



**Utah State Office of Education**

# **2013-2014**

## **UTAH PARTICIPATION AND ACCOMMODATIONS POLICY**

**For students who are:**

- **English Learners**
- **Students with Disabilities**
- **Students with Section 504 Plans**

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## Utah Participation and Accommodations Policy

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### **Acknowledgements**

The Utah State Office of Education (USOE) considered input from many sources to complete this policy. Those sources included the Council of Chief School Officers Accommodations Manuals for Student with Disabilities, English Language Learners and English Language Learners with Disabilities under the direction of the Assessing Special Education State Collaborative on Assessment and Student Standards (ASES SCASS) and English Language Learners State Collaborative on Assessment and Student Standards (ELL SCASS), the Utah Special Education Administrators' Meeting, Utah Assessment Directors, Utah Alternative Language Services Directors, teachers and administrators for students who are blind and/or deaf, and parents, teachers and administrators who have contacted USOE about accommodations in the past.

The Utah State Office of Education appreciates the time and effort spent by those who volunteered their time and efforts which contributed to the development of this document.

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## **1 Definitions of Terms**

The definition of terms is intended to highlight new terms that will be used throughout the document.

### **1.1 Accommodations**

Accommodations for assessments are changes in the test administration that do not alter the validity of score interpretation, reliability, or security of the test. These accommodations may be available to special needs students, but not to general education students.

### **1.2 English learners (EL)**

English learners are students whose native language is not English and who do not yet possess sufficient English language proficiency to participate effectively in regular education classes.

### **1.3 English Learners with Disabilities (ELs with disabilities)**

Students whose native language is not English and who have disabilities as identified through IDEA.

### **1.4 Resources**

Resources tools that do not alter the validity of score interpretation, reliability, or security of the test. These are available for all students, including general education students.

### **1.5 Special Needs Student Plans**

Plans for students with disabilities, such as Section 504 plans and IEPs.

### **1.6 Students on a Section 504 Plan**

Students with disabilities who are eligible to receive accommodations through Section 504 of the 1973 Rehabilitation Act.

### **1.7 Students with Disabilities**

Students who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) and Utah State Board of Education Special Education Rules on an IEP.

## 1.8 Students with Special Needs

Students with disabilities, students on Section 504 plans, ELs, ELs with disabilities, and ELs on Section 504 plans.

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## 2 Introduction

The purpose of this document is to establish statewide policy for the participation of students in the Utah Comprehensive Accountability System (UCAS) and to provide guidance on accommodation and resources use on UCAS assessments. The central elements of the UCAS policy are:

- Rules for inclusion in the statewide assessment program UCAS.
- Limited allowances for exempting or excusing students from assessments.
- Accommodations and resources for test administration and student responses.

### 2.1 Description

UCAS serves as an accountability program and as a system for evaluating individual student performance and growth. Assessment accommodations are allowed on all components of UCAS, but they vary from test to test and according to students' characteristics.

UCAS consists of several assessments, including the Student Assessment of Growth and Excellence (SAGE); the Direct Writing Assessment (DWA); the DIBELS Next Beginning-, Middle-, and End-of-Year- Composite Benchmark Assessments; the National Assessment of Educational Progress (NAEP); the Dynamic Learning Maps (DLM), and Utah's Alternate Assessment (UAA) for Science.

### 2.2 Changes in Policy

This policy will be reviewed annually and revised as needed, based on research and stakeholder input.

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## 3 Full Participation in UCAS Assessments

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 UCAS. English learner (EL) 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.



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**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 EL students, students with an IEP, and students with a Section 504 plan. Any student with a broken or severely injured writing hand or arm just prior to an assessment may receive the aid of a scribe, recording device or physical access for data entry.

### 3.1 Special Conditions That Warrant Exemption From Statewide Assessment

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 assessments. He or she should be included in the next administration of the assessment. A parent or legal guardian may opt his or her student out of taking an assessment if the parent contacts their local school to request/inform that the parent's student not be tested, consistent with LEA administrative timelines and procedures. Students not tested due to parent request shall receive a non-proficient score, which shall be used in school accountability calculations.

**The IEP, EL, Section 504, EL with disabilities, or EL on Section 504 team cannot exempt a student from the statewide testing requirements.**

### 3.2 Statewide Assessments – Descriptions/Details

#### 3.2.1 Student Assessment of Growth and Excellence (SAGE Summative)

The SAGE Summative is aligned with the Utah Core Standards in order to assess students' knowledge of the state's academic content standards. The SAGE Summative are a computer-adaptive assessments, which means that, based on the student's responses, SAGE adjusts the difficulty of questions throughout the assessment, while assessing grade-level or course-specific content.

| Subject Assessed            | Grades/Courses Assessed            |
|-----------------------------|------------------------------------|
| English Language Arts (ELA) | 3-11                               |
| Mathematics                 | 3-8, Secondary Math I, II, III     |
| Science                     | 4-8, High School – Course Specific |

All students in the grades/subjects described above are expected to participate in the SAGE Summative assessment for that grade/course, unless a student has a significant cognitive disability and the IEP team has determined the student will take Utah's Alternate Assessment (UAA). For those LEAs who are participating in the 2014 Field Test for the Dynamic Learning Maps assessment (DLM), they will take both the UAA and the DLM. Students must take assessments for their enrolled grade. If a lower grade assessment is administered, a proficiency of 1 will be assigned for accountability purposes.

SAGE Summative assessments are administered via computer, with few exceptions. All student responses must be submitted via the online system. There is no accommodation that allows for a paper-based submission of a student's response. Refer to the Test Administration Manuals (TAMs) for specific procedures. It is recommended that the same resources and accommodations be used on the SAGE interim assessment to be predictive of SAGE summative assessment.

#### 3.2.2 Direct Writing Assessment (DWA)

The DWA is a test designed to assess students' writing skills. The DWA is a computer-based assessment.

## Utah Participation and Accommodations Policy

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| Subject Assessed | Grades Assessed |
|------------------|-----------------|
| Writing          | 5 and 8         |

All student responses must be submitted via the online system. There is no accommodation that allows for a paper-based submission of a student's response. Students with disabilities enrolled in grades five or eight must participate unless they take the Utah's Alternate Assessment (UAA).

### 3.2.3 Reading Assessments

All students in grades 1, 2, and 3 take the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next Beginning-, Middle-, and End-of-Year- Composite Benchmark Assessments. LEAs have the option to give the DIBELS to students in kindergarten.

The third grade reading on grade level testing requirement is met by the third grade ELA SAGE.

| Subject Assessed | Grades Assessed                   |
|------------------|-----------------------------------|
| Reading          | 1-3<br>(Kindergarten is optional) |

## 3.3 Alternate Assessments – Descriptions/Details

### 3.3.1 Dynamic Learning Maps (DLM)

The DLM Alternate Assessment will be field tested in English language arts (ELA) in grades 3-12 and in mathematics in grades 3-12 beginning in 2013. The DLM will replace the UAA in ELA and math starting in 2014-2015 and will be piloted/field tested 2013-2014. The UAA will continue to be administered in science.

| Subject Assessed | Grades/Courses Assessed |
|------------------|-------------------------|
| ELA              | 3-12                    |
| Math             | 3-12                    |

#### 3.3.1.1 Participation Criteria for DLM

The criteria for participation in the DLM Alternate Assessment reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining eligibility for this assessment. Thus, a student who participates in the DLM Alternate Assessment participates in this assessment for all content areas (e.g., SAGE Summative, DWA, NAEP).

| DLM Participation Criteria                             | Participation Criteria Descriptors   | Agree (Yes) or Disagree (No)?<br>Provide documentation for each |
|--|--|---|
| 1. The student has a significant cognitive disability. | Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.<br><br><i>Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i> | Yes / No  |

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|   |   |          |
|---|---|----------|
| 2. The student's learning content is linked to the Utah Core Standards.   | Goals and instruction listed on the IEP for this student are linked to the enrolled grade level Utah Core Standards through the Essential Elements and address knowledge and skills that are appropriate and challenging for this student.  | Yes / No |
| 3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curriculum. | The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings. | Yes / No |

**The student is eligible to participate in the DLM Alternate Assessment if all responses above are marked Yes.**

In addition, evidence for the decision for participating in the DLM Alternate Assessment is **not based** on:

1. A disability category or label.
2. Poor attendance or extended absences.
3. Native language/social/cultural or economic differences.
4. Expected poor performance on the general education assessment.
5. Academic and other services student receives.
6. Educational environment or instructional setting.
7. Percent of time receiving special education.
8. English learner (EL) status.
9. Low reading level/achievement level.
10. Anticipated student's disruptive behavior.
11. Impact of student scores on accountability system.
12. Administrator decision.
13. Anticipated emotional duress.
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process.

### 3.3.2 Utah Alternate Assessment (UAA)

The UAA is administered to students with disabilities classified as having a significant cognitive disability on an IEP who are not able to participate in the SAGE Summative or other state assessments, even with test accommodations. The IEP team determines that participation in the UAA is necessary and documents the decision on the IEP.

Utah's Alternate Assessment Administration Manual and Assessment Tasks are located at <http://www.schools.utah.gov/sars/DOCS/assessment/uaamanual.aspx>.

| Subject Assessed              | Grades/Courses Assessed |
|-------------------------------|-------------------------|
| English Language Arts (ELA)** | 3-12                    |
| Mathematics**                 | 3-12                    |
| Science                       | 4-12                    |

\*\*2013-2014 will be last year for these assessments due to DLM.

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### 3.4 Additional Assessments – Descriptions/Details

#### 3.4.1 ASVAB

The ASVAB is a nationally normed, multi-aptitude test series that provides high school students with a gauge to measure their academic readiness. The career information program section encourages students to explore a wide variety of careers. It is used by high school counselors to guide students into careers prior to entering the work force.

There are eight subject/content areas that are tested with the ASVAB:

- General Science
- Arithmetic Reasoning
- Word Knowledge
- Paragraph Comprehension
- Mathematics Knowledge
- Electronics Information
- Auto and Shop Information
- Mechanical Comprehension

| Subjects  | Grades/Courses Assessed |
|---|-------------------------|
| General Science<br>Arithmetic Reasoning<br>Word Knowledge<br>Paragraph Comprehension<br>Mathematics Knowledge<br>Electronics Information<br>Auto and Shop Information<br>Mechanical Comprehension | 11 or 12                |

Accommodations: Contact LEA Accommodations Coordinator

#### 3.4.2 Explore, Plan, and ACT

Explore is the first part of a testing system that includes Plan and the ACT. As determined by each LEA, students may take Explore in either the 8<sup>th</sup> or 9<sup>th</sup> grade and Plan in the 10<sup>th</sup> grade. 11<sup>th</sup> grade students are expected to participate in the ACT unless the IEP, 504 or EL plan designates an alternate college/career-ready assessment. (A student can participate in Plan and ACT if they don't take Explore.)

| Subjects Assessed           | Grades Assessed |      |     |
|-----------------------------|-----------------|------|-----|
|                             | EXPLORE         | PLAN | ACT |
| English Language Arts (ELA) | 8 or 9          | 10   | 11  |
| Mathematics                 |                 |      |     |
| Reading                     |                 |      |     |
| Science                     |                 |      |     |

ACT-Approved Accommodations result in ACT scores which are fully reportable to colleges, universities, scholarship agencies, and other entities, and are available to students who are:

- Currently on an Individualized Education Program (IEP) or Section 504 plan and have a professionally diagnosed/determined and documented disability.

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- A student with an IEP may take an appropriate college readiness assessment other than a test adopted by the State Board of Education, as determined by student’s IEP. (This may include those students who require an alternate assessment.)

Procedures, application, and header for the ACT are posted on the Utah State Testing webpage:

<http://www.act.org/aap/utah/act.html>

Applications can be submitted beginning this fall using the 2013-14 form, available on the webpage.

### Key Dates

- Receipt deadline ACT-Approved Application: 11/22/13
- Change request Preliminary Roster: 1/31/14
- Receipt deadline ACT-Approved Late Consideration Form: 2/12/14
- Accommodations Testing Window: 3/4/14-3/18/14

### 3.4.3 National Assessment of Educational Progress (NAEP)

The Utah State Office of Education expects that most students with disabilities participating in the SAGE Summative will be included on the NAEP, if they are selected to do so, with allowed accommodations. **Only students with disabilities who participate in the Utah Alternate Assessment (UAA) or the Dynamic Learning Maps (DLM) based on Alternate Achievement Standards may be excluded from any NAEP assessment.**

Several accommodations provided on the Utah assessments are not necessary for the Technology and Engineering Literacy (TEL) computer-based assessment, because they are available for all students through universal design. The chart below is divided into two sections; the first includes universal design elements that will be available to all students, and the second includes accommodations specifically for students with disabilities. If you have questions about the NAEP accommodations, please contact Angela Battaglia, NAEP State Coordinator, at [angela.battaglia@schools.utah.gov](mailto:angela.battaglia@schools.utah.gov) or 801.718.8815.

| Year | Subject   | Grade(s)/Courses Assessed              |
|------|---|--|
| 2013 | Reading<br>Mathematics  | (4, 8, 12)<br>(4, 8, 12)               |
| 2014 | U.S. History<br>Civics<br>Geography<br><b>TECHNOLOGY AND ENGINEERING LITERACY *</b> | (8)<br>(8)<br>(8)<br>(8)               |
| 2015 | Reading<br>Mathematics<br>Science*  | (4, 8)<br>(4, 8)<br>(4, 8)             |
| 2016 | Arts  | (8)                                    |
| 2017 | Reading<br><b>MATHEMATICS</b><br>Writing*   | (4, 8, 12)<br>(4, 8, 12)<br>(4, 8, 12) |

\*Assessments involving test administration by computer.

**Note:** Subjects in **BOLD ALL CAPS** indicate the year in which a new framework is implemented or assessment year for which the Board will decide whether a new or updated framework is needed.

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### 3.4.4 Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)

ACCESS for ELLs is administered to students who have been identified as English learners and who receive services in an English language acquisition program to assess English language proficiency. Students with disabilities who have also been identified as ELs are not exempt from an English language proficiency (ELP) assessment. The Alternate ACCESS for ELs is an ELP assessment for students in grades K-12 who are classified as English learners (ELs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment.

| Assessment Domain | Grades Assessed |
|-------------------|-----------------|
| Listening         | K-12            |
| Speaking          | K-12            |
| Reading           | K-12            |
| Writing           | K-12            |

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## 4 Guidelines for Assessment of English Learners

English Learners (EL) who have been enrolled in a school in the United States less than three years may be exempt from some assessments. The following guidelines should be followed:

1. EL 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.
2. EL students enrolled **during the current school year before April 15 and who are new to the United States (first year of enrollment in any U.S. school)** must take:
  - WIDA.
  - Math SAGE Summative (counted for participation only; scores are not calculated for UCAS).
  - Science SAGE Summative (not counted in any UCAS calculation).
3. **EL students enrolled on or after April 15 of the previous school year must take:**
  - WIDA.
  - Math SAGE Summative (counted for participation only; scores are not calculated for UCAS).
  - Science SAGE Summative (not counted in any UCAS calculation).
4. **EL students who enrolled during the previous school year before April 15 must take:**
  - WIDA.
  - ELA SAGE Summative.
  - Math SAGE Summative.
  - Science SAGE Summative.
  - Direct Writing Assessment.
  - Grades 1-3 Reading DIBELS.

*Note: ELA SAGE, Math SAGE, Science SAGE, and DWA scores are used for UCAS calculations.*
5. **EL students enrolled three or more years must take:**
  - WIDA.

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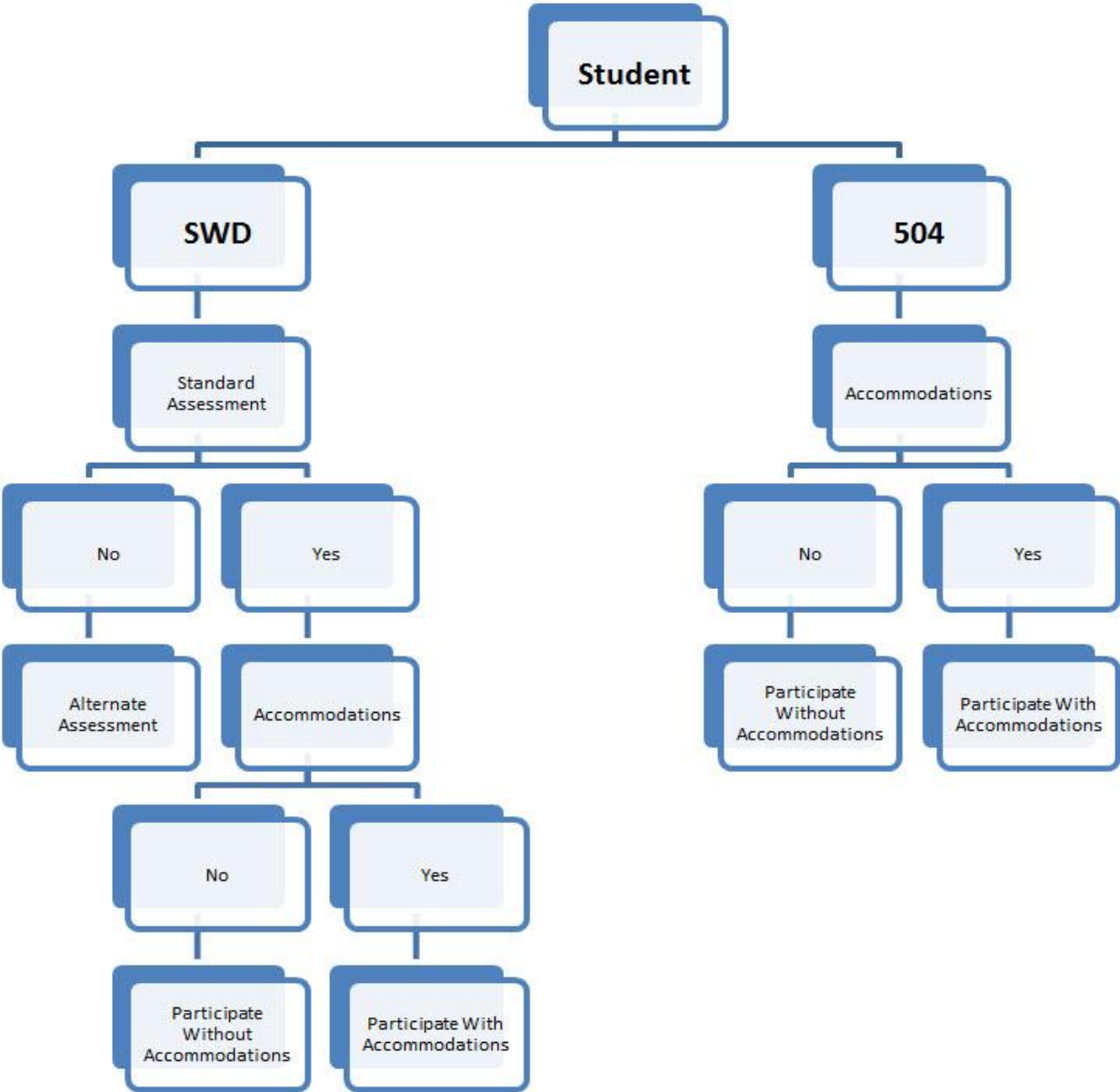
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- ELA SAGE Summative.
- Math SAGE Summative.
- Science SAGE Summative.
- Direct Writing Assessment.
- Grades 1-3 Reading DIBELS.

*Note: ELA SAGE, Math SAGE, Science SAGE, and DWA scores are used for **UCAS** calculations.*

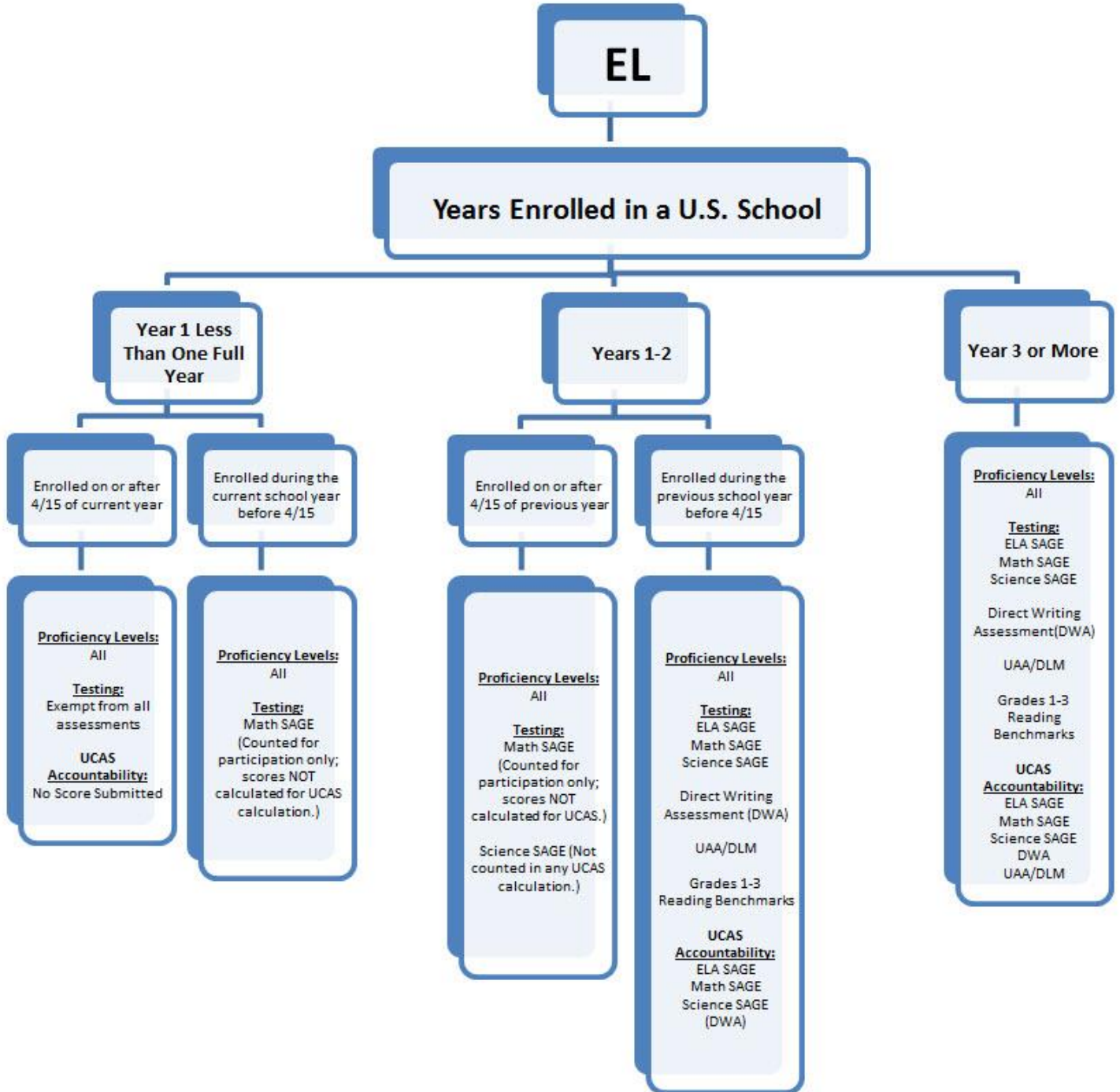
# 5 Accommodations Flowcharts

## 5.1 Students with Disabilities (SWD) and Students on 504 Plans

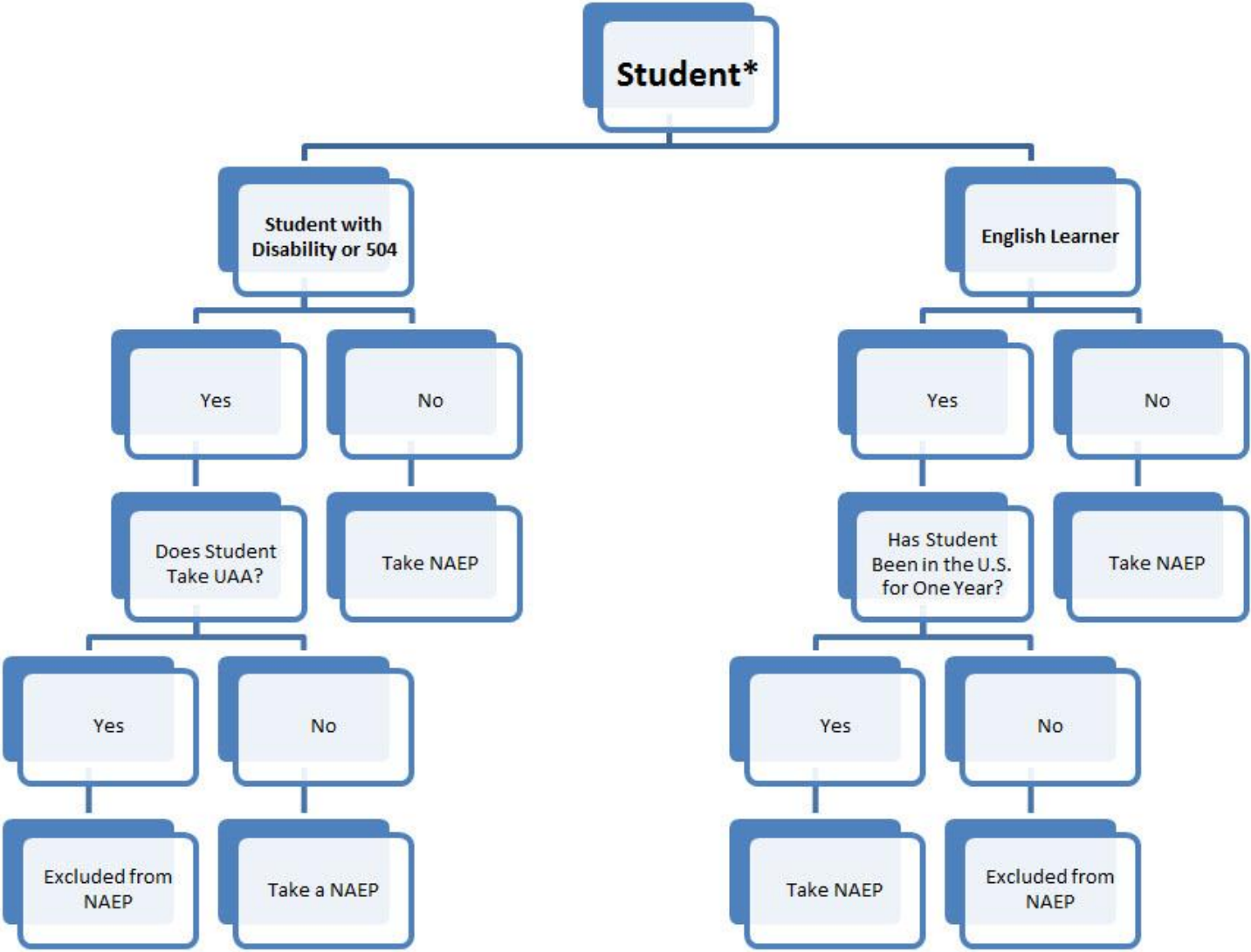




5.2 EL Students



5.3 NAEP Accommodations Flowchart



\*A student who is both an EL and an SWD should complete the entire Inclusion Tree to determine inclusion.

### 6 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 students with special needs.

The five essential steps are:

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

#### 6.1 Expectation for All Students to Participate in Grade-Level Assessments and Achieve Grade-Level Academic Standards

Several laws require the participation of students with special needs in standards-based instruction and assessment initiatives. Some of these laws solely address students with disabilities; others regulate educational policies and practices exclusively for ELs.

A brief review of applicable law follows.

##### 6.1.1 Reauthorization of the Elementary and Secondary Education Act (ESEA)

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

The U.S. Department of Education’s April 2007 regulations on alternate assessments based on modified achievement standards included the following statements about accommodations:

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

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

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

There are several critical elements in ESEA that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in students successfully attaining the knowledge and skills defined by the content standards. States must provide annual assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8, and once in high school. States must also provide science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year. School, LEA, and state accountability are based on measuring success in educating all of its students and determining what needs to be improved for specific groups of students.

### 6.1.2 Individuals with Disabilities Education Improvement Act (IDEA) of 2004

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

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

### 6.1.3 Section 504 of the 1973 Rehabilitation Act

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

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

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

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Rights of ELs with disabilities for equitable inclusion in instruction and assessment processes are also outlined in a number of EL-related federal laws and regulations as well as certain legal decisions in conjunction with the Office of Civil Rights (OCR). These educational protections and supports for ELs include the ESEA, as well as the Supreme Court cases *Lau v. Nichols* (1974) and *Castañeda v. Pickard* (1981).

### 6.1.4 ESEA Act (Title III)

Title III of the ESEA mandates that all ELs receive quality instruction for learning both English and grade-level academic content. According to the ESEA, ELs are required to participate in statewide assessments that measure students' English language and academic progress. States are allowed to choose flexible programs of instruction and assessment tools in order to increase accountability for ELs' academic achievement.

The ESEA requires that states develop standards for English language proficiency in the context of each state's Academic Content Standards. Schools and LEAs must ensure ELs' participation in their state's accountability system and provide for:

The inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency (U.S. Department of Education, 2002, p. 27).

The following are some other ESEA provisions for ELs:

- All EL students' English language proficiency must be tested at least once a year.
- All ELs have to take state academic achievement tests in language arts and math, except that EL students who have been in the U.S. for less than one year do not have to take the language arts test for that first year.
- EL students should be assessed in a valid and reliable manner and provided reasonable accommodations (Title I, 115 STAT. 1451).
- EL students as a group must meet specific annual targets of Annual Measureable Objectives (AMOs); schools, LEAs, and states will be held accountable for ensuring that they meet these targets.
- Language instruction curricula used to teach EL children are to be tied to scientifically based research and demonstrated to be effective.
- Local entities have the flexibility to choose the method of instruction to teach ELs.
- States must establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards (Title III, 115 Stat. 1694).

For further information regarding the English Learner policy, the cases of *Lau v. Nichols* (1974) and *Castañeda v. Pickard* (1981) may be of use.

### 6.1.5 The Utah ESEA Flexibility Waiver, Including the UCAS

The Utah ESEA Flexibility Waiver has four reform principles. The second principle, which is the most relevant to this document, is state-developed differentiated recognition, accountability, and support, which includes meeting Utah Core Standards (proficiency) and improving academic achievement (growth). Highlights of this principle are:

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- One accountability system, UCAS, which includes growth and proficiency and the focus on below-proficient students.
- Adequate Yearly Progress (AYP) and the requirement for 100% proficiency by 2014 replaced with AMOs.
- All ESEA requirements not addressed in the waiver are still in place.
- More flexibility in use of Title I School Improvement Funds. The performance of All Students and Below Proficient Students on English language arts (including writing), math, and science.

### 6.1.6 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 progress 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 know where to locate Utah Core Standards and updates and then be familiar with them.
- Every team member must be familiar with content standards and accountability systems at the state and LEA level.
- EL, general, and special educators must collaborate in order to maximize equal access to grade-level content standards.

All students with special needs can work towards proficiency in 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 Utah Core Standards and who know how to differentiate instruction for diverse learners.
2. Special Needs Student Plans are developed to ensure the provision of specialized instruction.
3. Appropriate accommodations are provided to help students' access grade-level content.

## 6.2 Accommodations, Modifications, and Resources for Instruction and Assessment

### 6.2.1 Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessments for special needs students that do not alter the validity of the assessment, score interpretation, reliability or security of the assessment.

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 should be the same for classroom instruction, classroom assessments, and LEA 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; for example, providing a spell check on a spelling assessment item, or providing a calculator on a math item whose construct requires the student to answer without using a calculator, would violate the construct of the item.

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It is very important for educators to become familiar with state policies regarding accommodations during assessments. Accommodations should be provided routinely for instruction and assessment during the school year in order to be used for state assessments. Students should take advantage of computer-based training tests to be familiar with how accommodations will be made available on computer-based assessments.

Research indicates that more is not necessarily better, and that providing students with accommodations that are not truly needed may have a negative impact on performance. The most appropriate approach to accommodations is to focus on student's identified needs within the general education curriculum. 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.

Recent and ongoing advances in assistive technologies are changing the ways in which many accommodations may be provided, and some tools that once were available only as accommodations are now available to all students. As states and consortia move to providing assessments on computer-based platforms, the IEP team must take care to ensure that students have opportunities to become familiar with the technological aspects of the assessment process. In addition to taking training assessments using the same platform, it is also important for educators to provide opportunities for all students to use technology for learning and in formative assessment activities as well.

### 6.2.2 Modifications

Modifications are changes in the assessment conditions that fundamentally alter the test score interpretation and comparability. 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 special needs students 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:

- Providing a student with a tool (e.g., spell-checker, calculator) for an instructional activity or assessment item where the provision of such violates the construct being taught or assessed.
- 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, ethics violation, and may result in an investigation into the school's or LEA's testing practices. If a student is administered a modified assessment, the student will be a non-participant at the school and LEA levels.

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### 6.2.3 Resources

Resources are best practices that are provided for all students, including students in general education and special needs students. Extended time, breaks, and use of an alternative location are examples of resources which may be used by all students.

### 6.2.4 Assessment Accommodations and Resources Overview

**Resources for All Students (Table 1):** These are features within each assessment that are allowed for all students who are participating in the specific assessment (SAGE, DWA, etc.) It is recommended that the student have access to the desired “Resource” throughout the year during classroom instruction so they may become familiar with the feature prior to the administration of the assessment.

**Accommodations (Table 2):** Features that are provided for students with disabilities who require the use of the accommodation to help them participate in the given assessment. In the graph on the next page you will see that USOE verification/notification is expected when choosing to provide an accommodation. This ensures that the student will be effectively provided the necessary accommodation.

| <b>Table 1</b>   |   |  |  |  |   |                                    |
|--|---|--|--|--|---|------------------------------------|
| <b>Resources for All Students (Allowed / Embedded)</b> |   |  |  |  |   |                                    |
|  | State Assessments                           |  |  | ACT,<br>ASVAB,<br>EXPLORE,<br>PLAN     | Additional Assessments                        |                                    |
|  | SAGE Summative                              | DWA                                    | DIBELS   |  | ACCESS for ELL's<br>(WIDA)                    | NAEP                               |
| <b>Alternate location</b>                              | Allowed                                     | Allowed                                | Allowed  | Contact LEA Accommodations Coordinator | Allowed                                       | Allowed                            |
| <b>Assistive communication devices</b>                 | Allowed                                     | Allowed                                | Allowed  |  | Allowed                                       | Not Allowed                        |
| <b>Audio amplification</b>                             | Allowed                                     | Allowed                                | Allowed  |  | Allowed                                       | Allowed                            |
| <b>Breaks</b>  | Allowed                                     | Administered in one sitting            | Allowed between subtests                         |  | Allowed                                       | Allowed                            |
| <b>Calculation devices</b>                             | Embedded; depends on grade                  | N/A                                    | N/A  |  | N/A   | Provided if applicable             |
| <b>Change order of activities</b>                      | N/A   | N/A                                    | Allowed  |  | Listening must be administered first          | Not allowed                        |
| <b>Color adjustments</b>                               | Embedded and Allowed                        | Not Available                          | Allowed  |  | Allowed                                       | Allowed                            |
| <b>Directions-oral translation</b>                     | Allowed for EL with Additional Restrictions | Allowed for EL                         | Allowed for EL                                   |  | Allowed for EL                                | Allowed for EL                     |
| <b>Directions -reread</b>                              | Not allowed; embedded as a text-to-speech   | Allowed, embedded as a text-to-speech  | Allowed for some subtests –see DIBELS guidelines |  | Allowed                                       | Allowed                            |
| <b>Directions--signed</b>                              | Allowed with certified interpreter          | Allowed with certified interpreter     | Allowed with certified interpreter               |  | Allowed with certified interpreter            | Allowed with certified interpreter |
| <b>Environment change</b>                              | Allowed                                     | Allowed                                | Allowed  |  | Allowed                                       | Allowed                            |
| <b>Extended time</b>                                   | Assessment not timed                        | Assessment not timed                   | Some subtests timed                              |  | Allowed                                       | Allowed if in IEP                  |
| <b>Highlight</b>                                       | Embedded and Allowed                        | N/A                                    | Not Allowed                                      |  | Not Allowed                                   | Allowed                            |
| <b>Human reader</b>                                    | Not allowed; use text-to-speech             | Allowed, text-to-speech for the prompt | Not Allowed                                      |  | Allowed for directions and listening passages | Allowed if in IEP                  |
| <b>Magnification</b>                                   | Embedded and Allowed                        | Allowed                                | Allowed  |  | Allowed                                       | Allowed                            |
| <b>Minimize distractions</b>                           | Allowed                                     | Allowed                                | Allowed  |  | Allowed                                       | Allowed                            |
| <b>Scratch paper</b>                                   | Allowed                                     | Allowed                                | N/A  | Allowed                                | Embedded and Allowed                          |                                    |



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|                       |                      |                                   |             |  |               |  |
|-----------------------|----------------------|-----------------------------------|-------------|--|---------------|--|
| <b>Spell check</b>    | Allowed              | Not Allowed                       | N/A         |  | Not Allowed   | Available on CBA;<br>not available on paper test |
| <b>Strike through</b> | Embedded and Allowed | N/A                               | Not Allowed |  | Not Allowed   | Allowed  |
| <b>Text-to-speech</b> | Embedded and Allowed | available and embedded for prompt | N/A         |  | Not Available | Embedded   |

**Table 2**

**ACCOMMODATIONS (Mark the accommodations the IEP Team determines are needed by the student.)**

|  | <b>SAGE Summative</b>  | <b>DWA</b>                                | <b>DIBELS</b>            | <b>DLM</b>                           | <b>UAA</b> | <b>ACT, ASVAB, EXPLORE, PLAN</b>       | <b>ACCESS for ELL's (WIDA)</b>                                 | <b>NAEP</b>       |
|--|--|---|--------------------------|--------------------------------------|------------|--|--|-------------------|
| <b>Braille/Tactile graphics for students who are blind</b> | Needs USOE authorization   | Accommodation                             | Accommodation            | Depends on the needs of the student. |            | Contact LEA Accommodations Coordinator | Accommodation  | Accommodation     |
| <b>Large print paper</b>                                   | Needs USOE authorization   | Embedded                                  | Produced by LEA          |                                      |            |  | Order from USOE  | Available         |
| <b>Scribe</b>  | Needs USOE authorization (Accommodation or necessity due to injury.) | Accommodation or necessity due to injury  | N/A                      |                                      |            |  | Accommodation or necessary due to injury                       | Allowed if in IEP |
| <b>Sign language</b>                                       | USOE authorization for listening passages                            | Accommodation or necessity) due to injury | Use alternate assessment |                                      |            |  | Allowed for directions and listening passages with interpreter | Allowed if in IEP |
| <b>Standard size paper</b>                                 | Needs USOE authorization   | N/A                                       | Allowed; produced by LEA |                                      |            |  | Allowed; order from vendor                                     | Available         |

### 6.2.5 Accommodations and Resources Definitions

In this section you can read the definitions of each accommodation and or resource for all students in specific assessments.

#### Alternate Location

In some circumstances, distractions for an individual student or for a group of students can be reduced by altering the location in which an individual student interacts with instructional materials or test content. For students who are easily distracted by the presence of other students, an alternate location accommodation allows students to work individually or in small groups. Changes may also be made to a student's location within a room, such as away from 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. Some students may benefit from being in an environment that allows for movement, such as being able to walk around. The use of some accommodations, such as sign interpreter or scribe can distract other students which could require an alternate location. In addition, some students may perform better when they can read content aloud and think out loud or make noises that may be distracting to other students. To reduce distractions to other students when these strategies and/or accommodations are provided, an alternate location must be employed. A student assessed in an alternate location would need a proctor supervising the assessment at all times.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **DWA:** Allowed for all students.
- **NAEP:** Allowed for all students.
- **SAGE:** Allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.

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- **WIDA:** Allowed.

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### Assistive Communication Devices

For students who have difficulty manipulating a mouse or standard keyboard, there are a variety of assistive communication devices that allow them to control a computer program and record responses. These assistive communication devices include Intellikeys, sip-and-puff devices, single switch devices, eye tracking devices, and touch screens.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **DWA:** Allowed for all students.
- **NAEP:** Not allowed for any student.
- **SAGE:** Allowed for all students. (Review technical specifications to verify which devices may be used.)
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed.

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### Audio Amplification

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

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **DWA:** Allowed for all students.
- **NAEP:** Allowed for all students.
- **SAGE:** Allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed.

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### Braille/Screen Reader for Students Who Are Blind

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, mp3, and speech synthesis. 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. Tactile sensitivity (recognizing graphic images through touch) are less discriminating than visual reading, making many diagrams too complicated to understand without significant additional information. Braille and/or tactile graphics may be used for instruction and assessment. Auditory descriptions of graphics may be available on assessments. Screen reading software which includes both text and graphics description for students who are blind can be used for instruction or assessment. One type of screen reader, JAWS, was developed for computer users whose vision loss prevents them from seeing screen content. A refreshable braille display or braille terminal is an electro-mechanical device for displaying braille characters, usually by means of raising dots through holes in a flat surface. Computer users who are blind and who cannot use a standard computer monitor, use refreshable braille to read text output. Some students may need human assistance to enter responses, which is allowed for students with this accommodation.

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- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Accommodation. Order braille from USOE for student with disabilities.
- **DWA:** Accommodation. Order braille from USOE for student with disabilities.
- **NAEP:** Accommodation. Available for students with disabilities.
- **SAGE:** Accommodation. Braille/tactile graphics, and embossing are available on request for students with disabilities with USOE authorization. Text and graphics may be provided via a Tiger embosser in the student's school which can print text and/or graphics depending on student need. Refreshable braille is generated by JAWS.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Accommodation.

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### Breaks

Breaks may be given if needed. Reasonable breaks should be allowed for a very few students; however, it must be ensured that the construct of the assessment is not violated by discussing the prompt, researching the subject, etc.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed between subtests for all students.
- **DWA:** Must be administered in one session for all students. Bathroom breaks are allowed.
- **NAEP:** Allowed for all students.
- **SAGE:** Allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed.

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### Calculation Devices

If a student's disability affects mathematics calculation, a calculator or other assistive device, such as an abacus, arithmetic table, manipulatives, or number chart, may be used. In instruction, it is important to determine whether the use of a calculation device is a matter of convenience or a necessary accommodation. It is also important to know the goal of instruction and assessment before making decisions about the use of calculation devices. In some cases, calculators may be adapted with large keys or voice output (talking calculators). The abacus functions as paper-and-pencil device for students with visual impairments.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not applicable for any student.
- **DWA:** Not applicable for any student.
- **NAEP:** Provided if applicable for the assessment.
- **SAGE:** Calculators are embedded for items where the construct of the item is not violated. The calculators used by SAGE Summative will be available to be downloaded for free for instructional use.
  - Math grades 3, 4, 5: Not allowed for any student.
  - Math grade 6: Allowed for all students on the calculator segment of the assessment and not allowed for any student on the non-calculator segment of the assessment so as not to violate the construct of that segment.
  - Math grade 7 and above: Allowed for all students. Students may use the embedded calculator or the calculator they are most comfortable using.
  - Science: Allowed for all students.
- **DLM:** Depends on the needs of the student.

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- **UAA:** Depends on the student and task.
- **WIDA:** Not Applicable.

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### Change in the Order of Activities

Assessments and activities that require focused attention could be scheduled for the time of day when a student is most likely to demonstrate peak performance. To reduce fatigue and increase attention, activities or some tests can be administered over multiple days (e.g., completing a portion each day).

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **DWA:** Not applicable for any student.
- **NAEP:** Not allowed for any student.
- **SAGE:** Not Applicable
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Listening must be administered first.

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### Color Adjustment

Some students with visual needs are better able to view information through color contrast. Students may alter the contrast in which content is presented via computer. Students may choose the font and background color combinations that help them perceive text-based content, including reverse contrast such as white font on a black background. A color overlay changes the color of the entire page or screen. Lines and graphics are not affected by the color changes.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **DWA:** Not available for any student.
- **NAEP:** Allowed for all students.
- **SAGE:** Embedded and allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed.

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### Directions – Oral Translation

Oral translation of **directions** involves immediate rendering of directions into a student's native language. Clarification of directions is not allowed on any assessment.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all English learners.
- **DWA:** Allowed for all English learners.
- **NAEP:** Allowed for all English learners.
- **SAGE:** Allowed for **directions** for all English learners. Assessment items, including reading and writing passages, graphs, questions and answer options, may not be translated in English language arts, mathematics or science.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed for all English learners.

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### Directions – Reread

To accurately understand the task a student is being asked to engage in, some students need to have **directions** reread. Clarification of directions is not allowed on any assessment.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students for some subtests – refer to DIBELS guidelines.
- **DWA:** Allowed for all students.
- **NAEP:** Allowed for all students.
- **SAGE:** Human reader not allowed for any student. Embedded and allowed for all students as text-to-speech only.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed.

### Directions – Signed

**Directions** may be signed by a certified interpreter. Clarification of directions is not allowed for any student.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for students with disabilities if signed by a certified interpreter.
- **DWA:** Allowed for students with disabilities if signed by a certified interpreter.
- **NAEP:** Allowed for students with disabilities if signed by a certified interpreter.
- **SAGE:** Allowed for students with disabilities if signed by a certified interpreter.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed with a certified Interpreter.

### Environment

Environmental changes may be necessary for some students. Some students benefit from the use of adaptive or special furniture, such as devices for sitting upright during instruction or assessment. Use of a slant board or wedge to minimize eye strain and provide a better work surface may be needed by some students. Special lighting may also be beneficial to some students.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **DWA:** Allowed for all students.
- **NAEP:** Allowed for all students.
- **SAGE:** Allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed.

### Extended Time

A standard extension may be time and one-half. This means a student may be allowed 90 minutes to complete a task that normally has a 60-minute limit. Double time may also be allowed especially for students who are blind. Decisions should be made on a case-by-case basis, keeping in mind the type of assignments, assessments, and activities. **Unlimited time is not appropriate or feasible for any student.** Tests should not take all day. For example, a test designed to take most students one hour would not take any student more than approximately

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double time, or about two hours. Students who have too much time may lose interest and motivation to do their best work. 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.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students depending on the subtest – refer to DIBELS guidelines. Some subtests are timed for all students.
- **DWA:** Must be administered in one session for all students. Bathroom breaks are allowed.
- **NAEP:** Allowed for students with disabilities, if in IEP.
- **SAGE:** This is not a timed assessment.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed.

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### Highlight

Highlighting, providing visual cues, and using markers, arrows, and stickers, may draw attention to key words or content in instruction. These resources may or may not be applicable or available for assessments.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not allowed for any student.
- **DWA:** Not applicable for any student.
- **NAEP:** Allowed.
- **SAGE:** Highlight is embedded and allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Not allowed.

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### Human Reader

In a computer-based environment, text-to-speech technology that reads text and describes graphics may replace a human reader. Human read-aloud of text may or may not be allowed on assessments. If allowed, readers should use even inflection so that the student does not receive any cue from the way the information is read. Human readers may not describe graphics and other symbols or clarify, elaborate, or provide assistance to students. Familiarity with terminology and symbols specific to the content, especially high school mathematics and science, is necessary for human readers.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not allowed for any student.
- **DWA:** Allowed for all students. Available as text-to-speech for the prompt.
- **NAEP:** Allowed for students with disabilities, if in IEP.
- **SAGE:** Not allowed for any student for any portion of ELA, Math or Science assessments. Use text-to-speech instead for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed for directions and listening passages.

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### Large Print

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Students with visual impairments or other print disabilities may need assistance viewing content. Access for students with visual needs is typically provided through enlarging content. Large print paper assessments may no longer be needed in computer-based testing if magnification of the entire screen and/or magnification of select areas is available. Larger monitors may also aid students in computer-based assessments. Large-print editions of instructional materials are required for some students with visual impairments or print disabilities. 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.)

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for students with disabilities. Produced by LEA.
- **DWA:** Not available for any student. Enlarge font or use larger monitor.
- **NAEP:** Available for all students.
- **SAGE:** Accommodation. Available on request for students with disabilities with USOE authorization. Large print can be provided, on-demand, at student's school in a variety of font sizes on 8½-by-11-inch paper only.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Accommodation; order from USOE.

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### Magnification

Access for students with visual impairments is typically provided through magnifying content. Magnification of the entire screen, including text and graphics and/or a magnification tool that magnifies only a portion of the screen, may be available on assessments.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **DWA:** Allowed for all students.
- **NAEP:** Allowed for students with disabilities, if in IEP.
- **SAGE:** Embedded and allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed.

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### Minimize Distractions

Some students need help reducing distractions and/or maintaining focus while they are accessing and interacting with information presented during instruction or assessment. A student may wear noise buffers, such as earphones, earplugs, or headphones, to reduce distractions and improve concentration. Study carrels may also be used.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **DWA:** Allowed for all students.
- **NAEP:** Allowed for all students.
- **SAGE:** Allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed.

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### Scratch Paper

Students may use blank scratch paper. Blank scratch has nothing written on the paper, including a number line, multiplication grid, etc. If paper is provided during an assessment, care must be taken not to violate the security of the test. All paper should be collected and destroyed at the end of the assessment.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not applicable for any student.
- **DWA:** Allowed for all students.
- **NAEP:** Embedded and allowed for all students.
- **SAGE:** Allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed.

### Scribe

A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, speech, pointing, or sign language. A scribe may not edit or alter student work in any way and must record word for word exactly what the student has dictated. The student must be able to edit what the scribe has written. Individuals who serve as scribes need to carefully prepare to assure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write only what is dictated, no more and no less. A student who experiences a debilitating injury just prior to testing that prevents him or her from being able to write may need a scribe. **Scribes must have experience and understanding of how to effectively scribe for a student.** Some students may need human assistance to enter scores, which is allowed for students with this accommodation. (Please refer to the Scribe Guidelines found on the USOE Assessment website: <http://schools.utah.gov/assessment/Special-Needs.aspx>.)

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not applicable for any student.
- **DWA:** Accommodation. Allowed for students with disabilities. Also allowed for students as necessary due to temporary injury just prior to assessment as non-accommodation. Scribe must have read the Scribe Guidelines found at <http://www.schools.utah.gov/assessment/Special-Needs/Scribe-Guidelines.aspx>
- **NAEP:** Allowed for students with disabilities, if in IEP.
- **SAGE:** Accommodation. Allowed for students with disabilities. Also allowed for students as necessary due to temporary injury just prior to assessment as non-accommodation. Scribe must complete training and be certified. Use of scribe on SAGE assessments must be authorized by the Utah State Office of Education (USOE).
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Accommodation or necessary due to injury.

### Sign Language

Some students who are deaf or hard of hearing may need assistance accessing text-based instructional or assessment content. Access for these students is typically provided through sign language. If human sign is allowed on the assessment, only a certified interpreter may sign statewide assessments.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.



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- **DIBELS:** Students with disabilities who are deaf or have a hearing impairment should use an alternate assessment to determine whether the student is reading on grade level.
- **DWA:** Allowed for students with disabilities, with acertified interpreter.
- **NAEP:** Allowed for students with disabilities.
- **SAGE:** Accommodation. Allowed for English language arts listening passages which have an embedded video of a human signing for students with disabilities with USOE authorization. **Human signing on any portion of the ELA, Math or Science assessments is not allowed except for directions.**
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed for directions and listening passages with a certified interpreter.

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### Spelling Check

Students who have difficulty producing text due to the speed with which they are able to enter keystrokes, or who have difficulty with language recall, may benefit from spell check or word prediction software for instruction. On assessments, spell check or word prediction may or may not be available, or only available on items where it would not violate the construct of the item. For example, spell check would not be available on writing passages that are assessing spelling.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not applicable for any student.
- **DWA:** Not allowed for any student.
- **NAEP:** Not available for any student.
- **SAGE:** Embedded and allowed for all students. Embedded spell check will not be available on spelling items so that the construct of the item will not be violated.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Not allowed.

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### Standard-Size Paper

Some students may have a disability that warrants a paper assessment.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for students with disabilities. Produced by LEA.
- **DWA:** Not available for any student.
- **NAEP:** Available for all students.
- **SAGE:** Accommodation. Standard size paper is available on request for students with disabilities with USOE authorization. On request, standard size paper can be provided at student's school.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Allowed; order from vendor.

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### Strikethrough

Answer eliminator, which allows students to cover and reveal individual answer options.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not allowed for any student.
- **DWA:** Not applicable for any student.
- **NAEP:** Allowed.

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- **SAGE:** Embedded and allowed for all students.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Not allowed.

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### Text-to-Speech

Computer-based assessments may have embedded text-to-speech which standardizes the way text and graphics are presented. Descriptions of symbols, nomenclature, and other graphics can be provided with text-to-speech. Text-to-speech technology may be provided for an assessment for items where the construct of the item is not violated. For example, text-to-speech would not be available on a reading test for reading items because it would violate the construct of the test item.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Not available for any student.
- **DWA:** Not available for any student.
- **NAEP:** Embedded.
- **SAGE Summative:** Embedded and allowed for any student. If this reading of any portion of an ELA, Math or Science item violates the construct of that item, text to speech will not be available. When text to speech is appropriate it will be available to select onscreen. Multiple voice packs are available for download if needed; information is available in the SAGE Technical Specifications documentation available at <http://sageportal.org>. Students can practice listening to the voice pack on the device they will use for assessment all year for instruction so they will be familiar with the voice.
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **WIDA:** Not available.

### 6.3 Selecting Accommodations and Resources for Instruction and Assessment for Individual Students

See pages 12-14 for decisions flowcharts delineating how to select accommodations for instruction and assessment for individual students.

Effective decision making about appropriate accommodations and resources 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 the Utah Core Standards, teachers can make appropriate assessment decisions. In essence, the process of making decisions about accommodations and resources is one in which members of the team attempt to "level the playing field" so that special needs students can participate in the general education curriculum.

#### 6.3.1 Documenting Accommodations on a Student's IEP

For students with disabilities served under the IDEA, determining appropriate instructional and assessment accommodations and resources should not pose any particular problems for IEP teams who 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 and resources should be fairly straightforward. The PLAAFP is a federal requirement in which

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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. Resources may or may not be addressed depending on the needs of the student.

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.

### 6.3.2 Documenting Accommodations on a Student’s 504 Plan

All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states:

Unlike students on IEPs and 504 plans, federal law does not mandate that individual language plans be written for each EL. If individual ELs require specific accommodations/resources in addition to the appropriate teaching strategies used for ELs in class, these accommodations and resources should be carefully selected and documented in a manner determined by the LEA.

### 6.3.3 Considering Accommodations for ELs with Disabilities or ELs on Section 504 Plans

Team members should consider the intensity of the student’s language and disability-related needs. Decisions should be individualized based on these needs. Students with high English language needs and low disability-related needs will require more language-based accommodations than students with high disability-related needs and low English language needs. Students with high English language needs and high disability-related needs will benefit from intensive language and disability-related accommodations and/or resources.

### 6.3.4 Involving Students in Selecting, Using, and Evaluating Accommodations/Resources

It is critical for special needs students 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 and resources will be used, especially as students reach adolescence and their desire to be more independent increases. Students need opportunities to learn which accommodations/resources are most helpful for them,

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and then they need to learn how to make certain those accommodations/resources are provided in all of their classes and wherever they need them outside of school.

### 6.3.5 Determining the Consequences of Assessment Accommodations/Resources Use

When selecting accommodations or resources for state assessments with a student, it is important to look at state policies and procedures to determine whether use of an accommodation or resource results in adverse consequences on a state test (e.g., lowering or not counting a student's score). Assessment accommodations/resources that result in adverse consequences are commonly referred to as modifications, alterations, and nonstandard or unapproved accommodations (Thurlow & Wiener, 2000).

### 6.3.6 Questions to Guide Accommodation/Resources Selection

Selecting accommodations and resources for instruction and assessment is the role of a special needs student's team. Use the questions provided below to guide teams in the selection of appropriate accommodations/resources:

- What are the student's learning strengths and areas for further improvement?
- How do the student's learning needs affect the achievement of grade-level content standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- What accommodations/resources 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/resources or accommodations/resources the student is currently using.
- Are there assistive technology products that could help meet the student's learning and assessment needs?
- What accommodations/resources are regularly used by the student during instruction and assessment?
- What are the differences in student performance for assignments and assessments when accommodations/resources are used versus when they are not used?
- What is the student's perception of how well an accommodation/resource "worked"?
- Are there effective combinations of accommodations/resources?
- What difficulties did the student experience when using accommodations/resources?
- What are the perceptions of parents, teachers, and specialists about how the accommodation/resource worked?
- Should the student continue to use an accommodation/resource, are changes needed, or should the use of the accommodation be discontinued?

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

- The student's willingness to learn to use the accommodation/resource.
- Opportunities to learn how to use the accommodation/resource in classroom settings.

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- When accommodations/resources can be used on state assessments.

Plan how and when the student will learn to use each new accommodation or resource. Be certain there is ample time to learn to use instructional and assessment accommodations or resources before an assessment takes place. Ongoing evaluation and improvement of the student’s use of accommodations and resources is critical. Students should have time to practice without using an accommodation or resource prior to the test in case that accommodation or resource is not allowed, as it may alter what the test is designed to measure, such as reading aloud an item used to assess reading.

### **6.3.7 Selecting Accommodations and Resources: Do’s and Dont’s**

| <b>Do</b>  | <b>Don’t</b>   |
|--|--|
| 1. Make accommodation/resource decisions based on individualized needs.  | 1. Don’t make accommodation/resource decisions based on whatever is easiest to do (e.g., preferential seating).  |
| 2. Select accommodations/resources that reduce the effect of the disability or limited English proficiency.  | 2. Don’t select accommodations/resources unrelated to documented student learning needs or accommodations/resources intended to give students an unfair advantage. |
| 3. Be certain to document instructional and assessment accommodations on the students with special needs plan.   | 3. Don’t use an accommodation that has not been documented on the students with special needs plan.  |
| 4. Be familiar with the types of accommodations or resources that may be used as both instructional and/or assessment accommodations/resources.                  | 4. Don’t assume that all instructional accommodations/resources are appropriate for use on assessments.  |
| 5. Be specific about the “where, when, who and how” of providing accommodations/resources.   | 5. Don’t simply indicate that an accommodation or resource will be provided “as appropriate” or “as necessary.”  |
| 6. Refer to state accommodations/resources policies and understand implications of selections.   | 6. Don’t check every accommodation/resource possible on a checklist simply to be “safe.”   |
| 7. Evaluate accommodations/resources used by the student.  | 7. Don’t assume the same accommodations/resources remain appropriate year after year.  |
| 8. Get input about accommodations/resources from teachers, parents, and students, and use it to make decisions at the students with special needs plan meetings. | 8. Don’t make decisions about instructional and assessment accommodations/resources by yourself, without other team members.                                       |

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|   |   |
|---|---|
| 9. Provide accommodations/resources for assessments routinely used for classroom instruction. | 9. Don't provide an assessment accommodation/resource for the first time on the day of a test   |
| 10. Select accommodations/resources based on specific individual needs in each content area.  | 10. Don't assume certain accommodations or resources, such as extended time, are appropriate for every student in every content area. |

### 6.4 Administration of Accommodations and Resources During Instruction and Assessment

#### 6.4.1 Accommodations/Resources During Instruction

The student must be provided with the selected accommodations/resources during instructional periods that necessitate their use. An accommodation/resource should not be used for the first time during assessments. Students should have an opportunity to use technology that is the same as or similar to the technology used on the assessment, which may be increased through the use of training tests.

#### 6.4.2 Accommodations/Resources During Assessment

##### Planning for Test Day

Once decisions have been made about providing accommodations/resources to meet individual student needs, the logistics of providing the actual accommodations or resources during state and LEA assessments must be mapped out. Some accommodations must be coordinated with the USOE in advance. It is not uncommon for members of the team to be given the responsibility for arranging, coordinating, and providing assessment accommodations and resources for all students who may need them. Thus, it is essential for all team members to know and understand the requirements and consequences of LEA and state assessments, including the use of accommodations and resources. It is important to monitor the provision of accommodations and resources during testing to ensure that accommodations and resources are delivered appropriately and that technology is working as it should.

Prior to the day of a test, be certain the test administrator and proctors know what accommodations and resources each student will be using and how to administer them properly. Staff members administering accommodations and resources, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

##### Administering Assessments, Accommodations, and Resources

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments (see the Utah ethics documents on the Utah State Office of Education website). Test administrators, proctors, and all staff members involved in test administration must adhere to these policies. It is required 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. For example, what procedures are required to set up the administration of accommodations and resources within a computer-based testing system?
- Administer standardized assessments according to prescribed procedures and conditions, and notify appropriate persons if any nonstandard or delimiting conditions occur.

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- Avoid any conditions in the conduct of the assessment that might invalidate the results.
- Provide for and document all reasonable and allowable accommodations and resources for the administration of the assessment to students with special needs.
- Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual knowledge, skills or abilities.

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

### 6.4.3 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 changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way (see the Utah ethics documents on the Utah State Office of Education website).

### 6.4.4 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.

### 6.4.5 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 and control computer access to prevent unauthorized access.
2. Keep all test content confidential and refrain from sharing information with or revealing test content to anyone for both paper-based and computer-based assessments.
3. Return all materials as instructed. Educators and test administrators may not preview test content prior to the assessment.

## 6.5 Evaluating and Improving Accommodation and Resource Use

Accommodations and resources 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 and resources during assessments may reveal questionable patterns of accommodations/resources use, as well as support the continued use of some accommodations/resources or the rethinking of others. Examination of the data may also indicate areas in which the students with special needs' teams 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/resource information at the

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student, school, or LEA level. Accommodation/resource information can be analyzed in different ways. Here are some questions to guide data analysis at the school and LEA level and the student level.

### 6.5.1 Questions to Guide Evaluation of Accommodation Use at the School or LEA 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 or resources?
3. Are students receiving accommodations/resources as documented in their students with special needs plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations/resources?
5. How many students with special needs are receiving accommodations/resources?
6. What types of accommodations or resources are provided, and are some used more than others?
7. How well do students who receive accommodations/resources 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/resources, or using accommodations/resources that were not effective?

### 6.5.2 Questions to Guide Evaluation of Accommodation/Resource Use at the Student Level

1. What accommodations/resources are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations/resources are used versus when accommodations/resources 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/resources, or using inappropriate or ineffective accommodations/resources?
3. What is the student's perception of how well the accommodation/resource worked?
4. What combinations of accommodations/resources seem to be effective?
5. What are the difficulties encountered in the use of accommodations/resources?
6. What are the perceptions of teachers and others about how the accommodation/resource appears to be working?

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



### **6.5.3 Post-Secondary Implications**

College and career readiness is an important educational outcome for all students. As students with special needs plan for their transition to post-secondary setting, it is important for teams to have documented student use of accommodations and resources so students can continue to advocate for their use, as needed, in their college and career settings. Colleges and universities may allow fewer accommodations/resources than are available in public education settings, so it is important for students to document their need to use accommodations and resources. This may also be true for students who transition into vocational and other workplace settings.

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## 7 Appendices

### 7.1 Appendix A: Accommodation/Resource Use in the Classroom

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

Student: \_\_\_\_\_ Date: \_\_\_\_\_

What accommodation(s) and/or resource(s) does the student use in the classroom? List them under “Accommodation(s) and/or Resource(s)” in the chart. Then answer the questions in the chart. Accommodations for instruction and assessment must be included in the Special Needs Student Plan. Resources may be included on the Special Needs Student Plan, but are optional.

| Questions   | Accommodation(s) and/or Resource(s) |  |  |  |  |
|---|-------------------------------------|--|--|--|--|
| 1. Is it noted in the students with special needs plan?   |                                     |  |  |  |  |
| 2. For what task(s) is it used?   |                                     |  |  |  |  |
| 3. Does the student use it for that task every time? How often?                                   |                                     |  |  |  |  |
| 4. Does the student use it alone or with assistance? (E.g., peers, paraeducator?)                 |                                     |  |  |  |  |
| 5. Does one accommodation or resource seem more effective when used with another on a task, etc.? |                                     |  |  |  |  |

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### 7.2 Appendix B: After-Test Accommodation and/or Resource Questions

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

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Accommodation used: \_\_\_\_\_

Resource used: \_\_\_\_\_

| Questions  | Test Taken (List) |          |          |          |
|--|-------------------|----------|----------|----------|
|  |                   |          |          |          |
| Was the accommodation or resource used?<br>Comments:   | Yes / No          | Yes / No | Yes / No | Yes / No |
| Was the accommodation or resource useful?<br>Comments:   | Yes / No          | Yes / No | Yes / No | Yes / No |
| Were there any difficulties with the accommodation or resource? (Are adjustments needed?)<br>Comments: | Yes / No          | Yes / No | Yes / No | Yes / No |
| Should the accommodation be used again?<br>Comments:   | Yes / No          | Yes / No | Yes / No | Yes / No |

Student signature \_\_\_\_\_

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### 7.3 Appendix C: Assessment Accommodations or Resource Plan

#### Student Information

Name: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Name of Assessment: \_\_\_\_\_

#### Case Information

ESL/Bilingual Teacher: \_\_\_\_\_

Special Education Teacher: \_\_\_\_\_

General Education Teacher(s): \_\_\_\_\_

School Year: \_\_\_\_\_

Building/School: \_\_\_\_\_

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

| Accommodations and/or Resources | Date Arranged |
|---------------------------------|---------------|
| 1. _____                        | _____         |
| 2. _____                        | _____         |
| 3. _____                        | _____         |
| 4. _____                        | _____         |
| Comments: _____                 | _____         |

Person responsible for arranging accommodations and/or resources and due date:

| Person Responsible | Due Date | Date Arranged |
|--------------------|----------|---------------|
| 1. _____           | _____    | _____         |
| 2. _____           | _____    | _____         |
| 3. _____           | _____    | _____         |
| 4. _____           | _____    | _____         |
| Comments: _____    | _____    | _____         |

Plan participants for this process (signatures): \_\_\_\_\_

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

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### 7.4 Appendix D: Logistics Planning Checklist

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

#### Accommodations/Resources Used Throughout the Academic Year

|  | Y | N | N/A |
|--|---|---|-----|
| 1. Accommodations and/or resources are documented by the teacher.  |   |   |     |
| 2. Student uses accommodations or resources regularly and evaluates use.   |   |   |     |
| 3. A master accommodation or resource plan/database listing assessment accommodation or resource needs for all students tested is updated regularly. |   |   |     |

#### Preparation for Test Day

|  | Y | N | N/A |
|--|---|---|-----|
| 1. Coordinate the provision of Braille, large print, etc. with the USOE  |   |   |     |
| 2. Ensure that all educators involved in the administration of state assessments receive ethics training.  |   |   |     |
| 3. Special test requests are considered for individual students based on information contained in the accommodation or resource plan (e.g., large print, braille).   |   |   |     |
| 4. Test administrators/proctors receive a list of accommodations or resource needs for students they will supervise (list comes from the accommodations or resource plan/database).  |   |   |     |
| 5. Adult supervision is arranged and test administrators receive training for each student receiving accommodations or resource in small group or individual settings, including extended time (with substitutes available). |   |   |     |
| 6. Certified interpreters are arranged for individual students (with substitutes available).   |   |   |     |
| 7. Special equipment is arranged and checked for correct operation (e.g., audio amplification device).   |   |   |     |

#### Accommodations and/or Resources on the Day of the Test

|   | Y | N | N/A |
|---|---|---|-----|
| 1. All eligible students receive accommodations or resources as determined by their students with special needs plan. |   |   |     |
| 2. Provision of accommodations or resources is recorded by test administrator.  |   |   |     |
| 3. Substitute providers of accommodations or resources are available as needed (e.g., certified interpreters).        |   |   |     |
| 4. Plans are made to replace defective equipment.   |   |   |     |

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### Consideration After the Day of the Test

|   | Y | N | N/A |
|---|---|---|-----|
| 1. All equipment is returned to appropriate locations.  |   |   |     |
| 2. Students who take make-up tests receive needed accommodations or resources.  |   |   |     |
| 3. Effectiveness of accommodation or resource use is evaluated by test administrators and students, and plans are made for improvement. |   |   |     |

### 7.5 Appendix E: Accommodations/Resources Journal for Teachers

One way to keep track of what accommodations work for students with special needs is to support the student in keeping an “accommodations and/or resources journal.” The journal lets the student be “in charge” and could be kept up to date through regular consultation with an ESL/bilingual teacher, special education teacher, or other staff members. Just think how much easier it would be for students with special needs team to decide which accommodations and/or resources to document if the student kept a journal documenting all of these things:

- Accommodations and/or resources used by the student in the classroom and on tests;
- Test and assignment results when accommodations and/or resources are used and not used;
- Student’s perception of how well the accommodation and/or resource “works”;
- Effective combinations of accommodations and/or resources;
- Difficulties of accommodation and/or resource use; and
- Perceptions of teachers and others about how the accommodation and/or resource appears to be working.

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

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

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

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

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### 7.7 Appendix G: Accommodation and Resources Criteria for ELs with Disabilities and ELs on Section 504 Plans

Use this form to determine whether the student is eligible for instruction and assessment accommodations and resources.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Person filling out the form: \_\_\_\_\_

| Questions   | Yes (please describe) | No |
|---|-----------------------|----|
| Can you comment on the student's overall oral English language proficiency and level of English literacy?   |                       |    |
| Can you comment on the student's disability needs?  |                       |    |
| Has the student taken the English language proficiency test? If so, what is the student's score?  |                       |    |
| Are you aware of the language(s) the student speaks in his/her family? If so, please specify the language(s) and the level of the student's oral proficiency and literacy in the language(s). |                       |    |
| Has the student received prior formal education before coming to the U.S.? Have there been gaps or interruptions?   |                       |    |
| Has the student spent time in English-speaking schools prior to enrolling in this school? If so, how much time?   |                       |    |
| Was the student enrolled in special education programs prior to transferring to this school? If so, please describe.  |                       |    |
| Do you know how much time the student has spent in your state? Are there mobility issues?   |                       |    |
| Are you aware of the student's performance in other content areas and on other tests?   |                       |    |
| Are there educational resources available to the student in his/her native language?  |                       |    |
| Are you aware of any aspects of the student's home culture that may impact the accommodation/resources selection process (taboos, gestures, kinesthetics, etc.)?                              |                       |    |
| Are there any other aspects of the student's characteristics that should be considered when selecting accommodations/resources for the student?   |                       |    |

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### 7.8 Appendix H: Parent Input in Accommodations and Resources

#### Questions Parents Should Ask about Accommodations and Resources in Instruction and Assessments

| About Instruction   | About Accommodations   |
|---|--|
| What instructional support does my child need to access and reach the academic standards?   | What are the tests my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given? |
| How can my child and I advocate to receive accommodations/resources and/or linguistic support not yet provided in instruction?  | Are the accommodations/resources allowed on state tests also provided for LEA tests?   |
| Are the accommodations/resources and/or linguistic support my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase them out? | Can my child participate in part of an assessment with or without accommodations and/or resources?   |
| How are the various staff members who work with my child providing accommodations, resources and/or linguistic support (across regular, special education or other staff)?                          | Are there consequences for allowing certain changes to how my child participates in a test? How will my child's test scores count?                   |
|   | Do consequences of accommodations and/or resources vary by type of test?   |

#### Questions for Instruction and Assessment

- Is the need for each accommodation documented in my child's students with special needs plan?
- Are there too many or too few accommodations or resources being provided?
- What are my child's preferences for specific accommodations and resources?
- If my child needs accommodations and/or resources, how will they be provided?
- If an accommodation or resource used in instruction is not allowed on a test, is there another allowed option to support the student? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accommodations/resources?