



Colorado Department of Education
Unit of Student Assessment
Exceptional Student Leadership Unit

COLORADO ACCOMMODATIONS MANUAL

SELECTING AND USING ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT

Second Edition
August 2008

COLORADO ACCOMMODATIONS MANUAL:
Selecting and Using Accommodations For Instruction and Assessment
Adapted by DC, SS: USA and ESLU Units
Revised August 2008





COLORADO DEPARTMENT OF EDUCATION

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August 29, 2007

Dear Colleagues,

The goal of the Colorado Accommodations Manual is to assist with the efforts involved in offering appropriate accommodations to students, both for instruction and assessment. We request all educators, including general and special education personnel, work to together to ensure that appropriate accommodations are available to all students who need them. With this intention, this manual is created to reflect current research approved practices in offering accommodations for classroom instruction, classroom assessments and state level assessments. We hope you find this manual an essential tool in your everyday attempts to offer high quality education to all students and wish you the best in your collaborative efforts.

Sincerely,

Ed Steinberg, Ph.D.
Assistant Commissioner
State Director, Exceptional Student Leadership

Beth Celva
Director, Student Assessment

cde *Improving Academic Achievement*

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THIS MANUAL IS BASED ON THE WORK OF:

The Council of Chief State School Officers (CCSSO)

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

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

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

Colorado Department of Education Directors

Beth Celva, Director of the Unit of Student Assessment

Ed Steinberg PhD., Assistant Commissioner and Director of the Exceptional Student Leadership Unit

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INTRODUCTION

The *Colorado Accommodations Manual* is provided to districts to assist schools in providing appropriate accommodations for all students. This guidebook has been a collaborative effort between the Exceptional Student Leadership Unit and the Unit of Student Assessment. This collaboration across CDE units will provide the opportunity for Colorado's school districts to further implement appropriate accommodations.

Process:

- | | |
|---|---|
| Phase I

June 2007 through August 2007 | <ul style="list-style-type: none">• Adapted for Colorado by Dena Coggins, Unit of Student Assessment, Editorial and policy guidance by Terri Connolly, Sri Srinivasen, and Tanni Anthony, Exceptional Student Leadership Unit.• Reviewed by the 2% Committee and the Assessment Committee• August 2007, first operational <i>Colorado Accommodations Manual</i> |
| Phase II

August 2007 through August 2008 | <ul style="list-style-type: none">• On-going research and data analysis relative to growing efficacy of this manual:<ul style="list-style-type: none">- Accommodations Expert Panel- United States Department of Education (USDoE)-TAC (Technical Advisory Committee) Recommendations |
| Phase III

August 2008 and ongoing | <ul style="list-style-type: none">• Research revisions with panel of experts• Ongoing review based on feedback from the USDoE |

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SECTION 1: OVERVIEW

PURPOSE: The Colorado Accommodations Manual is targeted to guide accommodations for classroom instruction, classroom assessments, district assessments and policies for allowable accommodations on statewide assessments.

The Colorado Accommodations Manual: Selecting and Using Accommodations specifically ensure that:

- accommodations are provided in order for students to gain access to the instruction and assessment;
- accommodations are provided to qualified students; and
- that there is a clear connection between accommodations used in instruction and assessment.

The Colorado Accommodations Manual presents a five-step process for Educational Teams, Individualized Educational Program (IEP) teams, 504 plan committees, general and special education teachers, administrators, and other educational teams to use in the selection, administration, and evaluation of the effectiveness of the use of instructional and assessment accommodations. The guidance in the manual pertains to all students with a formally documented need for an accommodation, including students with disabilities, who participate in large-scale assessments and the instruction they receive on a daily basis. The five steps include the following:

1. **Expect** all students to achieve grade level content standards.
2. **Learn** about accommodations for instruction and assessment.
3. **Select** accommodations that are appropriate for individual students.
4. **Administer** accommodations during instruction and assessments.
5. **Evaluate** and improve the use of accommodations.

SECTION 2: THE FIVE STEP PROCESS

STEP 1: EXPECT ALL STUDENTS TO ACHIEVE GRADE LEVEL CONTENT STANDARDS

Several important laws require the participation of students with disabilities in standards-based instruction and state wide assessment initiatives. These include federal laws such as No Child Left Behind 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

No Child Left Behind Act of 2001

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

...the participation in such assessments of all students [Sec. 1111 (3) (C) (i)]. (The term ‘such assessments’ refers to a set of high-quality, yearly student academic assessments.) The reasonable CSAPA Expanded Accommodations and accommodations for students with disabilities—as defined under Section 602(3) of the Individuals with Disabilities Education Act—necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [Sec. 1111 (3) (C)(ii)].

Individuals with Disabilities Education Improvement Act of 2004

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

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

Participation Criteria for Students with Disabilities in The Colorado Student Assessment Program:

Most students with IEPs will participate in all content areas of the CSAP

- Review previous evidence of student participation and results in the CSAP and CELA. Consider the capacity of the student to demonstrate and communicate as needed for the tasks required by each test administered at the student's grade level. Check the IEP for documentation of accommodations and/or assistive technology.
- Students who do not qualify for CSAPA take the CSAP with appropriate accommodations.

Some students with IEPs may participate in one or more content areas of the CSAP

- Participation in both CSAP and CSAPA by content area is allowed. When two or more content areas are being assessed, such as reading, writing and math, the student may take the general math CSAP and the reading and writing CSAPA.
- All grade levels of reading and writing assessments for both CSAP and CSAPA must be taken together as they are combined into one booklet.
- Decisions about which assessment the student will participate must be made annually and for each content area. For example, it may be appropriate for a student who took the reading/writing CSAP in fourth grade to take the reading/writing CSAPA in fifth grade.

Very few students with IEPs will participate in the CSAPA rather than the general CSAP

- The IEP team must determine if a student will participate in the CSAPA and if so in what content areas.
- In order to determine eligibility of students who take the CSAPA, the teacher must look at the student's use of the expanded benchmarks, CSAPA assessment frameworks, CSAPA eligibility criteria and eligibility checklists for the CSAPA in the content and grade the student will be taking the assessment. Information about previous performance on assessments should also be considered.

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

For more information regarding CSAPA eligibility visit the Exceptional Student Leadership Web site at: <http://www.cde.state.co.us/cdesped/StuDis-Sub2.asp>

EQUAL ACCESS TO GRADE-LEVEL CONTENT

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

- every IEP team member must be familiar with content standards and accountability systems at the state and district level;
- every IEP team member must know where to locate standards and updates; and
- collaboration between general and special educators must occur for successful student access.

All students with disabilities can work toward grade-level academic content standards and most of these students will be able to achieve these standards when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners.
2. IEPs for students with disabilities are developed to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for “learning how to learn”).
3. Appropriate accommodations are provided to help students access grade-level content.

For a copy of the Colorado Content Standards please visit our web site at:

http://www.cde.state.co.us/cdeassess/documents/olr/k12_standards.html

For a copy of the Colorado Expanded Benchmarks please visit the ESLU web site at:

<http://www.cde.state.co.us/cdesped/StuDis-Sub2.asp#Content>

STEP 2: LEARN ABOUT ACCOMMODATIONS

ACCOMMODATIONS FOR INSTRUCTION AND CLASSROOM/DISTRICT ASSESSMENT

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities without invalidating the construct. Accommodations are intended to reduce the effects of a student's disability by giving the student access to the content or assessment; they do not, however, reduce learning expectations. The accommodations provided to a student may be the same for classroom instruction, classroom assessments, district assessments and state assessments.

ACCOMMODATIONS FOR CLASSROOM INSTRUCTION VS ASSESSMENTS (CLASSROOM, DISTRICT AND STATE ASSESSMENTS)

It is critical to note that although some accommodations are appropriate for instructional use, they may not be appropriate for use on classroom assessments, district assessments or statewide assessments.

When choosing accommodations for students, educators should consider which accommodations are allowed on state assessments to ensure the student uses and is familiar with this accommodation prior to the administration of the assessment. This does not mean that these are the only accommodations which may be appropriate for individual students during instruction, classroom and district assessments. Those should be provided in addition to the accommodations the student will need for state assessments.

During statewide assessments any accommodation that is not specifically allowed for individual students constitutes a test irregularity and results in a misadministration. An accommodation for purposes of state assessments should not invalidate the construct, should be provided in a standardized manner and should not provide an unfair advantage while still leveling the playing field for individual students. The use of modifications, alterations, and non-approved non-standard accommodations may result in adverse consequences.

It is very important for educators to become familiar with Colorado policies regarding accommodations for state assessments (refer to *Section 6, 7 and 8*).

ACCOMMODATIONS VS. MODIFICATIONS, AND INTERVENTIONS

ACCOMMODATIONS

Accommodations are defined as any change to an assessment or instruction that addresses a unique need of the student yet does not alter the construct measured.

MODIFICATIONS

While an **accommodation** may be necessary to provide access to the curriculum, instruction or assessment for a student with a disability to demonstrate what he/she knows and can do, they do

not alter or lower the standard or expectations for the student. Modifications allow access and participation as well; they change the standard or expectations for the area identified. They refer to practices which change, lower, or reduce learning expectations. When modifications are made, students with disabilities are not expected to master the same academic content as others in the classroom. The changes are made to provide students with a disability opportunity to participate meaningfully and productively along with other students in classroom and school learning experiences.

For example, a child who can't learn the twenty-word spelling list every week may learn only ten words. This results in different standards for mastery. A fifth-grade child with a disability who has significant challenges in math may not be ready to learn fractions and decimals; therefore he/she may still be working on addition and subtraction. This means that the instructional level has changed significantly from that of other students in the classroom. Other examples of modifications include;

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

Providing modifications to content during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. Providing a student with a modification during a state accountability assessment is improper and will constitute a test irregularity and will result in a misadministration.

INTERVENTIONS

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

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

STEP 3: SELECT ACCOMMODATIONS

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

DOCUMENTING ACCOMMODATIONS ON A STUDENT’S IEP

For students with disabilities served under IDEA, determining appropriate instructional and assessment accommodations should not pose any particular problems for IEP teams that follow good IEP practices. With information obtained from the required summary of the student’s Present Level of Educational Performance and Functional Performance (PLEP + FP), the process of identifying and documenting accommodations should be a fairly straightforward event. The PLEP + FP is a federal requirement (IDEA 04) in which IEP team members must state “how the child’s disability affects the child’s involvement and progress in the general education curriculum—the same curriculum as non-disabled children” [Sec. 614 (d) (1) (A) (i) (I)].

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

1. “Consideration of Special Factors” [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.
2. “Supplementary Aids and Services” [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes “aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.”
3. “Participation in Assessments” [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S 504 PLAN

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

“No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” [29 U.S.C. Sec. 794]

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

communicable diseases (e.g., hepatitis);

Chronic illness;

allergies or asthma;

drug or alcoholic addictions, as long as they are not currently using illegal drugs;

environmental illnesses;

hearing or vision issues, or;

attention difficulties.

DOCUMENTING ACCOMMODATIONS FOR ALL OTHER STUDENTS

In the state of Colorado, all students who need an accommodation are afforded one. The stipulation is that the need for that student must be made on an individual basis and documented in a formal plan. The plan may not be a teacher's plan book. The decision around accommodations must be transparent and include a team of educators, including the parent. Some of these formal plans might include:

Advanced learning plan;

ILP;

School or district document kept in the cumulative record;

Intervention (RtI) plan, or;

ELA plan

For more information on accommodations for English Language Learners please see the *Colorado Accommodations Manual for English Language Learners (ELLs)*.

QUESTIONS TO GUIDE ACCOMMODATION SELECTION

Selecting accommodations for instruction and assessment is the role of a student’s IEP team, 504 plan committee or general education team. Use the questions provided below to guide the selection of appropriate accommodations for students receiving a formal education plan for the first time and for students who are currently using accommodations:

- What are the students’ learning strengths and areas of further improvement?
- How does the student’s learning needs affect the achievement of grade-level content standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- What accommodations will increase the student’s access to instruction and assessment by addressing the student’s learning needs and reducing the effect of the student’s disability? These may be new accommodations or accommodations the student is currently using.
- What accommodations are regularly used by the student during instruction and assessments?
- What are the results for assignments and assessments when accommodations were used and not used?
- What is the student’s perception of how well an accommodation “worked?”
- Are there effective combinations of accommodations?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about how the accommodation worked?
- Should the student continue to use an accommodation? Are changes needed?

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

- the student’s willingness to learn to use the accommodation;
- opportunities to learn how to use the accommodation in classroom settings, and;
- conditions for use on state assessments

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Note: for state assessment purposes the accommodation must be in use at least 90 days prior to the administration of the assessment. Finally, have in place a plan for the ongoing evaluation and improvement of the student’s use of accommodations.

STEP 4: ADMINISTER ACCOMMODATIONS

ACCOMMODATIONS DURING INSTRUCTION

The student must be provided the selected accommodations during instructional periods that necessitate their use. An accommodation may not be used solely during assessments. Furthermore, it is the expectation of the state that educators will provide selected accommodations during instruction in order to ensure that best practices are in place for that student with continued reevaluation of the student’s needs.

ACCOMMODATIONS DURING ASSESSMENT

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is not uncommon for members of the educational teams and IEP teams to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all team members to know and understand the requirements and consequences of using that accommodation on district and state assessments. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day.

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

(Please refer to Section 8 of this manual.)

Administering Assessments and Accommodations

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

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions and notify the district assessment coordinator if any nonstandard conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment (National Council on Measurement in Education, 1995).

ETHICAL TESTING PRACTICES AROUND ACCOMMODATIONS

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

- allowing a student to answer fewer questions,
- changing the content by paraphrasing or offering additional information,
- coaching students during testing,
- editing student responses, or
- giving clues in any way.

More specific information regarding ethical practices can be found in the CSAP Test Proctors Manual and the CSAP Procedures Manual. Practices that considered unethical in relation to accommodations are:

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

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

STEP 5: EVALUATE AND IMPROVE ACCOMMODATIONS USE

Accommodations must be selected on the basis of the individual student’s needs and must be used consistently for instruction and assessment. Information about the impact of each accommodation needs to be collected in order to evaluate if the accommodation enhances or hinders the student’s access to classroom content and to the district and state assessments. It is the expectation that teachers are continually evaluating the effectiveness of the use of accommodations.

QUESTIONS TO GUIDE EVALUATION OF ACCOMMODATION USE AT THE SCHOOL OR DISTRICT LEVEL

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

QUESTIONS TO GUIDE EVALUATION AT THE STUDENT LEVEL

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used verses when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having

- access to the necessary instruction, not receiving the accommodations, or using accommodations was ineffective?
3. What is the student's perception of how well the accommodation worked?
 4. What combinations of accommodations seem to be effective?
 5. What are the difficulties encountered in the use of accommodations?
 6. What are the perceptions of teachers and others about how the accommodation appears to be working?
 7. What policies are in effect to include the student in determining what types of accommodations will benefit him or her and does the student understand why there is a need for an accommodation?

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

All the accommodations listed in this section may be used for instructional purposes, however, not all are allowable for state assessments as a standard accommodation. For assessment accommodations please see sections 6-10 of this manual.

SECTION 3: TYPES AND EXAMPLES OF ACCOMMODATIONS FOR CLASSROOM INSTRUCTION/ASSESSMENT

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

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

PRESENTATION ACCOMMODATIONS

WHAT ARE PRESENTATION ACCOMMODATIONS?

Presentation accommodations allow students to access instruction and assessments in ways that do not require them to visually read standard print. These alternate modes of access include: auditory, tactile, visual or a combination of these modes..

WHO CAN BENEFIT FROM PRESENTATION ACCOMMODATIONS?

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

All the accommodations listed in this section may be used for instructional purposes, however, not all are allowable for state assessments as a standard accommodation. For assessment accommodations please see sections 6-10 of this manual.

VISUAL PRESENTATION ACCOMMODATIONS

* NOTE THE ACCOMMODATIONS LISTED HERE MAY OR MAY NOT BE AVAILABLE FOR STATE ASSESSMENTS PLEASE SEE SECTION 7.

Large Print

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

Black and White Print

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

Magnification Devices

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

Sign Language

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

All the accommodations listed in this section may be used for instructional purposes, however, not all are allowable for state assessments as a standard accommodation. For assessment accommodations please see sections 6-10 of this manual.

Tactile Presentation Accommodations

Braille

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

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

Tactile Graphics

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

Auditory Presentation Accommodations

Read Aloud (Oral Presentation)

A qualified person may be provided to read aloud to students who are unable to decode text visually. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described, but should also be made available in print or tactile formats. Readers must be provided to students on an individual basis, not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This cannot occur when a person is reading to an entire group of students.

All the accommodations listed in this section may be used for instructional purposes, however, not all are allowable for state assessments as a standard accommodation. For assessment accommodations please see sections 6-10 of this manual.

Audio Tape or Compact Disc

Written tests and instructional materials are prerecorded on an audio cassette or compact disk that a student accesses by listening. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students should sit near the front of the classroom, use a small microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions). Advantages include ease of operation and low costs. The greatest difficulty with an audio cassette is rewinding if a student wants to repeat material. This is not as difficult with a CD that can be programmed. Audio versions of tests and other written materials need to be supplemented with a print or Braille version of the text so a student can have access to complicated graphic material. When using a two-sided cassette tape, students may need to be reminded to play the other side. Spot check regularly to make certain everything is working properly. Copyright issues may need to be addressed.

Books on Tape or CD

Books on tape are a service provided by Recordings for the Blind and Dyslexic for which students and schools can apply. Individuals can call a toll-free number to borrow textbooks for a specified period of time. A special tape player/CD player may also be needed.

Recorded Books

Recorded books are produced on tape, CD and in other electronic formats. They can be borrowed from libraries, downloaded or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. Some of the tapes contain the full book and some are abridged. Tapes or CDs for children often include a book for following along. Students who can see print may need a print copy of a taped book to follow along.

Audio Amplification Devices

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

Multi-Sensory Presentation Accommodations

Video Tape and Descriptive Video

Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are often closed-captioned. Captions are visible when activated by a decoder. Built in decoders are required on all 13-inch or larger television sets. Descriptive video is a

All the accommodations listed in this section may be used for instructional purposes, however, not all are allowable for state assessments as a standard accommodation. For assessment accommodations please see sections 6-10 of this manual.

descriptive narration of key visual elements, making television programs, feature films, home videos, and other visual media accessible to people who are visually impaired. Key visual elements include actions, gestures, facial expressions, and scene changes. Inserted within the natural pauses in dialogue, audio descriptions of important visual details help to engage viewers with the story.

Screen Reader

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

Visual Cues

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

Notes, Outlines, and Instructions

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

Talking Materials

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

Math Journals and Graphic Organizers (previously generated)

These accommodations may be beneficial for students who need support for organization and sequence of multi-step processes. Journals and organizers are appropriate for use in classroom instruction, homework, and classroom assessment.

All the accommodations listed in this section may be used for instructional purposes, however, not all are allowable for state assessments as a standard accommodation. For assessment accommodations please see sections 6-10 of this manual.

RESPONSE ACCOMMODATION

WHAT ARE RESPONSE ACCOMMODATIONS?

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.

WHO CAN BENEFIT FROM RESPONSE ACCOMMODATIONS?

Response accommodations can benefit a variety of students including those with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).

* NOTE THE ACCOMMODATIONS LISTED HERE MAY OR MAY NOT BE AVAILABLE FOR STATE ASSESSMENTS PLEASE SEE SECTION 7.

Description of Response Accommodations

Scribe

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

Speech-to-Text

Speech-to-text conversion or voice recognition allows a student to use their voice as an input device. Voice recognition may be used to dictate text into the computer or to give commands to the computer (e.g., opening application programs, pulling down menus, or saving work). Older voice recognition applications require each word to be separated by a distinct space. This allows the machine to determine where one word begins and the next stops. This style of dictation is called discrete speech. Continuous speech voice recognition allows students to dictate text fluently into the computer. These new applications can recognize speech up to 160 words per minute.

All the accommodations listed in this section may be used for instructional purposes, however, not all are allowable for state assessments as a standard accommodation. For assessment accommodations please see sections 6-10 of this manual.

Braille

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

Tape Recorder

A student uses a tape recorder to record class work or test responses rather than writing on paper.

Note-takers

Students may have another student take notes or use an electronic note-taking device. Portable note-taking devices are small, lightweight devices equipped with a Braille or typewriter-style keyboard for input and synthetic voice. Some note-takers also contain a Braille display (between 18 and 40 characters) for output. Note-takers are excellent tools for recording notes in school, at home, or at work. They often have additional features such as a calculator and a calendar function. Newer models have a built-in modem, which allows the user to access e-mail as well as surf the web. When connected to a PC, files can be exchanged, or information can be sent from the note-taker to a Braille embosser or to an ink printer. When linked to a computer using a screen reader, note-takers equipped with a Braille display can act as a Braille output device.

Materials or Devices Used to Solve or Organize Responses

Calculation Devices

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

All the accommodations listed in this section may be used for instructional purposes, however, not all are allowable for state assessments as a standard accommodation. For assessment accommodations please see sections 6-10 of this manual.

Spelling and Grammar Devices

The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spellcheckers. Students enter an approximate spelling and then see or hear the correct spelling or correct use of a word. Students who use a word processor may be allowed to use a spell check or other electronic spelling device.

Organization Tools

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

Graphic Organizers

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

SETTING ACCOMMODATIONS

WHAT ARE SETTING ACCOMMODATIONS?

Setting accommodations change the location in which a student receives instruction or participates in an assessment, or the conditions of an instructional or assessment setting. Students may be allowed to sit in a different location away from the majority of students to reduce distractions to themselves or others, or to increase physical access or access to special equipment. Some students may need changes in the conditions of an instructional setting. Every instructional and assessment setting should have good lighting and ventilation, with a comfortable room temperature, and be as free as possible from noise, traffic, and other interruptions. Chairs should be comfortable and tables set at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in working condition.

WHO CAN BENEFIT FROM SETTING ACCOMMODATIONS?

Setting accommodations, which are changes in instructional and assessment locations, can benefit a variety of students including those who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g. reader, scribe, frequent breaks) that might distract

All the accommodations listed in this section may be used for instructional purposes, however, not all are allowable for state assessments as a standard accommodation. For assessment accommodations please see sections 6-10 of this manual.

other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

* NOTE THE ACCOMMODATIONS LISTED HERE MAY OR MAY NOT BE AVAILABLE FOR STATE ASSESSMENTS PLEASE SEE SECTION 7.

Description of Setting Accommodations

Reduce Distractions to the Student

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

Reduce Distractions to Other Students

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

Change Location to Increase Physical Access or to Use Special Equipment

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

All the accommodations listed in this section may be used for instructional purposes, however, not all are allowable for state assessments as a standard accommodation. For assessment accommodations please see sections 6-10 of this manual.

TIMING AND SCHEDULING ACCOMMODATIONS

WHAT ARE TIMING AND SCHEDULING ACCOMMODATIONS?

Timing and scheduling accommodations change the allowable length of time to complete assignments, assessments, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks they need to complete activities, assignments, and assessments. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or assessment takes place.

WHO CAN BENEFIT FROM TIMING AND SCHEDULING ACCOMMODATIONS?

Timing and scheduling accommodations are most helpful for a variety of students including those who need more time than generally allowed to complete activities, assignments, and assessments. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audiotope, scribe).

Students who cannot concentrate continuously for an extended period or who become frustrated, or stressed easily may need frequent or extended relaxation breaks. It may also help to schedule in the morning those classes and tests that require the greatest concentration for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom (for state assessments students requiring food during the assessment must be assessed individually and given a break to eat). Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.

* NOTE THE ACCOMMODATIONS LISTED HERE MAY OR MAY NOT BE AVAILABLE FOR STATE ASSESSMENTS PLEASE SEE SECTION 7.

Description of Timing and Scheduling Accommodations

All the accommodations listed in this section may be used for instructional purposes, however, not all are allowable for state assessments as a standard accommodation. For assessment accommodations please see sections 6-10 of this manual.

Extended Time

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

Multiple or Frequent Breaks

Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed. If the length of a break is predetermined, a timer might be used to signal the end of the break.

Change Schedule or Order of Activities

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

SECTION 4: EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTICS

STUDENT CHARACTERISTIC: VISUAL IMPAIRMENT		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Classroom and District Assessments
Presentation	<ul style="list-style-type: none"> • Large print • Magnification devices • Literary Braille Code • Nemeth Braille code • Tactile graphics • Oral presentation • Audiotape or compact disk (CD) • Screen reader • Large print or Braille notes, outlines, and instructions • Descriptive video • Talking materials 	<ul style="list-style-type: none"> • Large print • Magnification devices • Braille on Braille • Oral presentation • CCTV
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on or speak to word processor • Braille on Braille • Speak into tape recorder • Use calculation devices (e.g., talking calculator with enlarged keys, abacus) • Use personal note taker 	<ul style="list-style-type: none"> • Scribe • Type on a word processor • Braille on Braille
Setting	<ul style="list-style-type: none"> • Change location so student does not distract others • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location to avoid distraction to or from others • Change location to increase physical access • Change location to access special equipment

STUDENT CHARACTERISTIC: HEARING IMPAIRMENTS

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Classroom and District Assessments
Presentation	<ul style="list-style-type: none"> • Sign language • Audio amplification devices • Screen reader • Visual cues • Written notes, outlines, and instructions • Videotape and captions • Provide advanced organizers and outlines of lectures for student to follow • Use gestures (e.g., point to materials) • Repeat questions and responses from classmates • Allow student to copy notes from classmate • Use captioned versions of instructional films and include script when possible • Give interpreter instructional materials in advance • Learn manual signs and teach them to hearing classmates • Allow student to use telecommunication device, TTY, Video Phone 	<ul style="list-style-type: none"> • Sign language • Audio amplification devices
Response	<ul style="list-style-type: none"> • Express response to scribe or interpreter • Type on or speak to word processor • Use spelling and grammar assistive devices • Use visual organizers • Use graphic organizers 	<ul style="list-style-type: none"> • Scribe or sign • Type on a word processor
Timing & Scheduling	<ul style="list-style-type: none"> • Extended time 	<ul style="list-style-type: none"> • Extended time

STUDENT CHARACTERISTIC: FINE MOTOR IMPAIRMENTS

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Classroom and District Assessments
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing or by using an assistive communication device • Type on or speak to word processor • Speak into tape recorder • Use thick pencil or pencil grip • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Scribe • Type on a word processor • Use thick pencil or pencil grip • Assistive technology

STUDENT CHARACTERISTIC: COMMUNICATION IMPAIRMENTS

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Classroom and District Assessments
Presentation	<ul style="list-style-type: none"> • Screen reader 	<ul style="list-style-type: none"> • Oral presentation

STUDENT CHARACTERISTIC: READING IMPAIRMENTS

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Classroom and District Assessments
Presentation	<ul style="list-style-type: none"> • Oral presentation • Audiotape or CD • Screen reader • Videotape 	<ul style="list-style-type: none"> • Oral presentation

Setting	<ul style="list-style-type: none"> • Change location so student does not distract others • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Change location to avoid distraction to or from others
STUDENT CHARACTERISTIC: WRITING IMPAIRMENTS		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Classroom and District Assessments
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on or speak to word processor • Speak into tape recorder • Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer) • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on or speak to word processor

STUDENT CHARACTERISTIC: MATHEMATICAL IMPAIRMENTS		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Classroom and District Assessments
Response	<ul style="list-style-type: none"> • Visual organizers • Calculation devices • Graphic organizers • Math tables and formula sheet 	<ul style="list-style-type: none"> • Math manipulatives

STUDENT CHARACTERISTIC: MOTOR IMPAIRMENTS

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Classroom and District Assessments
Response	<ul style="list-style-type: none"> Express response to a scribe through speech, pointing, or by using an assistive communication device Type on or speak to word processor Speak into tape recorder Write in test booklet instead of on answer sheet Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox) Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Scribe Assistive technology Type on a word processor
Setting	<ul style="list-style-type: none"> Change location to increase physical access Change location to access special equipment 	<ul style="list-style-type: none"> Change location to increase physical access Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> Extended time Multiple or frequent breaks 	<ul style="list-style-type: none"> Extended time Multiple or frequent breaks

STUDENT CHARACTERISTIC: ATTENTION IMPAIRMENTS

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Classroom and District Assessments
Presentation	<ul style="list-style-type: none"> Use books on tape or recorded books to help focus on text Give short and simple directions with examples 	

Response	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns 	
Setting	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions 	<ul style="list-style-type: none"> • Change location to avoid distraction to or from others
Timing and Scheduling	<ul style="list-style-type: none"> • Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Schedule tests in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests • Limit reading periods • Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon • Divide long-term assignments <ul style="list-style-type: none"> • Allow for multiple or frequent breaks • Scheduling of test 	

SECTION 5: DO'S AND DON'TS WHEN SELECTING ACCOMMODATIONS

Do...make accommodation decisions based on individualized needs.

Don't...make accommodations decisions based on whatever is easiest to do (e.g., reading to student).

Do...select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.

Don't...select accommodations unrelated to documented student learning needs

Don't...**select accommodations** intended to give students an unfair advantage.

Do...be certain to document instructional and assessment accommodation(s) on the IEP, 504 or other formal plans.

Don't...use an accommodation that has not been documented on the IEP, 504 or other formal plans.

Do...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

Don't...assume that all instructional accommodations are appropriate for use on state assessments.

Do...be specific about the “Where, When, Who, and How” of providing accommodations.

Don't...simply indicate an accommodation will be provided “as appropriate” or “as necessary.”

Do...refer to state accommodations policies and understand implications of selections. (please see Sections 6, 7 and 8)

Don't...check every accommodation possible on a checklist simply to be “safe.”

Do...evaluate accommodations used by the student.

Don't...assume the same accommodations remain appropriate year after year.

Do...get input about accommodations from teachers, parents, and students, and use it to make decisions at a meeting for the IEP, 504 or other formal plans.

Don't...make decisions about instructional and assessment accommodations alone.

Do...provide accommodations for assessments routinely used for classroom instruction.

Don't...provide an assessment accommodation for the first time on the day of a test.

Do...select accommodations based on specific individual needs in each content area.

Don't...assume certain accommodations, such as extra time, are appropriate for every student in every content area.

SECTION 6: POLICY FOR STATEWIDE ASSESSMENT ACCOMMODATIONS



OVERVIEW OF ASSESSMENT ACCOMMODATIONS

All public school students enrolled in a Colorado school in the grades assessed must be accounted for in the Colorado Student Assessment Program (CSAP). The purpose of the CSAP, as a large-scale standardized assessment, is to describe accurately all students' true levels of achievement on the Colorado Model Content Standards for each content area – reading, writing, mathematics and science.

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

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

ASSESSMENT ACCOMMODATIONS

Accommodations must “level the playing field” for all students providing opportunity to access comprehensible material without providing an unfair advantage to any student.

Accommodations used for state assessments must follow these procedures:

- Accommodations must be based upon **individual** student needs. Accommodations may not be based on a category of disability or specific to a program.
- Accommodations must be decided by an educational **team** who monitor the student's educational plan. The team must include the student and student's parents or guardians.
- Accommodations must be **used regularly** during assessment and instruction. They must be in place at least three months prior to the state wide assessment. **Accommodations must not be introduced for the first time during state test administration.**
- Accommodations must be **documented** in a formal plan such as; an IEP, 504, advanced learning plan, health care plan, intervention (RtI) plan, Individual Learning Plan (ILP), ELA Plan or another school or district document that is the result of a formal meeting and kept in the cumulative record.
- Accommodations that do not require documentation on a state assessment data grid (outlined in Section 7) must still be **documented as a need on the formal learning plan or another school or district document** that is the result of a formal meeting and kept in the cumulative record.

- **A student may be allowed more than one accommodation.** For example, a student who is administered the Oral Translation of CSAP may also require extra time.
- If more than one accommodation is used on the CSAP, **only one accommodation bubble can be filled in on the student data grid.** Therefore, the PRIMARY accommodation must be determined. Only that single accommodation bubble on the student data grid should be filled in. The student's primary accommodation is the accommodation that the team has determined as the one that provides the student with the greatest access to the assessment. For example, a student who needs a scribe for the assessment will also need extra time, however, it is the scribing that allows the student access to the assessment process not the extra time.
- The possible effects of allowing the accommodations must be considered. **Some accommodations may not help the student and may actually have the opposite effect especially in assessment situations.**

SPECIAL CIRCUMSTANCES

New Students to District

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

Students Newly Identified as having a Disability

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

Students with Short Term Illnesses/Physical Health Issues

At times, students suffer from unforeseeable circumstances less than three months prior to the start of testing, such as a broken arm or a car accident. If, as a result of these unforeseeable circumstances, a student requires a standard accommodation for CSAP (eg.; a scribe is needed for a student who breaks his or her writing arm), the student may be provided the necessary accom-

modation or accommodations. **Please note that this exception pertains only to unforeseeable circumstances and not those that could have been reasonably predicted by school or district personnel.** As with all accommodations, the primary accommodation must be documented on the data grid of the student's test booklet.

NONSTANDARD AND APPROVED NONSTANDARD ACCOMMODATIONS

A student with an IEP or 504 plan may be receiving an accommodation during instruction that is not available as a standard accommodation for the CSAP.

The instructional team via the District Assessment Coordinator (DAC) and Special Education Director may apply for consideration of an individual **approved nonstandard accommodation**.

The application for an approved nonstandard accommodation must be **individualized** for each student and the complete application must be submitted no later December 15th of each school year in order to be considered. The application takes approximately two weeks to be processed. During that time representatives from the Unit of Student Assessment, English Language Acquisition Unit, and Exceptional Student Leadership Unit at the Colorado Department of Education (CDE) will review each request.

Each request for an **approved nonstandard accommodation** will be reviewed to ensure the accommodation maintains the integrity, validity and reliability of the assessment. If an accommodation is approved, the student will count as a participant for AYP purposes.

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

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

- The student may test without the requested nonstandard accommodation and receive a score.
- The student may test with the nonstandard accommodation and receive a "no score".

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

Examples of **approved nonstandard accommodations** a student may include: individualized communication equipment related to a student's needs and the use of specialized papers (lined paper, graph paper).

Examples of **nonstandard accommodations** that impact the integrity, validity, reliability or comparability of assessment results or are considered a modification and will not be approved include: reading the reading test, allowing graphic organizers during the writing assessment, or providing multiplication tables for the math CSAP.

For more information and the forms needed to request a nonstandard accommodation please see Appendix C or use this link:

<http://www.cde.state.co.us/cdeassess/accommodations.html> pdf

SECTION 7: ACCOMMODATIONS FOR CSAP



Visual Presentation Accommodations	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Large print (18-point font)					Yes	N/A	No
Handheld magnifiers					No	N/A	No
Closed Circuit Television (CCTV)					No	Individual if it is determined if it is a distraction or cause a time extension	Yes
Signing of the directions only					Yes, as teacher read directions	Individual	Yes
Signing of the entire assessment					Yes, as oral scripts	Individual	Yes

Tactile Presentation Accommodations	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Braille with tactile graphics as appropriate					Yes	Individual	Yes

LEGEND



Not allowed











Allowed (based on individual student needs)













Auditory Presentation Accommodations	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Oral presentation of directions only					Yes	Small groups	Yes
Oral presentation of entire assessment					Yes	Small group	Yes
Translated oral presentation of direction only in student's native language					Yes	Small group	Yes
Translated oral presentation of entire assessment in student's native language					Yes	Small group	Yes
Audio amplification devices					No	N/A	No

Multi-sensory Presentation Accommodations	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Math manipulatives					Yes	*If the manipulative is a distraction to others	*If the manipulative is a distraction to others

Response Accommodations	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Assistive technology (augmentative communication device, computers, personal portable keyboards, Brailers)					Yes	*If the device is a distraction to others	*If the device is a distraction to others
Scribe to write oral responses or fill in bubbles in test booklet					Yes	Individual	Yes
Use of signing to respond to a scribe					Yes, as signing	Individual	Yes

Materials or devices used to solve or organize responses	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Talking calculator (ONLY on the 9 th and 10 th grade math assessment where calculators are used for all students)					No	Individual	Yes
Underlining or highlighting by the student (must be transcribed if it causes damage to the book)					No	N/A	No
Noise buffers					No	N/A	No
Color overlays					No	N/A	No
Pencil grips or large # 2 pencils					No	N/A	No

Setting Accommodations	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Change of location					No	N/A	Yes
Grouping of students to provide other accommodations					No	N/A	N/A

Timing and Scheduling Accommodations	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Extended Timing Used					Yes	Individual or Small group	Yes
Time of Day					No	Individual or Small group	Yes
Multiple or frequent breaks					No	Individual or Small group	yes

SECTION 8:

SPECIFIC GUIDELINES FOR ADMINISTERING ACCOMMODATIONS FOR CSAP



Accommodation

Large Print (18 point font size)

Note:

Larger than 18 point font must be requested by submitting a nonstandard accommodation request with input from a teacher certified in the area of visual impairments, and the need determined through the Learning Media Assessment Process.

Criteria Required for Use on State Assessments

1. The need for this accommodation is documented in a formal plan (IEP, 504, health care plan, RtI form etc.) after the team has considered the conditions listed in Section 6 of this manual.
2. The parents/guardians of the student have been involved with the decision making process and made aware of what standard accommodations their child will be using on statewide assessments.
3. This accommodation will provide the student with access to the assessment and will allow the student to receive a valid score.
4. The test accommodation has been in use for at least three months prior to the assessment.
5. Decisions regarding a student's need for large print should be made in conjunction a teacher certified in the area of visual impairments.

Special Instructions:

1. **District Assessment Coordinators must order** large print materials through the online enrollment process. When ordering you will need: 1) the name of the student's school, 2) SASID, 3) name of student, 4) the student's grade, 5) the format needed.
2. A student who uses a large print test format may record their answers directly on the adapted format book. However, the student's responses **must be transcribed verbatim** into a regular test booklet to be submitted for scoring.

Accommodation Appropriate For:

- Students with visual impairments

Research Considerations:

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

Accommodation

Braille

- **Uncontracted Literary Braille** is a letter-for-letter form of writing Braille, in which each English letter is represented by a single Braille character. Punctuation and numbers also have a unique character for each one.
- **Contracted Literary Braille** was designed to conserve space and increase reading speed. Contracted Braille uses special characters called contractions to make words shorter.

Note:

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

Criteria Required for Use on State Assessments

1. The need for this accommodation is documented in a formal plan (IEP, 504, health care plan, RtI form etc.) after the team has considered the conditions listed in Section 6 of this manual.
2. The parents/guardians of the student have been involved with the decision making process and made aware of what standard accommodations their child will be using on statewide assessments.
3. This accommodation will provide the student with access to the assessment and will allow the student to receive a valid score.
4. The test accommodation has been in use for at least three months prior to the assessment.
5. A teacher certified in visual impairments must be involved in the decision of the appropriate format of Braille for state assessments.

Special Instructions:

1. This accommodation must be administered by a teacher who is **proficient in reading Braille**.
2. This accommodation must be administered to students **individually** in a separate testing environment.
3. **District Assessment Coordinators must order** contracted and uncontracted Braille through the online enrollment process. When ordering you will need: 1) the name of the student's school, 2) SASID, 3) name of student, 4) the student's grade, 5) the format needed.
4. A student who uses a Braille format may record their answers directly on the adapted format book. However, the student's responses **must be transcribed verbatim** into a regular test booklet to be submitted for scoring.

Accommodation Appropriate For:

Students who read and write Braille

- Students with visual impairments
- Students who are blind

Accommodation

Teacher Read Directions

Note: These are to be treated as **secure materials** and will be available only to the District Assessment Coordinators. They will be available for:

- Reading
- Writing
- Mathematics
- Science

Criteria Required for Use on State Assessments

1. The need for this accommodation is documented in a formal plan (IEP, 504, health care plan, RtI form etc.) after the team has considered the conditions listed in Section 6 of this manual.
2. The parents/guardians of the student have been involved with the decision making process and made aware of what standard accommodations their child will be using on statewide assessments.
3. This accommodation will provide the student with access to the assessment and will allow the student to receive a valid score.
4. The test accommodation has been in use for at least three months prior to the assessment.

Special Instructions:

1. The scripts must be read by an **educational professional** who regularly provides this accommodation to students.
2. The scripts for teacher read directions must be followed **exactly** as they are written.
3. The proctor must use the **same tone and inflection** when reading.
4. This accommodation must be **administered independently or in a small group** with no more than fifteen students with fairly equivalent skills and abilities.
5. This accommodation must be administered in a **separate environment**.

Accommodation Appropriate For:

Students with visual impairments, communication-processing impairments and reading processing impairments (ie., dyslexia).

Research Considerations:

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

Accommodation

Oral Scripts

Note: These are to be treated as **secure materials** and will be available only to the District Assessment Coordinators. They will be available for:

- Writing
- Mathematics
- Science

Criteria Required for Use on State Assessments

1. The need for this accommodation is documented in a formal plan (IEP, 504, health care plan, RtI form etc.) after the team has considered the conditions listed in Section 6 of this manual.
2. The parents/guardians of the student have been involved with the decision making process and made aware of what standard accommodations their child will be using on statewide assessments.
3. This accommodation will provide the student with access to the assessment and will allow the student to receive a valid score.
4. The test accommodation has been in use for at least three months prior to the assessment.

Special Instructions:

1. The scripts must be read by an **educational professional** who regularly provides this accommodation to students.
2. The oral scripts must be followed **exactly** as they are written.
3. The proctor must use the **same tone and inflection** when reading.
4. This accommodation must be **administered independently or in a small group** with no more than fifteen students with fairly equivalent skills and abilities.
5. This accommodation must be administered in a **separate environment**.

Accommodation Appropriate For:

Students with visual impairments, communication-processing impairments and reading processing impairments (ie., dyslexia).

Research Considerations:

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

Accommodation

Scribe

Note: Testing irregularities will be flagged for the following reasons:

- If more than one type of handwriting is seen in a section
- If a teacher's and a student's handwriting are seen within the assessment (this is picking and choosing of the accommodation)

These flagged irregularities may be declared a misadministration by the DAC. Therefore, it is imperative that a student who needs the accommodation of a scribe be afforded one throughout the assessment. Furthermore, any irregularities that result in a change of proctor must be noted by the district assessment coordinator.

Special Instructions:

1. This accommodation is for students who are **unable to fill in and/or write in the test booklet.**
2. This accommodation must be administered **individually** in a **separate setting.**
3. A student who uses the scribe accommodation must be **afforded this accommodation throughout the assessment.**
4. 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.
5. 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 response the scribe will show the student what was written and the student may then choose to make any changes.
6. 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 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.

Accommodation Appropriate For:

Motor Disabilities

Visual Motor Disabilities

Research Considerations:

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

Criteria Required for Use on State Assessments

1. The need for this accommodation is documented in a formal plan (IEP, 504, health care plan, RtI form etc.) after the team has considered the conditions listed in Section 6 of this manual.
2. The parents/guardians of the student have been involved with the decision making process and made aware of what standard accommodations their child will be using on statewide assessments.
3. This accommodation will provide the student with access to the assessment and will allow the student to receive a valid score.
4. The test accommodation has been in use for at least three months prior to the assessment.

Accommodation

Sign Language

Sign Language can be used as a presentation accommodation for teacher read directions and oral scripts. A student may also use Sign Language as a response accommodation to dictate their response to a scribe.

Criteria Required for Use on State Assessments

1. The need for this accommodation is documented in a formal plan (IEP, 504, health care plan, RtI form etc.) after the team has considered the conditions listed in Section 6 of this manual.
2. The parents/guardians of the student have been involved with the decision making process and made aware of what standard accommodations their child will be using on statewide assessments.
3. This accommodation will provide the student with access to the assessment and will allow the student to receive a valid score.
4. The test accommodation has been in use for at least three months prior to the assessment.

Special Instructions:

1. For Sign Language used to present the **oral scripts and /or teacher read directions** please follow the special instructions listed under the oral scripts or teacher read directions.
2. For Sign Language used to respond to a **scribe** please follow the special instructions listed under the scribe accommodation.
3. Use the type of Sign Language that the student **typically uses** (exact sign, American Sign Language).

Accommodation Appropriate For:

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

Accommodation

Assistive Technology

Criteria Required for Use on State Assessments

1. The need for this accommodation is documented in a formal plan (IEP, 504, health care plan, RtI form etc.) after the team has considered the conditions listed in Section 6 of this manual.
2. The parents/guardians of the student have been involved with the decision making process and made aware of what standard accommodations their child will be using on statewide assessments.
3. This accommodation will provide the student with access to the assessment and will allow the student to receive a valid score.
4. The test accommodation has been in use for at least three months prior to the assessment.

Special Instructions:

1. The use of **assistive technology is restricted** to augmentative communication devices, personal portable keyboards (alpha smarts, Brailers etc.), computers, and word prediction programs.
2. The use of a computer may only be used for a student to **respond to an item**.
3. Spell-checking, word prediction programs and grammar checking capabilities **must be disabled during the writing assessment**.
4. If the communication device produces a typed response, **the response must be transcribed** into a scannable test book exactly as it is written.
5. All student responses **must be removed from the communication device** immediately following the transcription. It is the DAC's responsibility to ensure that this is done in a secure manner.
- 6.

Accommodation Appropriate For:

Students with visual, hearing, fine motor, writing or motor impairments.

Accommodation

Extended Timing

Note: Extended time is a significant accommodation for large scale assessment and will require careful logistical planning. Considerations should be given to how much extra time is required for different types of questions including multiple choice, constructed responses and extended constructed responses

Criteria Required for Use on State Assessments

1. The need for this accommodation is documented in a formal plan (IEP, 504, health care plan, RtI form etc.) after the team has considered the conditions listed in Section 6 of this manual.
2. The parents/guardians of the student have been involved with the decision making process and made aware of what standard accommodations their child will be using on statewide assessments.
3. This accommodation will provide the student with access to the assessment and will allow the student to receive a valid score.
4. The test accommodation has been in use for at least three months prior to the assessment.
5. Decisions regarding the need for extended time must be made on a student by student basis.

Special Instructions:

1. The **amount of extended time** a student requires must be documented in a formal plan.
2. Extended time **does not mean unlimited time**. Extended time for state assessments **usually means time and a half** (90 minutes for a 60 minute section).
3. Extended time must be administered in a **separate environment**.
4. Extended time can be **administered individual or in groups** of no more than 15 with fairly equivalent skills and abilities.
5. Students who are afforded extra time and do not use it will **not need to have the data sheet coded “extended timing used.”**
6. It is understood that accommodations such as **Braille, oral scripts and scribing may require time beyond time and a half**.

Accommodation Appropriate For:

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

Accommodation

Breaks

Note: Unless breaks are given in a separate environment with the accommodation of extended time they do not extend the time allowed on the CSAP.

Criteria Required for Use on State Assessments

1. The need for this accommodation is documented in a formal plan (IEP, 504, health care plan, RtI form etc.) after the team has considered the conditions listed in Section 6 of this manual.
2. The parents/guardians of the student have been involved with the decision making process and made aware of what standard accommodations their child will be using on statewide assessments.
3. This accommodation will provide the student with access to the assessment and will allow the student to receive a valid score.
4. The test accommodation has been in use for at least three months prior to the assessment.

Special Instructions:

1. Breaks **may be predetermined or given on an as needed basis.** Breaks do not stop the clock on the test.
2. Any break that forces the extension of the time limits for a session **must be documented as “extended timing used”** on the data grid.
3. This accommodation **does not need to be administered in a separate environment** unless it causes a disruption to other students who are taking the assessment.

Accommodation Appropriate For:

Students with attention impairments
Students with health issues

Accommodation

Math Manipulative

Note: Manipulatives allowed for the math assessment are limited to those that are used for one to one counting.

The following manipulatives are allowable:

- Touch Math Dots
- Counting block, beans, bears (counting by ones)
- Number line (positive numbers only)
- A chart with the numbers 1-100
- Braille Ruler
- Braille protractor

The following manipulatives are not allowable:

- calculator
- base ten blocks
- addition/subtraction/multiplication/division charts

Special Instructions:

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

Accommodation Appropriate For:

Students with mathematical impairments

Criteria Required for Use on State Assessments

1. The need for this accommodation is documented in a formal plan (IEP, 504, health care plan, RtI form etc.) after the team has considered the conditions listed in Section 6 of this manual.
2. The parents/guardians of the student have been involved with the decision making process and made aware of what standard accommodations their child will be using on statewide assessments.
3. This accommodation will provide the student with access to the assessment and will allow the student to receive a valid score.
4. The test accommodation has been in use for at least three months prior to the assessment.

SECTION 9: CSAPA EXPANDED ACCOMMODATIONS



The Colorado Student Assessment Program Alternate (CSAPA) is intended to be accessible to and useable by students with significant cognitive disabilities, identified through the Individualized Education Plan (IEP) process, who require an alternate measurement of their learning toward Colorado reading, writing, mathematics, and science standards and Expanded Benchmarks.

Because each student taking this assessment will require individualized supports to meet his or her unique learning needs, **educators will need to adapt materials and presentation methods based on each student's needs**. Adaptations of materials by size or contrast levels, use of concrete rather than two-dimensional testing materials, and assistive technology devices are types of CSAPA Expanded Accommodations that make test materials accessible to the student and/or allow the student to respond to the test materials. Additionally, these Expanded Accommodations must be documented on the student's IEP and be in place during classroom assessments to ensure that the student is at ease using these CSAPA Expanded Accommodations successfully.

Supplementary CSAPA Expanded Accommodations may enhance a teacher's ability to present the materials and/or a student's ability to respond to task requirements; however, the content of an item must not be changed by the use of an Expanded Accommodation, as that would be considered a modification of the item and would therefore invalidate it. For each item the teacher will need to be aware of the indicator being assessed in order to ensure that the adaptation will not interfere with what is being measured.

Some typical accommodations are inherent within the administration of the CSAPA for example; much of CSAPA can be read out loud as directed, all students who take CSAPA are assessed individually and in a separate setting. The following grids outline the CSAPA Expanded Accommodations.

Visual Presentation Accommodations	Reading	Writing	Math	Science	Documented on student data grid
Handheld magnifiers					No
Closed Circuit Television (CCTV)					No
Signing of the allowable teacher read parts					Yes
Modified or Enlarged Picture Symbols					Yes
Real Objects					Yes
Translated into Student's Native Language					Yes

Tactile Presentation Accommodations	Reading	Writing	Math	Science	Documented on student data grid
Braille					Yes

Auditory Presentation Accommodations	Reading	Writing	Math	Science	Documented on student data grid
Translated oral presentation of entire assessment in student's native language					Yes
Audio amplification devices					No

Response Accommodations	Reading	Writing	Math	Science	Documented on student data grid
Assistive technology					Yes
Scribe					Yes
Use of signing to respond to a scribe					Yes, as signing
Eye Gaze					Yes

Materials or devices used to solve or organize responses	Reading	Writing	Math	Science	Documented on student data grid
Underlining or highlighting by the student					No
Noise buffers					No
Color overlays					No
Student's preferred writing tool					No




Timing and Scheduling Accommodations	Reading	Writing	Math	Science	Documented on student data grid
Time of day					No
Multiple or frequent breaks (breaks may be given based on the student's needs and may be extended over night)					No

SECTION 10: ACCOMMODATIONS FOR CELAPRO



OVERVIEW OF ACCOMMODATIONS AVAILABLE FOR CELAPRO

- Accommodations for CELApro are **available only to students with disabilities** with a documented need for the accommodation in an IEP or 504 Plan.
- The use of **CSAPA Expanded Accommodations are not allowable** on the CELApro due to the standardization of the assessment.
- The use of **accommodations are limited to the standard accommodations listed** in the table below as the use of **Linguistic Accommodations are not allowed** on CELApro as they would invalidate the construct of the test.

Accommodation	Speaking	Listening	Reading	Writing
Braille version	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Large print	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Scribe	 Test design makes this available for all students.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Signing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assistive communicative device	<input checked="" type="checkbox"/> Needs transcribing	<input checked="" type="checkbox"/> Needs transcribing	<input checked="" type="checkbox"/> Needs transcribing	<input checked="" type="checkbox"/> Needs transcribing
Approved Non-standard Accommodations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher-read directions only	 Directions are already read in the design for administration of the test.			
Oral presentation (entire test)	 Test design is oral presentation of entire test in regular administration			

SECTION 11: TEACHER TOOLS

TEACHER TOOL 1

ACCESS NEEDS THAT MAY REQUIRE ACCOMMODATIONS

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

	Y	N	DK/ NA
PRESENTATION ACCOMMODATIONS			
1. Does the student have a visual impairment that requires large-type or Braille materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can the student follow oral directions from an adult or audiotape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are assistive technology devices indicated on the student's IEP? (include CCTV or signing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has the student been identified as having a reading disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student have low or poor reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the student have a hearing impairment that requires an interpreter to sign directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the student have a hearing impairment and need a listening device?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPONSE ACCOMMODATIONS			
10. Does the student have difficulty tracking from one page to another and maintaining that student's place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the student require the services of a scribe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can the student use a pencil or writing instrument?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the student use a word processor to complete homework assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the student use a tape recorder to complete assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SETTING ACCOMMODATIONS		Y	N	DK/ NA
118	Can the student focus on the student's own work in a setting with large groups of other students? Do others easily distract the student or does that student have difficulty remaining on task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Do others easily distract the student or does that student have difficulty remaining on task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Does the student have visual or auditory impairments that require special lighting or acoustics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Does the student require any specialized equipment or other accommodations that may be distracting to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Does the student have a disability that affects the ability to record that student's responses in the standard manner? Does the student need the services of a scribe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Does the student have a disability that affects that student's ability to spell?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Does the student have a motor disability that affects that student's ability to perform math computations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Does the student exhibit behaviors that may disrupt the attention of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Do any physical accommodations need to be made for the student in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TIMING AND SCHEDULING ACCOMMODATIONS

1.	Can the student work continuously for the length of time allocated for standard test administration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Does the student's attention span, physical disability, or distractibility require shorter working periods and frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Does the student tire easily due to health/physical impairments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Does the student have a visual impairment that causes eyestrain and requires frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Does the student have a learning disability that affects the rate at which that student processes written information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Does the student have a motor disability that affects the rate at which that student writes responses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Does the student take any type of medication to facilitate optimal performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Does the student use other accommodations or adaptive equipment that require more time to complete test items (e.g., Braille, scribe, use of head pointer to type, signing)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER TOOL 2

ACCOMMODATIONS FROM THE STUDENT'S PERSPECTIVE

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

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

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "What class is hardest?"

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

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

Class List

Classes

Accommodations

TEACHER TOOL 3

ASSESSMENT ACCOMMODATIONS PLAN

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

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

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

Accommodations	Date Arranged:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments: _____

Person responsible for arranging accommodations and due date:

Person Responsible	Due Date:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments: _____

Room assignment for assessment: _____

Planners for this process (signatures): _____

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

TEACHER TOOL 4

ASSESSMENT ACCOMMODATIONS AGREEMENT

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accommodations, students can show what they know on the test. Some accommodations (e.g., special test editions) need to be arranged long before test day but should still be included on this list to make certain the student receives the correct test booklet. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the student to list the necessary accommodations and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, _____,
(Student's name)

need the following accommodations to take part in this assessment:

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

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

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

(Student signature)

(Date)

TEACHER TOOL 5

SCHOOL/DISTRICT PLANNING CHECKLIST

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

ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR		Y	N	NA
1.	Accommodations are documented on students' IEP or 504 plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Students use accommodations regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The MDT evaluates the appropriateness of the accommodation			
3.	A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREPARATION FOR TEST DAY

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

ACCOMMODATIONS ON THE DAY OF THE TEST

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

CONSIDERATION AFTER THE DAY OF THE TEST

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

TEACHER TOOL 6

ACCOMMODATIONS JOURNAL

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

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

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

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

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

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

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

APPENDIX A: UNIVERSAL DESIGN AND PLAIN LANGUAGE

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

Universal Design is an assessment practice which focuses on:

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

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

- Active voice
- Short sentences
- Common everyday words
- Purposeful graphics-aid in understanding however
- don't 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 straight forward manner possible. The items are designed to provide better access to the content in the item; however, accommodations are still necessary for many students in order for barriers to be removed. Items developed under the guidelines of plain language and universal design may be more amenable to accommodations by providing access to the assessment.

APPENDIX B: ENGLISH LANGUAGE LEARNERS WITH EXCEPTIONAL NEEDS (ELLEN)

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

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

Students who are English Language Learners and who are eligible to take the CSAPA assessment may have the math, science and writing assessments translated into their native language. However, in order for this accommodation to be used the student must be receiving their instruction in their native language. Please note that the teacher may not translate the CSAPA reading assessment as it would change what is being measured.

For more information on identifying ELLs with disabilities please see the 8-step process at this link: http://www.cde.state.co.us/cdesped/download/pdf/ELL_3Tier.pdf

For questions regarding:

E-mail

Policy and instruction for English Language Learners

Joanna Bruno, Unit of English Language Acquisition
Email: bruno_j@cde.state.co.us
Phone: 303-866-6870

CSAP accommodations and CSAPA CSAPA Expanded Accommodations for English Language Learners

Marisol Enriquez, Unit of Student Assessment
Email: enriquez_m@cde.state.co.us
Phone: 303-866-6634

Policy and instruction for students with disabilities

Sri Srinivasan, Exceptional Student Leadership Unit
Email: srinivasan_s@cde.state.co.us
Phone: 303-866-6732

CSAPA, standard and nonstandard accommodations for CSAP

Dena Coggins, Unit of Student Assessment
Email: coggins_d@cde.state.co.us
Phone: 303-866-6709

APPENDIX C: NON-STANDARD ACCOMMODATION APPLICATION FORM

Nonstandard Assessment Accommodation Consideration Request – Directions

There may be cases when a student is using an accommodation on a regular basis that provides them access to the assessment, but it is not listed as an allowable accommodation for CSAP and/or CELApro. In these cases, the District Assessment Coordinator in cooperation with the Special Education Director may submit a request to the **Unit of Student Assessment (USA)** to use the accommodation for the state assessments.

If the requested accommodation **is approved:**

- it may be used during the assessment in which it was requested, and
- the accommodation code “approved non-standard accommodation,” **must** be bubbled in on the data grid (bubble A).
- The student will then receive a score and count as a participant for AYP purposes.

However, if the request **is not approved and is used** on CSAP or CELApro:

- the invalidation code, “non-approved accommodation/modification,” must be bubbled in on the data grid.
- The student will then receive a no score and will **not** count as a participant for AYO purposes*.

The Guidelines for nonstandard accommodations are:

- student must have been using the accommodation during instruction and assessment for at least 3 months prior to the administration of the assessment**,
- the use of the accommodation in instruction must be documented in the student’s IEP and/or 504, and

- the educational team must, in evaluating the accommodation being requested, ensure that it is not giving the student an additional advantage in responding to the items, but allowing the student access to the assessment.
- the educational team must consider the student's needs for a nonstandard accommodation on an individual basis. These accommodations are specialized and will not be considered based on a district program or disability but rather on the needs of the individual student.
- all applications for nonstandard accommodations must be submitted annually and no later than December 15th.
- all questions on the request form must be answered in order for the application to be considered.

Be sure to sign the form and fax it to Dena Coggins at 303-866-6680. Responses will be sent via email. Remember to include the documentation of the approval in the student's file.

** Modified Academic Achievement Standards Non-Regulatory Guidelines finalized, July 20, 2007.*

*** The three month rule is designed to assure that the student is comfortable with the accommodation and is not surprised on the day of the assessment thus being unable to access the test in an appropriate manner.*



FAX



To: Dena Coggins, Sr. Consultant
Fax: (303) 866-6680
Phone:
Re: Nonstandard Accommodations

From:
Pages: 4
Date:
CC:

Please use this fax page with the following pages to return to me. Please include your name in the From: section above as well as your Phone:

Thank you,

**Dena Coggins
Senior Consultant
Unit of Student Assessment
Colorado Department of Education**

USA USE ONLY- RECEIVED (DATE) ____/____/____

Confidentiality Statement:

This message is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential, medical and exempt from disclosure applicable law. If the reader of this message is not the intended recipient or the employee or the agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify me immediately by telephone and return the original message to me at the above address. Thank you.





Nonstandard Accommodation Request Form

(To Be Completed and Submitted by the District Assessment Coordinator Only)

Date of Request (MM/DD/YY): ____/____/____08 [Due Date 12/15/08]

District Name: _____

DAC Name: _____

Email: _____

Phone Number: _____

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

SASID: _____

Grade: _____ **School:** _____

Primary Disability _____

Was an application submitted for this student last year: _____

1. Assessment needed for (Check one or more content areas):

CSAP: Reading____, Writing____, Mathematics____, Science____

CELApro: Speaking____, Listening____, Reading____, Writing____

2. Official document of record for this nonstandard accommodation is:

IEP _____ **504** _ _____

*Information on nonstandard accommodations may be found in the Colorado Accommodations Manual on pages 40-41



3. Accommodation category/categories:

- Presentation
- Response
- Setting
- Timing

4. Describe in detail the researched based nonstandard accommodation you are requesting:

5. How has this accommodation been used for instruction and for classroom/district assessments?

6. How will the approval of this nonstandard accommodation provide the student access in the presentation or response mode of the assessment?

7. Explain how the requested nonstandard accommodation will not invalidate the construct being measured (Example: the CSAP reading assessment assesses reading comprehension if the student had the reading portion read to him it would invalidate the construct being measured; reading comprehension.)

8. Please provide data and additional information (for example: progress monitoring reports, classroom assessments showing the accommodation being used, teacher reports on goals etc) that will assist in determining approval of the requested non-standard accommodation:

DAC Signature

SPED Director Signature

REFERENCES

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

Elliott SN;Kratochwill TR;McKevitt B;Schulte AG;Marquart A;Mroch A; (1999). Experimental analysis of the effects of testing accommodations on the scores of students with and without disabilities: Mid-project results. Paper presented at the National Conference of the Council of Chief State Special Education Officers, Snowbird, UT

Fuchs LS;Fuchs D;Eaton SB;Hamlett CL;Binkley E;Crouch R; (2000). Using objective data sources to enhance teacher judgments about test accommodations . Exceptional Children , 67 (1) , 67 -81.

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