	
X	X		<p>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 spell checkers. Students enter an approximate spelling and then see or hear the correct spelling or correct use of a word. Students who use a word processor may be allowed to use a spell-check or other electronic spelling device.</p> <p>Policy:</p> <ul style="list-style-type: none"> • Spell-check and grammar-checking devices must be turned off for the Direct Writing Assessment (DWA) and for the Utah Basic Skills Competency Test (UBSCT) writing subtest (essay). 	X	

ELL	SWD	504	<h3 style="text-align: center;">Setting Accommodations</h3> <p>Setting accommodations change the location in which a student receives instruction or participates in an assessment, or the conditions of an instructional or assessment setting. Students may be allowed to sit in a different location from the majority of students in order to reduce distractions to themselves or others, or to increase physical access or access to special equipment. Some students may need changes in the conditions of an instructional setting. Every instructional and assessment setting should have good lighting and ventilation, with a comfortable room temperature, and be as free as possible from noise, traffic, and other interruptions. Chairs should be comfortable and tables set at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in good condition.</p> <p>Who can benefit from setting accommodations?</p> <p>Setting accommodations, which are changes in instructional and assessment locations, can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations that might distract other students (e.g., reader, scribe, frequent breaks). Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment. However, all students can be assessed in a group size similar to their classroom instruction size used throughout the school year.</p>	Instruction	Assessment
	X	X	<p>Reduce Distractions to Student. 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 headphones.</p> <p>Policy:</p> <ul style="list-style-type: none"> • Each student tested in a private location needs adult supervision, and each adult supervisor needs to understand test administration procedures. 	X	X
X	X	X	<p>Reduce Distractions to Others. Some students use accommodations that may distract other students, such as having a reader, translator, 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.</p> <p>Policy:</p> <ul style="list-style-type: none"> • Each student tested in a private location needs adult supervision, and each adult supervisor needs to understand test administration procedures. 	X	X
	X	X	<p>Physical Access – ADA. Occasionally a setting might be changed to increase physical access for a student. For example, a student who uses a wheelchair with a specially designed tabletop and assistive technology may not have adequate space in an auditorium with theater seating. Other students may need equipment that requires specific locations for learning and assessment. For example, a student who uses a computer for word processing might need to complete assignments and take tests in a computer lab. A student who uses large-print materials may need to sit at a table, rather than at a desk with a small surface area. Another student might benefit from a standing work station. Keep aisles clear, and do not leave doors or cupboards half open to increase access for students with visual or physical disabilities. Provide space for a guide dog, and explain to other students that the dog is working and should be ignored. Make certain the school is accessible for students with mobility impairments. Students should have access to the building, cafeteria, classrooms, media center, restrooms, and playground. In essence, they should be able to access any room or space on the school grounds used by students in general. Some students may need to receive educational services and participate in assessments in home or hospital settings.</p> <p>Policy:</p> <ul style="list-style-type: none"> • Each student tested in a private location needs adult supervision, and each adult supervisor needs to understand test administration procedures. • A student has access to either computer-based or paper-and-pencil-based test administration. 	X	X

ELL	SWD	504	<h2 style="text-align: center;">Timing and Scheduling Accommodations</h2> <p>Timing and scheduling accommodations change the allowable length of time to complete assignments, assessments, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks they need to complete activities, assignments, and assessments. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or assessment takes place.</p> <p>Who can benefit from timing and scheduling accommodations?</p> <p>Timing and scheduling accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and assessments. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audiotape, scribe).</p> <p>Students who cannot concentrate continuously for an extended period, or who become frustrated or stressed easily, may need frequent or extended relaxation breaks. It may also help to schedule in the morning those classes and tests that require the greatest concentration for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.</p> <p>Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who become fatigued easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.</p>	Instruction	Assessment
X	X	X	<p>Extended Time. Extended time may require a student's team to determine a fairly specific amount of extra time to complete assignments, projects, and assessments. A common extension is time and one-half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit. Double time may also be allowed. Decisions should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of assignments, assessments, and activities. For example, if a reader or scribe is used, double time may be appropriate. Usually "unlimited" time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety of simply knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work.</p> <p>Policy:</p> <ul style="list-style-type: none"> • CRTs: It is recommended that subtest sessions be completed the same day on which they are started. If necessary, additional completion sessions should be scheduled, within the LEA's determined testing window, and carefully proctored to ensure that the student does not access previously completed items. • UBSCT: Subtests must be given on the assigned day and completed within the school day. • There are no time restrictions on state-wide assessments or on the Iowa Tests. 	X	X
X	X	X	<p>Multiple 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. Sometimes test booklets are divided into shorter sections so students can take a break between sections of a test (sometimes referred to as "short segment test booklets"). If the length of a break is predetermined, a timer might be used to signal the end of the break.</p> <p>Policy:</p> <ul style="list-style-type: none"> • Supervision is required for all students. • CRTs: It is recommended that subtest sessions be completed the same day on which they are started. If necessary, additional completion sessions should be scheduled, within the LEA's determined testing window, and carefully proctored to ensure that the student does not access previously completed items. • UBSCT: Subtests must be given on the assigned day and completed within the school day. 	X	X

ELL	SWD	504		Instruction	Assessment
			Timing and Scheduling Accommodations (Continued)		
	X	X	<p>Schedule Change. If possible, schedule assessments and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Sometimes students are allowed to complete activities and take tests over multiple days—completing a portion each day. This is usually done to reduce fatigue.</p> <p>Policy:</p> <ul style="list-style-type: none"> • CRTs: It is recommended that subtest sessions be completed the same day on which they are started. If necessary, additional completion sessions should be scheduled, within the LEA's determined testing window, and carefully proctored to ensure that the student does not access previously completed items. • UBSCT: Subtests must be given on the assigned day and completed within the school day. 	X	X

ELL	SWD	504		Instruction	Assessment
			Other Accommodations		
			There are some accommodations allowed only for students with a Section 504 plan.		
		X	<p>Temporary. Accommodations are allowed for problems that create a temporary disability and meet the criteria for Section 504. A broken dominant hand would be an example of a temporary accommodation, as would other temporary medical conditions.</p>	X	X

Appendix A

Checklist to Plan Accommodation Use

Directions: Use these questions to identify various types of presentation, response, setting, and timing and scheduling accommodations for students with disabilities. The list is not exhaustive—its purpose is to prompt members of ELL teams, IEP teams, and 504 planning committees to consider a wide range of accommodation needs. Use the list in planning by indicating Y (YES), N (NO), or DK/NA (Don't Know/Not Applicable).

	Y	N	DK/ NA
Presentation Accommodations			
1. Does the student have a visual impairment that requires large-type or Braille materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the student able to read and understand directions in English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can the student follow oral directions from an adult or audiotape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are assistive technology devices indicated on the student's IEP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has the student been identified as having a reading disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student have low or poor reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the student have a hearing impairment that requires an interpreter to sign directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the student have a hearing impairment and need a listening device?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Response Accommodations			
10. Does the student have difficulty tracking from one page to another and maintaining his/her place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the student have a disability that affects the ability to record his/her responses in the standard manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can the student use a pencil or writing instrument?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the student use a word processor to complete homework assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the student use a tape recorder to complete assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the student need the services of a scribe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the student have a disability that affects his/her ability to spell?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the student have a visual or motor disability that affects his/her ability to perform math computations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Does the student have difficulty responding in English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Appendix B

Student Questionnaire on Accommodations

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, however, be certain that the student understands the concept of an "accommodation," providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

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

2. Explain what you do well in this class.

The things you said you can do well 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 for which an accommodation may be helpful for you.

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

Class List

Classes	Accommodations

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

Appendix C

Assessment Accommodations Plan

Student Information	Case Information
Name: _____	Special Education/ELL/504 Teacher(s): _____
Date of Assessment: _____	School Year: _____
Name of Assessment: _____	Building/School: _____
	General Education Teacher(s): _____

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.

Appendix D

Assessment Accommodations Student – Teacher 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 post-secondary education.

I, _____
(Student's name)

need the following accommodations to take part in this assessment:

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

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

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

(Student signature)

(Date)

Appendix E

Logistics Planning Checklist

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

Accommodations Throughout the Academic Year

	Y	N	NA
1. Accommodations are documented on student's ELL, IEP, or 504 plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student uses accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A master accommodations plan/database listing assessment accommodation needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Preparation for Test Day

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

Accommodations on the Day of the Test

9. All eligible students receive accommodations as determined by their ELL, IEP, or 504 plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provision of accommodations is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Plans are made to replace defective equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Considerations After the Day of the Test

Y N NA

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

Appendix F

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 ELL, IEP, or 504 team to decide which accommodations to document on a student’s ELL, IEP, or 504 plan if the student came to the 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 it be done?

4. How could the journal be used in the development of a student's ELL, IEP, or 504 plan?

Appendix G

Guidelines for Assessment of English Language Learners

ELL students who are new to the United States (less than three years) may be exempt from some assessments. The following guidelines should be followed:

1. ELL students enrolled **before April 15 of the current school year** and who are new to the United States (first year of enrollment in any U.S. school) must take:
 - UALPA (levels P, E, and I only).
 - Math CRT (counted for participation only; scores are **not** calculated for AYP).
 - Utah Basic Skills Competency Test.
2. ELL students enrolled **on or after April 15 of the current school year** and who are new to the United States (first year of enrollment in any U.S. school) are exempt from all state tests.
3. ELL students who enrolled **prior to April 15 of the previous school year** must take:
 - UALPA (levels P, E, I only).
 - Language Arts CRT.
 - Math CRT.
 - Science CRT (not required for P level).
 - Direct Writing Assessment (not required for P level).
 - Utah Basic Skills Competency Test (UBSCT).

Note: Language Arts CRT and Math CRT scores are used for AYP calculations.
4. ELL students enrolled **on or after April 15 of previous school year** must take:
 - UALPA (levels P, E, I only).
 - Math CRT (counted for participation only; scores are **not** calculated for AYP).
 - Utah Basic Skills Competency Test (UBSCT).
5. ELL students **enrolled three or more years** must take:
 - UALPA (levels P, E, I only).
 - Language Arts CRT.
 - Math CRT.
 - Science CRT.
 - Direct Writing Assessment (DWA).
 - Utah Basic Skills Competency Test (UBSCT).

NOTE: Participation in the **Iowa Tests** program is determined by level of language proficiency, not years in the country. ELL students should take the Iowa Tests unless the student meets the following criteria:

- An ELL student is classified as level P, or
- An ELL student is classified as level E and has received English language acquisition instruction for less than three years, including kindergarten as an instructional year.