

## Colorado Accommodation Manual

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



*Success is a journey, not a destination*

-Ben Swackhamer

# Accommodations for Use on State Summative Assessments

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## **Section V: Policy for Statewide Assessment Accommodations**

### **Overview**

**Including All Students with Disabilities in State Assessment  
Including All Students with Disabilities in State Accountability**

### **Selecting and Planning for Assessment**

**Side-by-Side Comparison of Assignments Example  
Post-Secondary Implications**

### **Accommodations Categories for State Assessments**

**Standard Accommodations  
Restricted Accommodations  
Nonstandard Accommodations**

### **Special Circumstances**

**New Students to District  
Students Newly Identified as Having a Disability  
Unforeseeable Circumstances**

### **Combined TCAP Reading and Writing Session**

## Overview

State and local laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments. District Assessment Coordinators (DACs), School Assessment Coordinators (SACs), proctors, and all staff involved in test administration must adhere to these policies.

All students enrolled in a Colorado public school in the grades assessed must be accounted for in either the state summative academic assessment (TCAP and CMAS – Science and Social Studies) or the state summative alternate academic assessment (CoAlt). The purpose of the state summative academic assessments is to accurately describe all students' level of achievement on the Colorado standards. As Colorado moves towards computer based assessment, it is anticipated that most students will be able to access the assessment with built in supports. A few students will need accommodations to access the assessment.

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 assessment results reflect actual student learning.

Assessment accommodations are adjustments made to the assessment procedures in order to provide a student an opportunity to engage with the state assessment while not affecting the reliability or validity of the assessment.

Policies pertaining to accommodations for statewide assessments are set by the Colorado Department of Education (CDE) based on current research and assessment practices. Per the *Code of Federal Regulations*, the State's (or, in the case of a district-wide assessment, the LEA's) guidelines must --(i) Identify only those accommodations for each assessment do not invalidate the score and (ii) Instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score [34 CFR § 300.160(b)(2)]. Therefore, accommodations listed for use on statewide assessments on a student's IEP should follow the policies included in this manual. Use of accommodations that do not follow these policies will result in a misadministration.

### Including All Students in State Assessment

In Colorado, participation of all students in state academic assessment is specified in the state law (*C.R.S. 22-7-409*):

*(d) (I) (A) ... every student enrolled in a public school shall be required to take the assessments administered ... at the grade level in which the student is enrolled, as determined by the school district.*

*(B) Any student who is eligible for the state's alternate assessment for students with disabilities, also known as the "CSAP-A", or other assessment approved by rule by the board according to the annual review of the student's individualized education program ... shall instead take the CSAP-A or the other approved assessment.*

All students, including students with disabilities, are included in either the summative academic assessment or alternate summative academic assessment.

Additionally students identified with limited English proficiency, including those also with an identified disability, must participate in an annual English language proficiency assessment as mandated in federal law (ESEA, Title I):

Sec. 1111(b)(7): *"(7) ACADEMIC ASSESSMENTS OF ENGLISH LANGUAGE PROFICIENCY. —Each State plan shall demonstrate that local educational agencies in the State will, beginning not later than school year 2002–2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the State educational agency..."*

Parents and IEP teams may not excuse students from any state assessments. For further clarification on this topic, please see the Jan. 20, 2012 Commissioner's letter to Superintendents located in [Appendix A](#).

## Section V

### Policy for Statewide Assessment Accommodations

#### Including All Students with Disabilities in State Accountability

Both federal and state laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. IEP Team members must actively engage in a planning process that addresses:

- provision of accommodations to facilitate student access to grade-level instruction and state assessments
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities

State assessments are the mechanism for checking whether schools have been successful in with students attaining the knowledge and skills defined by the content standards. School, district, and state accountability are based on measuring success in educating all students and determining what needs to be improved for specific groups of students. With the No Child Left Behind (NCLB) Waiver, Colorado's federal Title I accountability system is now defined in terms of Colorado's School and District Performance Frameworks (SPF and DPF), which measure the academic achievement, academic growth, academic growth gaps, and postsecondary workforce readiness of students in Colorado schools and districts each year. Schools, districts, and the state are held accountable for improvements on an annual basis by public reporting, the Unified Improvement Plan (UIP) and ultimately through consequences delineated in [SB-09-163](#), if they remain persistently low performing for five years.

For accountability information, please contact CDE: <http://www.cde.state.co.us/Accountability/NCLBWaiver.asp>

### Selecting and Planning for State Assessment Accommodations

Accommodations provide students an opportunity to access material without providing an unfair advantage to any student. Access can be defined as the right or privilege to approach, reach, enter, or make use of something. Access is not about higher achievement. Accommodations allow students to engage with the assessment. Accommodations must maintain the validity, reliability and integrity of the assessment. Accommodations that change the construct (what is being measured) may not be used on state assessments. When an educational team is making determinations about accommodations on state assessments they must consider both what the student needs to access the assessment, and what is being measured. Providing an accommodation for the sole purpose of increasing test scores is not ethical.

The departure from standardized testing procedures can potentially invalidate the test results. Caution must be used when selecting accommodations for state assessments. Selected accommodations must be used during instruction and on classroom and district assessments least 90 days prior to use on the assessment. During this time the accommodation must be evaluated on an ongoing basis through data documentation. The accommodation must be used routinely with sufficient frequency to ensure the student can use it with fluency and independence. It should be recognized that introducing an accommodation at the time of the assessment may actually hinder the student's performance.

#### Side-by-Side Comparison of Assignments Example

One technique for documenting a student's need for an accommodation on state assessments is the side-by-side comparison of assignments. This technique provides the student with two similar assignments. Caution should be taken when using assignments that may negatively impact the student's grade. These assignments are to validate the use of an accommodation, and should not be brand new consents or skills for the student.

The following is an example of how this technique could be used in evaluating the need for an Oral Script on the state assessment:

On the first assignment the instructions and the assignment are read to the student.

On the second assignment, the student reads the instructions and assignment independently.

Compare the student results on the assignments.

1. If there is limited difference in score – the student does *not* need an oral presentation on the state assessments

## Policy for Statewide Assessment Accommodations

2. If the student does best on assignment one, but is able to pass assignment two (even if it is a lower score) – the student does *not* need an oral presentation on the state assessments
3. If the student takes a long time on assignment two, and is able to pass it – the student does *not* need an oral presentation on the state assessments
4. If the student refuses to attempt assignment two – other evidence must be look at to determine if this is a behavioral concern, student preference or a reading concern
5. If the student fails assignment two, or attempts and is unable to complete assignment two (extreme frustration) – oral presentation on the state assessment may be appropriate

Once state assessment accommodation decisions have been made the accommodation must be documented in a formal educational plan. For most state assessments accommodations are only available to students with an IEP, 504 plan or students identified as an English learner. A formal educational plan for may be used for documenting accommodations on the TCAP. These formal educational plans must meet the following requirements:

1. Based on the student’s education-related need (area of impairment), not preference
2. Created by a team which includes at a minimum
  - a. Parent/guardian
  - b. Licensed educator responsible for student’s academic instruction
  - c. Student
3. Based on empirical data that has been evaluated and found to provide access to instruction and assessment
4. Documented in formalized manner including but not limited to an IEP, a 504 plan or an ELL plan.
5. Reviewed annually, at a minimum, and changed as appropriate to reflect current student education-related need based on up-to-date empirical data
6. Must be signed by team members to indicate attendance and agreement

Each state assessment has a unique set of allowable accommodations as indicated in later sections of this manual. Educational plans may have several sections related to state assessments to indicate accommodations that will be provided for a specific state assessment.

Logistics of providing accommodations during state assessments must be mapped out. It is essential for all of these individuals to know and understand the requirements and consequences of district and state assessments, including the appropriate use of accommodations. Accommodation logistics include but not limited to making sure appropriate assessment forms (large print, braille, high contrast, paper based for computer assessments) are ordered, nonstandard accommodations requests are submitted, testing environments are procured, and test administrators for accommodated sessions are trained. Additionally some accommodations may require work after the assessment such as transcribing student work. It is important to engage the appropriate personnel, including District Assessment Coordinators (DACs), School Assessment Coordinators (SACs) and test proctors to plan the logistics and provision of state assessment accommodations.

Each building must have a testing schedule which includes the necessary accommodations for individual students on testing day. These schedules must plan for test security concerns related to students on unique testing schedules. Students on a unique testing schedule, due to an accommodated session, may not inter-mingle with peers who are on a different schedule. School personnel must take this into consideration as they plan schedules for test days. Additionally, each building is likely to need separate testing environments for the administration of some accommodations.

DACs, SACs and test proctors should know which specific accommodations must be provided to individual students in advance of the first day of testing. These individuals must know how to administer the accommodations properly. Staff who administer accommodations must be trained and know the specific policy so student scores are valid.

### Post-Secondary Implications

College and career readiness is an important education outcome for all students. As students plan for their transition to post-secondary settings, it is important for educational teams to have documented students’ use of accommodations.

## Section V

### Policy for Statewide Assessment Accommodations

Colleges and universities typically only allow accommodations on assessments for students with an IEP or 504 plan, and may allow fewer accommodations than were available in the K-12 setting; thus it is important to consider the postsecondary implication of accommodations on state assessments. This may also be true for students who transition into vocational and other workplace settings.

### Accommodation Categories for State Assessments

Colorado state assessments are designed to provide access for the greatest number of students during the assessment; however, due to differences among individuals, some students may need additional supports to access the assessment. These accommodations are divided into categories which indicate for which student the accommodation is allowed.

#### Standard Accommodations /Accessibility Features

Standard accommodations/accessibility features may be used state assessments by any student regardless of disability or language status. The use of standard accommodations is consistent with administration practices and guidelines. These features increase the accessibility of assessments for all students.

Standard accommodations/accessibility features have been predetermined to maintain the validity, reliability, integrity and comparability of the assessment.

The TCAP and COSA – Science and Social Studies each have a unique set of standard accommodations/accessibility features as indicated in later sections of this manual. Other state assessments only allow accommodations for students with an IEP, 504 plan or identified as an English learner.

#### Restricted Accommodations

Restricted accommodations are available for use only for students with an IEP, 504 or identified as an English learner. These restricted accommodations provide additional support for specific areas of weakness which would make the assessment inaccessible without the additional support. Students must meet specific criteria which necessitate the accommodation. The criteria affirm the accommodation provides access and does not provide advantage. If a student does not meet the criteria listed the educational team may request a nonstandard accommodation through the DAC.

#### Nonstandard Accommodations

Students with an IEP or 504 plan may use accommodations regularly during instruction and on classroom and district assessments which is not available as an accommodation for the state testing. For these few students, a request may be made through the DAC for use of this accommodation on the state assessment. Nonstandard accommodations are requested for less than .01 % of students taking TCAP annually.

Decisions about the need for and selection of accommodations for students are the responsibility of the IEP Team or 504 Service Plan Committee. Each request for a nonstandard accommodation, submitted through the DAC to CDE by the state deadline, will be reviewed by a team comprised of representatives from the Colorado Department of Education (CDE) Assessment Unit (AU) and the Exceptional Student Services Unit (ESSU). Each request is reviewed to ensure the accommodation maintains the validity of the assessment and that all state policy criteria are met. Requests that are determined to invalidate the construction of the assessment, provide advantage to a student will be denied, or that do not follow the state policy will be denied.

For further information including request requirements, please see [Appendix E](#).

### Special Circumstances

Special circumstances related to assessment are covered in detail in the *Procedures Manual*. Occasionally situations arise when an accommodation for state assessment is needed and a formal educational plan is not in place. Special circumstances which need an accommodation and not covered in this manual or the *Procedures Manual* should be reviewed with the AU to determine if the needed accommodation would result in a valid score for the student.

The AU does not support the testing of grievously ill students.

### Students New to District

If a student moves into the district just prior to the test and no documentation is provided about accommodations that have been used, every effort should be made to procure relevant documentation (e.g., IEP, ILP, etc.). If no documentation can be obtained, the student and his/her parent or guardian should be consulted regarding accommodations the student received during instruction and on assessments over the past three months. After every avenue of documentation has been exhausted and fruitless, the new student is eligible for any standard accommodations/accessibility feature the student has received regularly during instruction and on other assessments since arrival in the district. These accommodations must be documented in a formal educational plan prior to use on the state assessment.

To request a nonstandard accommodation for a student new to the school district, an IEP or 504 plan with documentation of accommodations must be obtained from the previous educational setting.

### Students Newly Identified as Having a Disability

If a student has just recently been identified as having a disability, but not been formally staffed into special education, then documented standard accommodations/accessibility features may be used on the TCAP or CMAS – Science and Social Studies. This circumstance would not require the three month rule; however, the student should have adequate time to practice and become familiar with the accommodation prior to the assessment.

Students must be formally staffed and on a current IEP or 504 plan prior to requesting a nonstandard accommodation. Late nonstandard accommodation requests may be submitted for students newly identified; however, the review of these requests is dependent on the availability of the review committee.

### Unforeseeable Circumstances

At times, students suffer from unforeseeable circumstances less than three months prior to the start of testing, such as a broken arm or a car accident. As a result of these unforeseeable circumstances, a student may require an accommodation that is not documented in a formal educational plan. The student may be provided the necessary standard accommodations. The student should have time to practice the accommodation prior to it being used on the assessment. SACs should ensure use of the accommodation is documented according to district policy. Guidelines for accommodations for these circumstances may be found in the *Colorado Procedures Manual*.

**Note:** This exception pertains only to unforeseeable circumstances and not those that could have been reasonably predicted by school or district personnel. For example, a student breaks his or her writing arm shortly before the assessment and is physically unable to write in the test booklet. The student would qualify for a scribe or assistive technology as a standard accommodation.

### Combined TCAP Reading and Writing Session

The combined session for grades 4 - 10 of the TCAP Reading/Writing assessment contains several reading items and one extended writing prompt at the end of the session.

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

- Only reading accommodations are allowable for the reading items
- Only writing accommodations are allowable for the final extended writing prompt

If using the Oral Script accommodation, it is necessary that the proctor is familiar with the directions for the Reading/Writing combined session.

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



## **Section V**

### **Policy for Statewide Assessment Accommodations**

Due to the complex nature of this session, grouping considerations must be made prior to beginning of this session.

The grouping for this session may be different than grouping for other sessions of the Reading and Writing assessment. It would be appropriate to group students by accommodation such that students who receive only the Oral Script accommodation are together, students who receive only the Teacher Read Directions accommodation are together, and students who receive both are together.

## Section VI: Accommodations for TCAP

Accommodations are about access not higher achievement. Accommodations allow students to engage with the assessment. Accommodations do not reduce the assessment expectations for any student or change what is being tested.

On the student data grid, all accommodations which have a bubble and are used by a student during the assessment must be marked for each subject area.

Any accommodation offered to a student during TCAP must be documented on a formal educational plan prior to the assessment and used consistently and with fidelity during instruction and on assessments, including classroom and district testing, for a minimum of three (3) months prior to the assessment.

Formal educational plans to document accommodation to provide student access to TCAP must meet the following requirements:

1. Based on the student's education-related need (area of impairment), not preference,
2. Created by a team which includes at a minimum
  - a. Parent/guardian
  - b. Licensed educator responsible for student's academic instruction
  - c. Student (as appropriate),
3. Based on empirical data that has been evaluated and found to provide access to instruction and assessment,
4. Documented in formalized manner including but not limited to an IEP, a 504 plan or an ELL plan,
5. Reviewed annually, at a minimum, and changed as appropriate to reflect current student education-related need based on up-to-date empirical data, and
6. Must be signed by team members to indicate attendance and agreement.

### Charts:

**Presentation Accommodations**

**Response Accommodations**

**Setting Accommodations**

**Timing Accommodations**

### TCAP Accommodations Chart Legend

- ⊘ = Not Allowable
- R = Restricted Standard
- S = Standard

## Section VI

### Accommodations for TCAP

Presentation	Accommodation	Reading	Writing	Mathematics	Accommodation Bubbling Code	Grouping Considerations	
	1:	Large Print (18-point font)	S	S	S	2	No
	2:	Extra-Large Print	R	R	R	2	If a distraction
	3:	Black and White Print / High Contrast	S	S	S	No	No
	4:	Color Overlays	S	S	S	No	No
	5:	Low-Vision Devices	R	R	R	No	If a distraction
	6:	Teacher-Read Directions	S	S	S	3	Small Group
	7:	Oral Scripts	⊘	S	S	9	Small Group
	8:	Signing	⊘	R	R	3 or 9 & 6	Small Group
	9:	Braille with Tactile Graphics	R	R	R	1	Individual
	10:	Read Aloud to Self	S	S	S	No	Individual
	11:	Audio Amplification	R	R	R	No	No
12:	Text-to-Speech	⊘	R	R	7	Individual	

1: Large Print (18 point font)

**Standard Accommodation**

**Constraints:** Determination for use of this accommodation for students with a diagnosis of blindness or visual impairment must be made with input from a teacher certified in the area of visual impairments. For other students using this accommodation, determination must be based on standard practice in the classroom and with the District Assessment Coordinator.

**Implementation:** The accommodated test books must be ordered for qualifying students by DACs through the online enrollment system.

Large print books are printed in high contrast.

The student records answers directly on the adapted format book. After testing is completed, student responses are **transcribed** into a regular test book prior to submission for scoring. If the student's work is not transcribed into a scan-able test book, a "no score" could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.

Students may be assessed in the same testing environment as other students *not* using this accommodation.

**Appropriate for:** Students with visual impairments  
Students with print disabilities

**Section VI**  
Accommodations for TCAP

**2: Extra-Large Print (Special Order)**

**Restricted Accommodation**

Restrictions:

IEP or 504 plan Required.

Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments through the Learning Media Assessment process.

Not to be used in conjunction with Low-Vision devices.

Implementation:

The accommodated test books must be ordered for qualifying students by DACs through CDE in November.

Extra-large print books are printed in high contrast.

These test books are at 200% of the standard print size. The pages of these adapted books are approximately the size of a poster board.

The student records answers directly on the adapted format book. After testing is completed, student responses are **transcribed** into a regular test book prior to submission for scoring. If the student's work is not transcribed into a scan-able test book, a "no score" could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.

The student may need to be assessed in a **separate testing environment** if there is a determination that the accommodated book is a distraction to other students in the testing environment.

Appropriate for:

Students with visual impairments

### 3: Black and White Print / High Contrast (Special Order)

#### Standard Accommodation

Constraints:

None

Implementation:

Accommodated test books must be ordered for qualifying students by DACs through CDE in November.

These books come printed as black ink on white paper and are appropriate for use with CCTVs, video magnifiers or other Low-Vision devices that enlarge print. These books may also be used for students who need a high level of contrast between the ink color and the background color.

The student records answers directly on the adapted format book. After testing is completed, student responses are **transcribed** into a regular test book prior to submission for scoring. If the student's work is not transcribed into a scan-able test book, a "no score" could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.

Students may be assessed in the same testing environment as other students not using this accommodation.

Appropriate for:

Students with visual impairments  
Students who use a low-vision device  
Students with print disabilities

**Section VI**  
Accommodations for TCAP

**4: Color Overlays**

**Standard Accommodation**

Constraints:

Students independently manipulate the color overlays.

Tracking tools such as rulers, paper, book markers, or other items used to isolate text are not color overlays. Tracking tools, if needed, must be requested through the nonstandard accommodation process.

Implementation:

Color overlays may be used to adjust print to page contrast. These may be a full page or a partial page of colored plastic.

Students mark answers in their scan-able test book.

Students may be assessed in the same testing environment as other students *not* using this accommodation.

Appropriate for:

Students with visual distortion or scotopic sensitivity

Students with light sensitivity, eyestrain, headaches, blurring of print, or dyslexia

## 5: Low-Vision Devices

### **Restricted Accommodation**

**Restrictions:**

IEP or 504 plan Required

The assessment must be administered by a test proctor who is familiar with the device being used.

The student may need to be assessed in a separate testing environment if there is a determination that the device being used is a distraction to other students in the testing environment or the image is projected in such a manner to make it accessible to multiple students at one time.

**Implementation:**

Low vision devices include magnifiers, Closed Circuit TVs (CCTV), video magnifiers, document cameras or other tools familiar to the students. These tools can be used to display printed material with image enlargement on the screen or monitor.

Low vision devices may not store images of secure test materials.

Administration of this accommodation may require extra time. If additional time is used, the accommodation code "8 – Extended Time" bubble must also be marked.

**Appropriate for:**

Students with visual impairments



**Section VI**  
Accommodations for TCAP

**6: Teacher-Read Directions**

**Standard Accommodation**

**Constraints:**

Administration in a group of no more than 15 students using the same accommodation.

Directions must be read verbatim from the Teacher-Read Direction Script without clarifying, elaborating or providing assistance with the meaning of words.

Readers/Proctors must use even inflection and tone to ensure students do not receive any cues through the manner in which the information is read.

Readers/Proctors read one question and then pause for all students to complete their answers before moving on to the next question.

Readers/Proctors pace the group based on the slowest member of the group.

Students may request directions be repeated; in this situation, Readers/Proctors must repeat directions as printed in the script to all students in the testing environment.

**Implementation:**

Readers/Proctors must use both the Test Proctor's Manual and the Teacher-Read Directions Script.

Readers/Proctors may have access to the script prior to administration to ensure they are familiar with the terminology and appropriate practices associated with this accommodation. Instructions for early access to assessment materials may be found in the *Colorado Student Assessment System Procedures Manual*.

It is preferred that the Reader is the person who regularly provides this accommodation during classroom instruction.

Teacher-Read Directions Scripts are provided in English for all content areas, and *Lectura* and *Escritura* assessments. These scripts are available to DACs via CTB Navigator in the secure file share area. These scripts are secure testing material.

Teacher-Read Directions Scripts may be translated at the District level into languages other than English.

Groups of students in the same testing environment should have similar skills and abilities for pacing of questions.

Administration of this accommodation may require extra time.

If additional time is used, the accommodation code "8 – Extended Time" bubble must also be marked.

**Appropriate for:**

Students with visual impairments  
Students with communication-processing impairments  
Students with reading processing impairments  
Students who have difficulty following directions

## 7: Oral Scripts

### Standard Accommodation

Constraints:

Administration in a group of no more than 15 students using the same accommodation.

Directions, assessment items and answer choices must be read verbatim from the Oral Script without clarifying, elaborating or providing assistance with the meaning of words.

Readers/Proctors must use even inflection and tone to ensure students do not receive any cues through the manner in which the information is read.

Readers/Proctors read one question and then pause for all students to complete their answers before moving on to the next question.

Readers/Proctors pace the testing environment based on the slowest member of the group.

Students may request directions, items and answer choices be repeated; in this situation, Readers/Proctors must repeat the directions, item or answer choices as printed in the script to all students in the testing environment.

Oral Scripts are not provided for Reading or Escritura (Spanish Reading).

Implementation:

Readers/Proctors will use both the Test Proctor's Manual and the Oral Script.

Readers/Proctors may have access to the script prior to administration to ensure they are familiar with the terminology and appropriate practices associated with this accommodation. Instructions for early access to assessment materials may be found in the *Colorado Student Assessment System Procedures Manual*.

Oral Scripts are available to DACs via CTB Navigator in the secure file share area. These scripts are secure testing material.

Oral Scripts are provided in English and Spanish for Mathematics and Writing content areas.

Oral Scripts may be translated at the District level into languages other than English and Spanish.

Groups of students in the same testing environment should have similar skills and abilities for pacing of questions.

If additional time is used, the accommodation code "8 – Extended Time" bubble must also be marked.

Appropriate for:

Students with visual impairments  
Students with communication-processing impairments  
Students with reading-processing impairments

**Section VI**  
Accommodations for TCAP

**8: Signing for Presentation**

**Restricted Accommodation**

Restrictions:

IEP or 504 plan required with a documented diagnosis of Deaf/Hard-of-Hearing or a student who receives daily instruction through the use of sign language.

Interpreters must use care to not provide cues to correct answers or omit information needed to correctly answer a test item.

The testing environment must have a test proctor and a sign language interpreter.

Students receiving Oral Scripts via sign language must only be in a testing environment with other students receiving the same accommodation.

Implementation:

Interpreters translate either the Teacher-Read Directions or Oral Scripts as the test proctor reads it in the same method of sign language typically used by the student (ASL or SEE). Instructions for Signing of Oral Scripts can be found in Appendix B.

Interpreters may have access to the script prior to administration to ensure they are familiar with the terminology and appropriate practices associated with this accommodation. Instructions for early access to assessment materials may be found in the Colorado Student Assessment System Procedures Manual.

Interpreters must take care when interpreting assessment items to not provide information that would cue the student to the correct answer. Interpreters must not clarify, elaborate or provide assistance with the meaning of words.

If additional time is used, the accommodation code "8 – Extended Time" bubble must also be marked.

Appropriate for:

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

## 9: Braille with Tactile Graphics

### Restricted Accommodation

**Restrictions:** IEP or 504 plan required with a documented diagnosis of Visual Impairment including Blindness.

Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments.

Braille test books must be ordered for qualifying students by DACs through the online enrollment system in November. DACs may order contracted literary braille, or un-contracted literary braille. Determination of which format is needed will be made by a teacher certified in the area of visual impairments through the Learning Media Assessment process.

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

The assessment must be administered in an individual testing environment.

**Implementation:** Test proctors will need to have access to the testing materials prior to administration to ensure they become familiar with the special instructions included with the test books and to gather additional materials needed for administration of the assessment. Instructions for early access to assessment materials may be found in the *Colorado Student Assessment System Procedures Manual*.

Braille test books may be disassembled in order for the student to have access to multiple pages at one time. It is critical for the test proctor to ensure all pages of a disassembled book are secure and returned to the SAC.

The student records answers directly on the adapted format book, on blank braille paper, or uses a braille notetaker\*. After testing, student responses are then **transcribed** into a regular test book to be submitted for scoring. The transcription must be completed by a certified teacher proficient in braille. If student work is not transcribed into a scan-able test book, a “no score” could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.

If additional time is used, the accommodation code “8 – Extended Time” bubble must also be marked.

**Appropriate for:** Students who read and write braille

\* Some models of the braille notetaker require a connection to the internet for use. In these situations, for test security reasons, another independent form of response must be used.

## Section VI

### Accommodations for TCAP

#### 10: Read Aloud to Self

##### Standard Accommodation

Constraints: The test proctor may not provide assistance with reading or the meaning of words.

Implementation: The assessment must be given in an individual testing environment.

Appropriate for: Students who self-accommodate for reading comprehension or decoding of text.

## 11: Audio Amplification

### **Restricted Accommodation**

**Restrictions:**

IEP or 504 plan required

The test proctor must be familiar with the amplification system being used.

**Implementation:**

Either personal or classroom-based systems can be used.

The audio system must be used in conjunction with a printed test.

**Appropriate for:**

Students with hearing impairments

Students who have difficulty “tuning out” ambient noise

**Section VI**  
Accommodations for TCAP

**12: Text-to-Speech**

**Restricted Accommodation**

Restrictions:

IEP or 504 plan required

Not available for the Reading assessments.

The text-to-speech software/technology must “read” the **Oral Script** in Mathematics and Writing tests. Content specific vocabulary that is part of the construct of the assessment is eliminated in the oral scripts.

Implementation:

This accommodation must be used with a standard print, braille, or large print version of the test so the student can have access to all the testing materials and complete the assessment while using the technology.

All digital copies of test books created when using test-to-speech software must be securely removed from machines upon completion of the testing window. It is the DAC’s responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form found in Appendix D to verify this has been completed. This documentation must be available upon request by CDE.

If additional time is used, the accommodation code “8 – Extended Time” bubble must also be marked.

Appropriate for:

Students with visual impairments  
Students with communication-processing impairments  
Students with reading-processing impairments

**Section VI**  
Accommodations for TCAP

Response		Accommodation	Reading	Writing	Mathematics	Accommodation Bubbling Code	Grouping Considerations
	13:	Speech-to-Text	S	R	S	7	Individual
	14:	Braille	R	R	R	1	If a distraction
	15:	Assistive Technology	S	S	S	7	Small Group
	16:	Word Prediction	S	R	S	7	Small Group
	17:	Talking Calculator	R	R	R	No	If a distraction
	18:	Math Manipulatives	S	S	S	4	Small Group
	19:	Abacus and Tactile Math Manipulatives	R	R	R	4	Individual
20:	Scribe	R	R	R	5	Small Group	



**Section VI**  
Accommodations for TCAP

**13: Speech-to-Text**

**Standard Accommodation: Reading and Math**

**Restricted Accommodation: Writing**

Constraints:

IEP or 504 plan required for use on the Writing assessments.

The student will need to be assessed in a separate testing environment.

Students must be given a printed draft (Writing session 1) of their work for the final copy (Writing session 2) and may not begin with a previously saved work.

Extra time may not be given for “lost” work.

Implementation:

After the student dictates responses to a computer, a **printed** document is generated that the student may edit. When the student is satisfied, the answers and work related to those answers must be **transcribed** verbatim into a regular test book to be submitted for scoring. If student’s work is not transcribed into a scan-able test book, a “no score” could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.

Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials.

All student responses must be removed from the device used immediately following the printing of student responses. It is the DAC’s responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form found in Appendix G, to verify this has been completed. This documentation must be available upon request by CDE.

The printed copies containing student’s answers are secure materials and must be returned to CTB in the “Not to be scored” boxes.

Appropriate for:

Students with visual impairments

Students with fine motor, writing or motor impairments

## 14: Braille

### Restricted Accommodation

Restrictions:	<p>IEP or 504 plan required with a documented diagnosis Visual Impairment including Blindness.</p> <p>Student work must be transcribed by a teacher who is proficient in reading braille.</p> <p>The same constraints related to test security apply for Assistive Technology as outlined in that section.</p>
Implementation:	<p>The paper containing student's answers are secure materials and must be returned to CTB in the "Not to be scored" boxes.</p> <p>The student's responses must be <b>transcribed</b> into a regular test book to be submitted for scoring. If student's work is not transcribed into a scan-able test book, a "no score" could result. Instructions for transcription can be found in the <i>Colorado Student Assessment System Procedures Manual</i>.</p>
Appropriate for:	<p>Students who read and write braille</p>

**Section VI**  
Accommodations for TCAP

**15: Assistive Technology**

**Standard Accommodation**

Constraints:

The use of assistive technology as a response accommodation includes:

- augmentative communication devices
- personal portable keyboards
- computers / laptops.

iPads may be used for the TCAP assessments if they have iOS6 with Guided Access and all the requirements below are followed:

- Accessibility settings in the iOS6 have “Guided Access” turned on. Guided Access is then enabled within the Pages app and prevents the student from leaving the word processing app in any way.
- All work that the student has completed previously will be removed from the Pages app document area prior to TCAP testing.
- The student’s responses on the state assessment are moved to the teacher’s computer through a hardwire USB connection where it can then be printed and transcribed into the student test book.
- The iPad is secured while student answers are on the device.
- Internet access to the device is disabled through the setting on the device or by blocking the devices IP address.

Additional considerations for test security must be applied when students are using assistive technology.

- Students must be seated in such a manner that they cannot see other students’ monitors.
- Students must *not* retrieve or access work from another student.
- Students must *not* be able to access additional programs while in the testing environment.
- Students must *not* be able to access the Internet while in the testing environment.
- Student must *not* be able to access any previously saved data while in the testing environment.
- Assistive technology devices with student answers on them are secure test materials and must be secured while student answers are on the device.

Extra time may not be given for “lost” work.

Students must be given a printed draft (Writing session 1) of their work for the final copy (Writing session 2) and may not begin with previously saved work.

Grammar checking capability on word processing software must be disabled during the writing assessment.

Implementation:

Students who use assistive technology to respond regularly in the classroom and for assessments and who have the appropriate documentation on their formal educational plans should use technology in lieu of a scribe for state assessments.

The student’s responses must be **printed** and **transcribed** into a regular test book to be submitted for scoring. Transcribing directly from an assistive technology device is not allowed. If student’s work is not transcribed into a scan-able test book, a “no score”

could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.

Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following printing. It is the DAC's responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form found in Appendix D, to verify this has been completed. This documentation must be available upon request by CDE.

The printed paper containing student's answers are secure materials and must be returned to CTB in the "Not to be scored" boxes.

To approximate the amount of space provided for transcribing response items in the test book, the following information may be used as a guide:

Short Constructed Response: up to 30 words  
Constructed Response: up to 150 words per page  
The Writing Prompt: up to 600 words (4 pages)

Appropriate for:

- Students with visual impairments
- Students with hearing impairments
- Students with fine motor, writing or motor impairments
- Students with print disabilities
- Students with communication impairments

## Section VI

### Accommodations for TCAP

#### 16: Word Prediction

**Standard Accommodation: Reading and Mathematics**

**Restricted Accommodation: Writing**

Constraints:

IEP or 504 plan required for use on Writing assessment.

Students using this accommodation must be tested in a separate testing environment from students not using this accommodation, with no more than 15 students in the testing environment.

Since this software is used in conjunction with assistive technology devices, all constraints indicated with assistive technology apply. Software must work independent of the internet.

If students are using an auditory component to the word prediction software, students must use headphones that prevent other students from hearing the sound for another computer or be tested in a separate environment.

Students must manipulate the software program and their work independently. Test proctors may not assist students or provide instructions for use of the program during testing.

Implementation:

Students may use commercially published word prediction software.

Appropriate for:

Students with fine motor, writing or motor impairments  
Students with communication impairments  
Students with print disabilities

### 17: Talking Calculator

#### **Restricted Accommodation**

Restrictions:	IEP or 504 plan required with a documented diagnosis of Visual Impairment including Blindness.  The student will need to be assessed in a separate testing environment.
Implementation:	Use in place of a non-talking calculator for sessions where calculators are allowed for all students.
Appropriate for:	Students with visual impairments.

**Section VI**  
Accommodations for TCAP

**18: Math Manipulatives**

**Standard Accommodation**

Constraints: Manipulatives may be used to help students think; they are not to give students answers.

Allowable math manipulatives are limited to:

- touch math dots
- items to count by ones (blocks, bears, beans, etc.)
- positive integer number lines
- 1 – 100 chart
- Refer to Abacus and/or Tactile Math Manipulatives for students with a diagnosis of blindness/visual impairment.
- Examples of math manipulatives not allowed include a calculator, base ten blocks, and addition/subtraction/multiplication/division charts.

The student may need to be assessed in a separate testing environment if there is a determination that the math manipulatives are a distraction to other students in the testing environment.

Math manipulatives not listed above will need to be approved through the nonstandard accommodation process.

Implementation: The student independently manipulates the math manipulates to assist in thinking.

Appropriate for: Students with mathematical impairments

## 19: Abacus and/or Tactile Math Manipulatives

### Restricted Accommodation

Restrictions: IEP or 504 plan required with a documented diagnosis of Blindness/Visual Impairment.

Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments.

Tactile math manipulatives include but not limited to:

- dark lined or raised lined graph paper
- graphing materials that are used regularly to complete graphing
- tactile adaptations on graphs/charts (e.g. push pins to show points on a graph)
- Geoboard
- raised line drawing tools
- braille ruler
- braille protractor

This accommodation may only be used on the mathematics assessment.

The student must be assessed in a small group or a separate testing environment.

Implementation: An abacus is paper and pencil in mathematics for students with a documented diagnosis of blindness/visual impairment. For example, a student without a visual impairment will do their math calculations on the test book; a student with a diagnosis of blindness/visual impairment will do their calculations on an abacus or using math manipulatives. The test proctor will record the student's work in the test book for constructed response items.

All extra/adaptive paper used by the student during the assessment are secure materials and must be returned to CTB in the "Not to be scored" boxes.

Appropriate for: Students with visual impairments



**Section VI**  
Accommodations for TCAP

**20: Scribe**

**Restricted Accommodation**

Restrictions:

IEP or 504 plan required.

A scribe is only for those students who have ***a physical disability that impacts their writing*** to the degree that they are unable to write their own responses into the test booklets. In some cases, these students may be able to respond with assistive technology or other means and have their responses transcribed into the test booklet.

In very rare cases, a student who does not have a physical writing disability but due to other disability factors may need a scribe for all regular classroom activities and assessments. This student has the complicating factors and the accommodation document in his/her IEP. For these students, the accommodation must be applied for and approved through the nonstandard accommodation process.

Scribing cannot be used to compensate for:

- poor handwriting
- poor spelling
- difficulty with writing organization
- slow production
- lack of instruction in assistive technology use
- student's resistance to performing writing tasks

Students should respond independently whenever possible and use a scribe only when necessary. In many cases, a student can draw a chart, graphic or provide another constructed response independently.

A scribe may not edit or alter student work and must record verbatim what the student has dictated.

The student must be assessed in a separate testing environment.

Implementation:

The same scribe must be used for the entire session administered. There can be a different scribe for different sessions of the test book.

Scribes must allow the student to review and edit what the scribe has written.

Individuals who serve as scribe must prepare carefully to know the vocabulary involved and to understand the boundaries of the assistance to be provided.

Students who use technology (word processor) to respond on a day-to-day basis in the classroom and for assessments and who have the appropriate documentation on their formal educational plans should use technology in lieu of a scribe for state assessments.

**Instructions for scribes can be found in Appendix C.**

Appropriate for:

Students who are physically unable to write, for example a student having a physical disability such as cerebral palsy  
Students who have extreme physical fatigue due to an orthopedic disability

**Section VI**  
Accommodations for TCAP

Setting							
		<b>Accommodation</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>	<b>Accommodation Bubbling Code</b>	<b>Grouping Considerations</b>
	21:	Sensory	S	S	S	No	If a distraction
	22:	Pencil Grips or Large Pencils	S	S	S	No	No
	23:	Noise Buffers	S	S	S	No	No
24:	Small Group	S	S	S	No	No	

**Section VI**  
Accommodations for TCAP

**21: Sensory Tools**

**Standard Accommodation**

Constraints:

None.

Implementation:

Student sensory needs may include but are not limited to:

- slant board
- special chair
- balance ball
- fidget toys
- weighted vest

The student may need to be assessed in a separate testing environment if there is a determination that the item to meet a student's sensory need is a distraction to other students in the testing environment.

Appropriate for:

Students with sensory impairments  
Student with Autism Spectrum Disorder (ASD)

## 22: Pencil Grips or Large Pencils

### **Standard Accommodation**

Constraints:	Must use #2 lead.
Implementation:	The size may be adapted for students who have difficulty using a standard-sized pencil.
Appropriate for:	Students with physical impairments

**Section VI**  
Accommodations for TCAP

**23: Noise Buffer**

**Standard Accommodation**

Constraints:

None.

Implementation:

Earphones, earplugs or headphones not connected to any audio device are examples of possible noise buffers.

For students who require noise buffers with audio, the accommodation must be applied for and approved through the nonstandard accommodation process.

Appropriate for:

Students with sensory impairments and/or sensory hypersensitivity

**24: Small Group**

**Standard Accommodation**

Constraints:

The location must be a secure and safe environment that is monitored and proctored while the assessment is being given.

Small groups may consist of 1 – 15 students using no accommodations or the same accommodation.

Implementation:

Students who are easily distracted or may be disruptive in a general assessment setting may be tested individually or in small groups. Some accommodations require individual or small group settings.

Appropriate for:

Students who are easily distracted  
Students who may be disruptive  
Students using accommodations that require a small group setting

**Section VI**

## Accommodations for TCAP

Timing		Accommodation	Reading	Writing	Mathematics	Accommodation Bubbling Code	Grouping Considerations
	25:	Extended Time	S	S	S	8	Small Group
	26:	Time of Day	S	S	S	No	Small Group
	27:	Breaks: Multiple or Frequent	S	S	S	No	Small Group

## 25: Extended Time

### Standard Accommodation

#### Constraints:

Each assessment session must be completed within the scheduled day in which it was started.

The student must be assessed in a small group testing environment with fairly equivalent skills and abilities.

All students must remain in the testing environment and maintain standardized testing conditions until all students have completed the scheduled session.

Students must not intermingle with other students who have taken different assessment sessions. This includes all classes, lunch, recess, off periods, etc.

#### Implementation:

Scheduling of extended time sessions should follow the same testing order and be as similar to the general test schedule as possible.

Extended time does not mean unlimited time. Extended time usually means time and a half (90 minutes for a 60 minute session). Some students may require only a brief extension beyond time and a half to finish their work. In this case students may keep working. The test proctor will need to use their professional judgment in determining if a brief extension in the timing for this accommodation is warranted. All students in the testing environment must remain until such time as all test books are returned to the test proctor.

Students must be afforded the opportunity to use the entire amount of time allotted for the test session. Please see the Colorado Procedures Manual section 10.6 for guidelines for students after completing a test session.

In an extended time testing environment, test proctors follow all instructions in the test proctor manual, including the "10 minute warning." This announcement will be given when there is 10 minutes left at the session (generally speaking once 80 minutes have passed).

If the standard testing time for that session has passed (typically 60 minutes) and all students have turned in their test books, the testing session may end. Students are not required to remain in the standardized testing environment once all students have finished testing for that session. However, it is critical that students do not feel compelled to complete the test quickly due to peer pressure or being the last student to still be working on the assessment.

In rare instances, a student will need more than time and a half on the state assessment such as double time. The amount of additional time needed must be documented in their formal educational plan. This student's unique testing schedule must be planned for and approved by the DAC to ensure all the requirements for test security have been met. Professional judgment must be used in determination of an individual student's need. All constraints for extended time must be maintained.

For students who require extended time over multiple days for a test session, the accommodation must be applied for and approved through the nonstandard



## Section VI

### Accommodations for TCAP

accommodation process.

The test proctor should have an attendance sheet or other form where documentation of start time for the room and end time for each student is marked to determine if extended time was used on an individual student basis.

The data code on the student data grade is not marked for students in an extend time environment if the test was completed within the standard timing for that session.

Appropriate for:

Students with motor impairments

Students with processing impairments

Students with other accommodations that require extra time

**26: Time of Day**

**Standard Accommodation**

Constraints:	<p>If a student must be tested on a different timeline from the general student testing schedule, the DAC must be consulted when developing the student’s unique testing schedule to ensure all the requirements for test security have been met.</p> <p>Students must not intermingle with other students who have taken different assessment sessions. This includes all classes, lunch, recess, off periods, etc.</p>
Implementation:	<p>Student tests the same sessions on the same day in the same order as other students at the school but at the time of day that the student typically performs his/her best.</p>
Appropriate for:	<p>Students who perform best at a particular time of day</p>

## Section VI

### Accommodations for TCAP

#### 27: Breaks: Multiple or Frequent

##### Standard Accommodation

##### Constraints:

Students may not discuss any questions or answers on the assessment during breaks.

Students may not remove any of the secure assessment material from the room during their breaks.

Students may not read or access the internet during a break.

Students must not intermingle with other students who have taken different assessment sessions. This includes all classes, lunch, recess, off periods, etc.

Breaks do not stop the testing clock. This accommodation may be combined with extended time but not for more than time and a half.

For students who need “stop the clock” breaks, it must be requested and approved through the nonstandard accommodation process. Some examples of when a student may need a “stop the clock” break include medical concerns such as low blood sugar, needing to eat, or needing an extended cognitive rest due to a traumatic brain injury.

For unforeseeable medical concerns such as seizure activity, the student should be considered as becoming “ill during testing.” Refer to the Colorado Procedures Manual for these circumstances.

Breaks are not overnight once a session has begun; all assessments must be completed during the same academic day. Exceptions to this rule must be applied for through the nonstandard accommodation process.

The student must be assessed in an individual testing environment or in a small group testing environment with students with similar break needs. All students must remain in the testing environment until all students have completed the session.

Implementation:	<p>Breaks may be predetermined or given on an as-needed basis.</p> <p>Students should remain in the testing environment for breaks during each testing session. The student may stand up, walk around, or similar activities. The secure standardized testing environment must be maintained and the break activity must not be a distraction to other students in the testing environment.</p> <p>The exception for students remaining in the testing environment would be for using the restroom or if a student needs to access special equipment, such as sensory equipment for calming. In these cases arrangements should be made for the student to be escorted, in order to minimize interactions with other students on a different testing schedule.</p>
Appropriate for:	<ul style="list-style-type: none"><li>Students with sensory impairments</li><li>Students with attention impairments</li><li>Students with health issues</li><li>Students who experience fatigue due to cognitive overload</li><li>Students who experience fatigue from eye strain due to low vision</li><li>Students who experience frustration</li></ul>

**Section VI**  
Accommodations for TCAP

Nonstandard		Accommodation	Reading	Writing	Mathematics	Accommodation Bubbling Code	Grouping Considerations
	28:	Other accommodations not specified on previous tables		R	R	R	A

28: Nonstandard Accommodations	
	<p><b>Restricted Accommodation</b></p>
Restrictions:	<p>IEP or 504 plan required</p> <p>Requested annually through the DAC by the deadline of December 13, 2013.</p> <p>Approved accommodations may only be used on state assessment without consequences to student scores prior to test administration.</p>
Implementation:	<p>Specific requirements for implementation are included in the approval letter DACs receive from the nonstandard accommodations team.</p> <p>Further information may be found in Appendix A.</p>
Appropriate for:	<p>Students with an IEP or 504 plan who have unique needs to access the assessment.</p>

## Appendices

- Appendix A:** Letter on Common Misconceptions
- Appendix B:** Special Instructions for Signing of Oral Scripts
- Appendix C:** Special Instructions for Scribe
- Appendix D:** Verification of Removal of Saved Data
- Appendix E:** Nonstandard Accommodations Request
- Appendix F:** Students with Disabilities Who Are Culturally & Linguistically Diverse
- Appendix G:** Accommodations Monitoring and Accommodation Documentation Checklist
- Appendix H:** Universal Design



## COLORADO DEPARTMENT OF EDUCATION

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**Robert K. Hammond**  
Commissioner of Education

**Keith Owen, Ph.D.**  
Deputy Commissioner

February 8, 2013

Dear Superintendents,

The state assessment season is already upon us. The Colorado student assessments, TCAP (Transitional Colorado Assessment Program) and CoAlt (Colorado Alternate Assessment), are set to begin this month. In response to requests from Districts Assessment Coordinators, the Assessment Unit is again sending out information regarding Colorado laws and rules governing student participation in state assessments.

**Misconception 1:** Parents may “opt out” their child(ren) from participating in the state assessment program (TCAP/CoAlt).

Clarification: Per Colorado law [22-7-409(1.2)(d)(I)(A)], as part of the school and district accountability system, every student enrolled in a public school is required to take TCAP or CoAlt. There is nothing in this section of the law allowing parent’s choice regarding this testing. Some have suggested that State Law [22-1-123 (5) (a)] gives parents an “opt out” from state assessments because it states, “Schools (etc.)... shall obtain the written consent of a student’s parent or legal guardian prior to the student being given any survey, analysis, or evaluation...” However, this law only pertains to certain types of sensitive, personal student information such as political affiliations, illegal behavior, and family income that are specifically listed in the statute. The TCAP and CoAlt are *not* among the surveys, analyses or evaluations referenced in this statute. In fact as of 2012, the statute explicitly excludes TCAP/CoAlt: “except that the requirement of written consent does not apply to a student’s participation in an assessment administered pursuant to section 22-7-407 or 22-7-409...”

**Misconception 2:** Schools and districts are not penalized when parents refuse to allow their child(ren) to be assessed.

Clarification: Lack of participation is represented in the new accreditation system as reflected in the Performance Frameworks. Schools and districts not meeting the participation requirements drop one full category on the Performance Frameworks.



COLORADO DEPARTMENT of EDUCATION

## Appendix A

### Letter from Commissioner Hammond

**Misconception 3:** Parental refusals have no negative impact on students as a group.

Clarification: The accuracy of all of the accountability data is impacted when students do not participate due to parental refusal. This data is publicly displayed and also is utilized to make policy decisions at the state, district and school levels. Obviously, the more accurately the data reflects the true performance of the students, the better informed policy makers are when high stakes decisions are being made. We entrust our schools with the great responsibility of educating our children. TCAP gives us a common tool to use when we are looking at how well schools and districts are preparing students for the world of college or work. It is useful for Colorado's citizens to be able to look at the performance of its public schools using a common, fair tool, given under the same conditions in every school: TCAP. It is an important method of looking at all our schools and districts in a comparable way.

**Misconception 4:** Parental refusals have no negative impact on their individual child(ren).

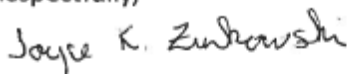
Clarification: TCAP does not try to measure all the learning students engage in throughout the year – but it is a very reliable annual measure of student achievement in reading, writing, mathematics and science. Students who do not participate are not provided with this information. In addition, students who do not participate in state testing do not get growth projections, which can be an important gauge of whether or not the student is on track for being college and career ready. As an example, TCAP is able to provide a good prediction of each student's probable ACT scores.

**Misconception 5:** Schools are obligated to provide alternate learning activities during testing times.

Clarification: Since all students are required to take TCAP/CoAlt (see **Misconception 1**, above), schools are not obligated nor required to provide alternate activities.

As always, we appreciate your commitment to administering the state assessments appropriately.

Respectfully,



Joyce K. Zurkowski  
Executive Director  
Assessment Unit



**Special Instructions for Signing of Oral Scripts**



**Content  
Terminology**

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

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

Pause to see that students are ready.

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

This format works well when the test is presented orally, because the proctors are reading and the student is looking at his/her test book and following along. When the proctor pauses, the student reads the math terminology silently.

However, this format does not work well for students who are using the Sign Language accommodation for presentation of the assessment. These students are focusing on the interpreter who is signing instead of following along in their book. It is difficult for them to track with the interpreter and look down and quickly find the term they are to read on their own.

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

Sign Language Interpreters should ...

- look through the Oral Script and note which items have content terminology before the administration of the test
- refer to the TCAP test books to find the content terminology and write the item number and the content terminology on the board immediately prior to the administration of the session
- as they are signing the Oral Script, point to the content terminology that is on the board for a particular item instead of pausing
- erase the content terminology that was written on the board immediately after the administration of the session

Sign Language Interpreters who have questions should contact their DAC.

## Appendix C

### Special Instructions for Scribe

#### Special Instructions for Scribe

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

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

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

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

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

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

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

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

**Appendix D**  
Verification of Removal of Saved Data

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

Designee Responsible to Delete Content: \_\_\_\_\_

School Assessment Coordinator Name: \_\_\_\_\_

I verify that all electronic copies of the Colorado State Assessment have been permanently removed from any technology at this school according to district policy.

\_\_\_\_\_ (initials)

I verify that all electronic copies of student answers from the Colorado State Assessment have been permanently removed from any technology at this school, according to district policy.

\_\_\_\_\_ (initials)

I verify that all flash drives that may contain student answers from the Colorado State Assessment have been permanently wiped clean, destroyed or turned in to the District assessment coordinator according to district policy.

\_\_\_\_\_ (initials)

\_\_\_\_\_  
Designee Responsible to Delete Content

\_\_\_\_\_  
Date

\_\_\_\_\_  
SAC Signature

\_\_\_\_\_  
Date

## Appendix E

### Nonstandard Accommodations Request

#### Nonstandard Accommodations

Decisions about the need for and selection of nonstandard accommodations for students are the responsibility of the IEP Team or 504 Service Plan Committee. Each request for a nonstandard accommodation will be reviewed by a team comprised of representatives from the Assessment Unit (AU) and the Exceptional Student Services Unit (ESSU) at CDE. The request is reviewed to ensure the accommodation maintains the validity of the assessment, and that the policies set forth by CDE are maintained.

Nonstandard accommodations must be applied for and approved annually by the Colorado Department of Education (CDE) prior to use on statewide assessments. Nonstandard accommodations that are used without prior approval must be indicated on the student data grid by marking the test invalidation bubble 8, “non-approved nonstandard accommodation.” The test will result in a “no score” and the student will not be counted in participation for accountability purposes.

Standard accommodations must be considered prior to requesting a nonstandard accommodation.

Nonstandard accommodation requests must include the IEP or 504 Plan that shows the specific accommodation documented. The accommodation documentation must indicate the accommodation is *needed and used* during instruction, on classroom assessments, on district assessments, and on state assessments. The IEP or 504 plan must be current, and not expire prior to the assessment window. Expired or draft plans will not be considered appropriate documentation.

The request must be individualized for the student who needs the accommodation. The practice of writing a “model” nonstandard accommodation request and changing the name does not meet the requirement for personalization. The documentation must show why the specific student needs the requested accommodation, and must include appropriate student specific data.

Nonstandard accommodation requests must be received by the AU, no later than the State deadline of **December 13<sup>th</sup>** of the current school year. The DAC may choose to set an earlier date for an individual district to ensure all nonstandard accommodations requests are reviewed at the District level prior to being forwarded to CDE.

Nonstandard accommodation requests for a **Scribe** must include evidence of the student working with assistive technology for writing regularly and with fidelity during instruction, yet the student is unable to use the assistive technology on the assessment due to unique factors (fixation, tactile concerns, extreme frustration etc.).

Nonstandard accommodation requests must include data to support all claims of instructional use, and academic need for the accommodation. It may be appropriate to include examples of work with and without the requested accommodation.

- Nonstandard accommodations that are not appropriately documented will not be approved for use on state assessments.
- Nonstandard accommodations that are not used *regularly and with fidelity* during instruction will not be approved for use on state assessments. (Included documentation must support this claim.)
- Nonstandard accommodations that do not maintain the assessment construct (change what is being measured) will not be approved for use on state assessments.
- Nonstandard accommodations requests that indicate the accommodation is about a student receiving a higher score will not be approved for use on state assessments.
- Nonstandard accommodation requests that are incomplete, including but not limited to supporting documentation will not be approved for use on state assessments.
- Nonstandard accommodation requests for a scribe due to poor handwriting, poor spelling, difficulty with writing organization, lack of instruction, or resistance to performing writing tasks will not be approved for use on state assessments.

The use of nonstandard accommodations must be requested for consideration via the District Assessment Coordinator (DAC) and Special Education Director. Signatures of these district personnel are required on each request. The form needed to request a nonstandard accommodation is available on CTB Navigator through the DAC. A list of current DACs is found at: <http://www.cde.state.co.us/assessment/DAC.asp>.

Requests may be sent to CDE via fax, secure courier, FedEx/UPS with tracking, email as a password protected pdf with the password sent in a separate email.

Requests received after the state deadline will only be reviewed if the student is new to the district or newly identified as having a disability. In this situation, “new” is defined as enrolled/identified after December 1<sup>st</sup> of the current school year.

Practices of placing a student on an IEP or 504 plan solely for the purpose of requesting a nonstandard accommodation for the state assessment is inappropriate.

The Assessment Unit does not support the testing of grievously ill students, and will not approve a nonstandard accommodation request submitted for these students.

After the request has been reviewed by the nonstandard accommodation team, the DAC will receive notification if it has been approved for use on the general summative assessment. This documentation should be maintained by the district.

### Approved Nonstandard Accommodations

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

- the use of specialized papers (lined paper, graph paper)
- the use of extra paper
- visual or verbal cues to stay on task
- blank graphic organizer
- individual countdown timer

If approved the nonstandard accommodation bubble is marked on the state assessment student data grid, along with all other accommodations the student uses. The student will receive a valid test score and count as a participant for AYP purposes.

### Non-Approved Nonstandard Accommodations

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

- reading the reading test
- multiplication tables for the math assessment
- Cuisenaire<sup>®</sup> rods or Math Rods<sup>™</sup> for math assessment
- calculators for math sessions (where not allowed for)
- scribe due to lack of exposure/instruction with assistive technology

If the request is not approved, the instructional team has the following options:

1. The student may test without the requested nonstandard accommodation and receive a score. The student may use any standard accommodations or other approved nonstandard accommodation as appropriately documented in their formal educational plan.
2. The student may test with the nonstandard accommodation and receive a “no score.”
  - a. The DAC will need to code the test invalidation bubble 8, “non-approved accommodation/modification” on the data grid.
  - b. The student will not count toward participation in the state’s assessment program for accountability purposes, according to the Modified Achievement Guidelines released in May 2007.

**Appendix E**

Nonstandard Accommodations Request

Nonstandard Accommodation Request

To be submitted by the District Assessment Coordinator only

Due Date: December 13, 2013

Date of Request (MM/DD/YY): \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

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

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

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Student Name: Last \_\_\_\_\_ First \_\_\_\_\_ MI \_\_\_\_\_

SASID (10 digits): \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_

1. Was this nonstandard accommodation requested/used last year on the state assessment? \_\_\_\_\_

2. Indicate the assessment and the content area for the nonstandard accommodation.

\_\_\_\_\_ General academic assessment      \_\_\_\_\_ Alternate academic assessment

\_\_\_\_\_ Reading      \_\_\_\_\_ Science

\_\_\_\_\_ Writing      \_\_\_\_\_ Social Studies

\_\_\_\_\_ Mathematics

\_\_\_\_\_ English language proficiency assessment

\_\_\_\_\_ Speaking      \_\_\_\_\_ Listening

\_\_\_\_\_ Reading      \_\_\_\_\_ Writing

3. Attach a copy of the student's IEP or 504 Plan.

IEP \_\_\_\_\_

504 Plan \_\_\_\_\_

4. Clearly indicate the nonstandard accommodation you are requesting for this student.
  - a. Include when the accommodation was *first used during instruction*.
  - b. Include data indicating the accommodation is used *regularly and with fidelity during instruction and on classroom and district assessments*.
  - c. Include data and/or student work that shows the need for this accommodation to access the assessment.
  
5. If *Scribe* is requested:
  - d. List *all assistive technology* that has been used with this student including those which are currently being used with this student.
  - e. Explain why assistive technology is not being used to access the state assessment.
  - f. Include information on how often the student is working with assistive technology during instruction.
  - g. Include notes from teachers/SWAAAC team, work samples with and without assistive technology.
  - h. Clearly describe the plan for this student to become independent in writing.
  - i. Indicate how many years the student has been allowed a scribe on state assessments.
  
6. Explain how this nonstandard accommodation maintains the construct of the assessment.

**For example** a scribe on the writing assessment invalidates the construct; however, writing is not the construct for reading, mathematics, science and social studies.
  
7. Provide any additional information that would help the review committee in determining the appropriateness of this accommodation for this student on the state assessment.

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DAC Signature

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Special Education Coordinator  
Signature

## **Appendix F**

### **Students with Disabilities Who Are Culturally & Linguistically Diverse**

#### **Students with Disabilities who are Culturally and Linguistically Diverse**

Students who are identified as English Language Learners with disabilities must have instructional and assessment accommodations documented in their Individualized Education Plan (IEP). This population of students may qualify for accommodations in both the *Colorado Accommodation Manual* and the *Colorado Accommodation Guide for English Language Learners*. Special education and English Language Acquisition (ELA) professionals should work closely together when determining appropriate accommodations for students with disabilities who are culturally and linguistically diverse.

Students who are English Language Learners may have the Oral Script for the Mathematics, Science, Social Studies and Writing academic assessments translated into their native language only if the student has received instruction in his/her native language within the past year or is currently receiving instruction in his/her native language.

#### **Note:**

The reading assessment on the TCAP and the CoAlt may *not* be translated, as it would change what is being measured.



## Accommodations Monitoring and Accommodation Documentation

As stated throughout this manual, all testing accommodations used on statewide assessments must be used both during instruction and on classroom and district assessments. Different state assessments have different requirements on who may have accommodations on the assessment, and districts must have a plan in place to ensure and monitor the appropriate use of accommodations on statewide assessments. Only students with a formally identified disability (IEP or 504 Plan) may access and use accommodation on the ACCESS for ELLs, Alternate ACCESS for ELLs, CoAlt. Students on any formal educational plan may access and use accommodations on TCAP. The SUMMIT allows accommodations only for students with a formally identified disability; however, some embedded features need to be “turned on” prior to the assessment. Careful tracking of accommodations is needed to ensure students have appropriate access to the state assessments.

Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure meaningful participation of students in state assessments.

When documenting the need for an accommodation in a classroom setting, a technique that is often referred to, addition to test scores, is the side-by-side comparison of assignments. This technique provides the student with two similar assignments. These assignments should not affect the student’s grade (if possible consider completion when marking in the grade book) and should not be brand new consents or skills for the student.

This is an example of determining if a student needs oral presentation. On the first assignment have the instructions, and the assignment read to the student. On the second assignment, do not provide the oral presentation, and have the student read independently. Compare the student results on the assignments.

1. If there is limited difference in score – the student does not need an oral presentation.
2. If the student does best on assignment one, but is able to pass assignment two (even if it is a lower score) – the student does not need an oral presentation
3. If the student takes a long time on assignment two, and is able to pass it – the student does not need an oral presentation
4. If the student refuses to attempt assignment two – other evidence must be look at to determine if this is a behavioral concern, student preference or a reading concern
5. If the student fails assignment two, or attempts and is unable to complete assignment two (extreme frustration) – the student needs an oral presentation.

Examination of data may also indicate areas in which the educational team and test proctors need additional training and support. In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during classroom, district and state assessment. Data may include:

- Observations conducted during tests administration
- Interviews with test administrators
- Talking with students after testing sessions

Additionally, it is important to document whether the student used the documented accommodation on the assessment, and provide this information to the student’s educational team for consideration on the follow year’s educational plan.

### Prior to testing

DACs and School Assessment Coordinators (SACs) should collect information regarding students who require testing accommodations with sufficient time to properly plan the test administrations. Accommodations during test administration must reflect what is documented in a student’s formal educational plan and what is happening during instruction.

## Appendix G

### Accommodations Monitoring and Accommodation Documentation

- If an accommodation is not appropriately documented it may not be used on state assessments.
- If an accommodation is not being used *regularly* and with *fidelity* during instruction and on classroom and district assessments, it may not be used on state assessments.

Once the accommodations have been verified, the DAC and SAC can use this information to identify resources available and needed, such as space for small groups or individual administrations, sign language interpreters, translators and technology equipment.

Assessment proctors who are in “accommodated sessions” should receive training on the appropriate way to administer that accommodation. Prior to the day of a test, test proctors should know what accommodations each student will be using and how to administer them properly.

#### During testing

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

#### After testing

It is important to document whether the student used the documented accommodation on the assessment, and that this information is considered by the education team in making determinations for state assessment accommodations during the annual review. For example, a student’s IEP states that he or she is to receive extended time. The student took the assessment in an extended time small group; however, he finished within the regular administration period. Providing data on the use and impact of accommodations during assessments may support the continued use of some accommodations or the rethinking of others.

Documentation of accommodations should be maintained for at least one year. Districts may develop their own data documentation forms.

### State Accommodations Monitoring Visits

As part of the Title 1 monitoring visit, personnel from the AU participate in on-site monitoring of accommodations. The purpose of the monitoring visits is to ensure policies and practices are in place for test security, and the standardized and ethical administration of assessments. This includes the documentation and provision of accommodations on the statewide assessments. These monitoring visits include:

1. Interviews with assessment proctors,
2. Interviews with school assessment coordinators,
3. Interview with district assessment coordinator,
4. Interview with district Special Education coordinator,
5. Interview with and the district English Language acquisition director
6. Records Review based on accommodations given the previous testing year (e.g. 2011 2012 – 2013 monitoring will be on accommodations provided during the spring 2012 test administration.)

**Appendix G**  
Accommodations Documentation Checklist

Teacher \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_

Student Name

Student SASID

Accommodation for  
READING

Accommodation for  
WRITING

Accommodation for  
MATHEMATICS

Accommodation for  
SCIENCE

Date of Onset of Use

Used in Instruction  
(Y/N)

Documentation Date  
(i.e. IEP, ILP)

Used on TCAP (Y/N)

CODES:  
Accommodation type: 1= Braille 2=Large Print 3=Teacher-read directions 4= Manipulative (math) 5=Scribe 6=Signing 7=Assistive technology 8=Extended time 9=Oral Script (writing, math and science only) A=approved nonstandard B=Translated oral script C=Word-to-Word dictionary

Documentation: Individual Educational Program –IEP; Individual Literacy Plan –ILP;; 504 Plan –504; District Plan –DP; English Language Acquisition Plan –ELA or Other

Principal/SAC Signature \_\_\_\_\_

## Appendix H

### Universal Design

#### Universal Design for Assessment

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

Universal Design is an assessment practice which focuses on:

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

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

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

Plain language and universal design ensure that items are presented in the clearest and most straightforward manner possible. The items are designed to provide better access to the content in the item; however, accommodations are still necessary for many students in order for barriers to be removed. Items developed under the guidelines of plain language and universal design may be more amenable to accommodations by providing access to the assessment. The term “universal design” is defined in the Individuals with Disabilities Education Act (IDEA) and the Higher Education Opportunity Act (HEOA) as having the same definition as that found in the Assistive Technology Act of 1998: The term “universal design” means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies. (20 U.S.C. §1401(35)(IDEA); 20 U.S.C. §1003(23)(HEOA), both referencing the Assistive Technology Act of 1998, as amended, 29 U.S.C. §3002).

When applied to assessments, universal design provides all students with equal opportunities to demonstrate what they have learned. The purpose of universally designed assessments is to provide access for the greatest number of students during assessment, and to minimize the need for individualized design or accommodations. Universal design acknowledges differences among individuals, and that for accurate assessment to occur, a range of methods and materials are needed to measure learning. Universal design builds flexibility into assessments at the development stage, which enables flexible adjustments for a broad range of students. All students are intended to benefit from assessments that are universally designed.

The CDE Assessment Unit in conjunction with the test vendors apply these principals of universal design during development of the assessments:

- Items and tasks consider the diversity of the assessment population.
- Item and task constructs are precisely defined.
- Items and tasks measure what is intended, with a direct link to the Colorado Academic Standards.
- Items and tasks are accessible and non-biased.
- Instructions and procedures are simple, clear, and intuitive with a consistent format.
- Items or task material uses text appropriate for the intended grade level.

Universal design cannot eliminate the need for accommodations and alternate assessments. However, universally designed general assessments may reduce the need for accommodations and alternate assessments.