

This PowerPoint is provided as a guide to accommodations for the Colorado summative assessment.

For information on implementing accommodations in the classroom for students with disabilities, please refer to the PowerPoint available at:

http://www.cde.state.co.us/cdesped/download/pdf/InstructionalAccommodationsTrainingPPT_Nov2011.pdf

State law requires all public school students in grades 3 – 10 participate in the state assessments. In order for **some** students to access the assessment, they may require an accommodation.

What Are Accommodations?

- Definition: Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable instructional and assessment access for students with disabilities.
- Accommodations reduce or eliminate the effects of a student's disability and do not reduce learning expectations.

Accommodations are practices and procedures in the areas of presentation, response, setting and timing/scheduling that provide equitable instructional and assessment access for students with disabilities. It is important to note that accommodations are designed to provide access and equity, but not provide students with an advantage, or increase a student's scores.

By equity, we mean that all students are provided with an opportunity to demonstrate what they know, not to ensure that all students achieve the same levels of proficiency.

What Are Modifications?

- Definition: Modifications are changes or reductions to learning or assessment expectations
- Examples include:
 - Requiring a student to learn less material
 - Reducing assignments so a student only needs to complete the easiest problems
 - Revising assignments to make them easier (crossing out response items)
 - Giving students hints or clues to guide them to a correct answer
- Modifications are not permitted on Colorado Statewide Assessments

Accommodations do not reduce learning expectations—they provide *access*. Changing, lowering, or reducing learning expectations is usually referred to as a modification. Modifications can result in greater gaps between students and their peers.

Modifications are not allowed on the state assessments.

Title 1

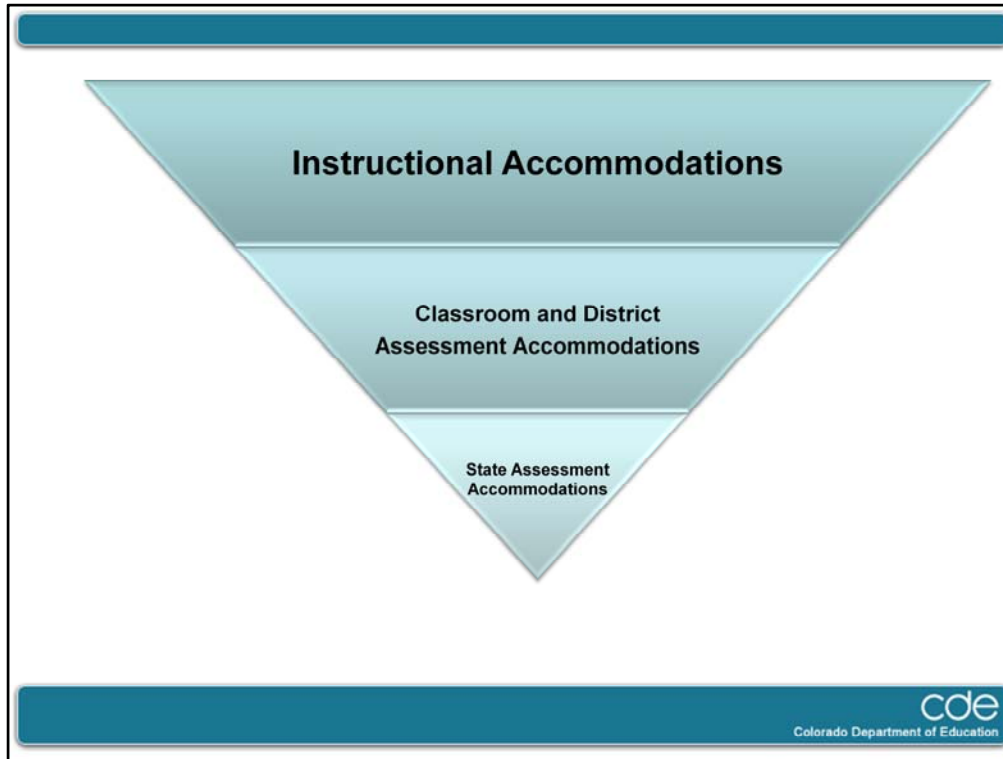
The LEA (district) shall provide for the participation in state assessments of academic achievement for all students including:

- Providing reasonable **adaptations and accommodations for students with disabilities** (as defined under sections 602(3) IDEA);
- Providing reasonable **accommodations for limited English proficient students**;
- Providing to the extent practicable assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas.

Title 1 of the Elementary and Secondary Education Act (ESEA) require the participation of students with disabilities and limited English proficient students in standards-based instruction, and the providing of accommodations on such assessments.

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

It is important to note that the Colorado Department of Education is responsible for setting policy related to allowable accommodations on the state assessments, and educational teams must only select accommodations for these assessments that follow these policies.

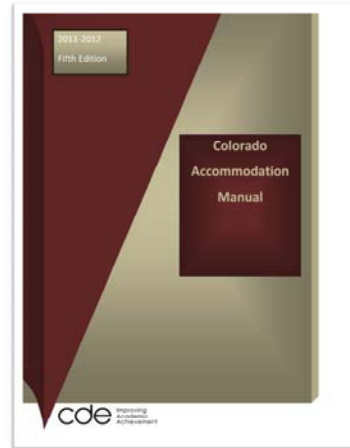
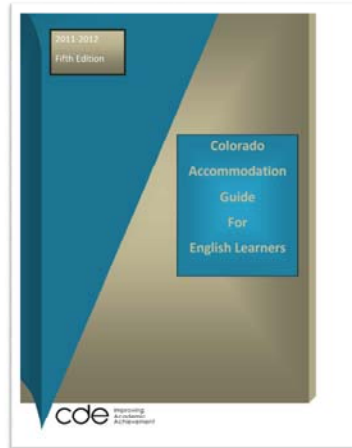


Although teachers may use a variety of accommodations in the classroom to help students access instruction, not all classroom accommodations are allowed on the state assessments. Accommodations must maintain the integrity, validity, reliability and comparability of the assessment by not invalidating what is being measured.

For example, having reading passages read to a student may provide access to instructional content, however on an assessment of reading it invalidates what is being measured (reading).

It is imperative that educators become familiar with state policies about the appropriate use of accommodations during state assessments

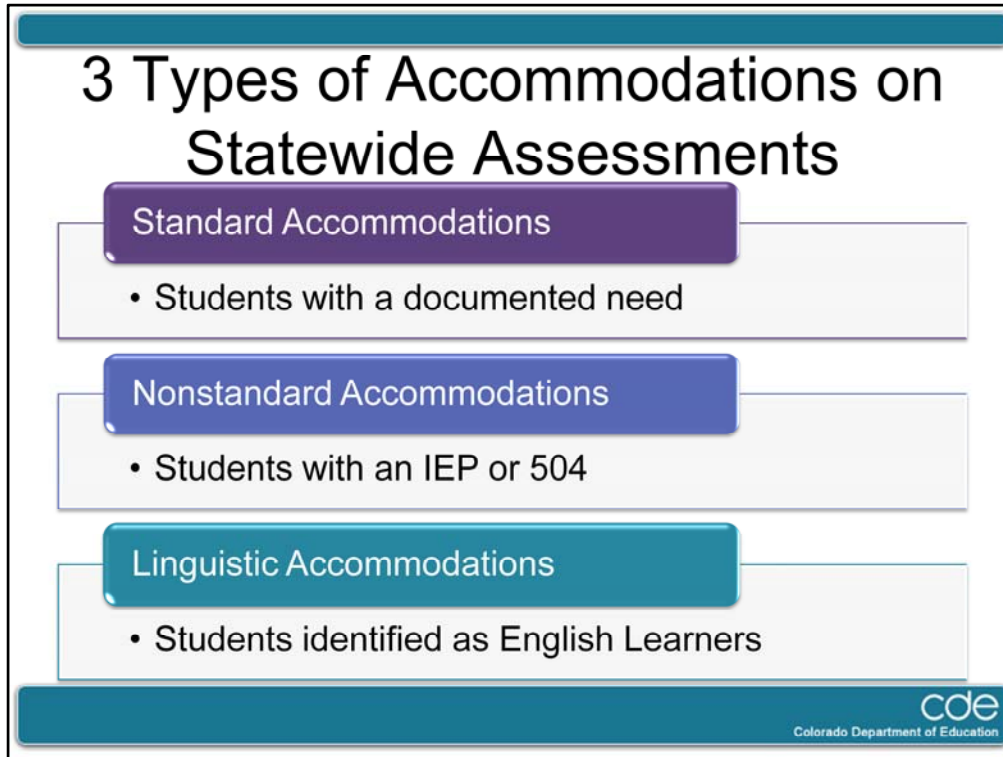
Colorado Accommodations Policy



Departing from standardized testing procedures can potentially invalidate the test results. Strict adherence to Colorado policy is important.

Colorado policy for accommodations on state assessments for students with disabilities, and other students with formal educational plans can be found in the Colorado Accommodations Manual:
http://www.cde.state.co.us/cdeassess/documents/csapa/2011/2011_CO_Accom_Manual.pdf

Colorado policy for accommodations on state assessments for students identified as English Learners can be found in the Colorado Accommodations Guide:
http://www.cde.state.co.us/cdeassess/documents/cela/2011/2011_Accomm_Guide_ELs_Final.pdf



There are multiple categories of accommodations for students with a documented need used with the statewide Assessments.

All accommodations used with the assessments have specific procedures related to their use.

Individual students with a documented need and formal educational plan may use **Standard Accommodations**. The specific accommodation needed must be documented in an individual formal educational plan as needed for instruction and assessment.

Nonstandard Accommodations may be used, in addition to standard accommodations, if the student has a current IEP or 504 plan and the specific accommodation is approved through the Nonstandard Accommodation request process.

Linguistic Accommodations are available for students identified as English Learners.

Standard Accommodations

- Students with a documented need

- Based upon need
- Documented in an Educational Plan
- Team includes the parent
- Used regularly

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Standard Accommodations are changes to the standardized testing procedures that have been predetermined by CDE to maintain the integrity, validity, reliability and comparability of the assessment. Standard accommodations for TCAP can be found on in the 2011 - 2012 Colorado Accommodations Manual Section 6 beginning on page 63. Any accommodation not specifically indicated on these charts is not a standard accommodation. These standard accommodations will be briefly covered in the following slides, however for complete information it is important to refer to the manual.

As indicated previously, this category of accommodations are available to Colorado students who have the need for the accommodation in instruction and on assessment as documented in a formal educational plan. The need for the accommodation must not be based on a particular program or classroom the student is in, or a disability category.

The educational team must include the student's parent.

The needed accommodation must be used regularly during instruction and on classroom and district assessment for at least three months prior to the state assessments. Research shows that unfamiliar accommodations on assessments hinder students.

When looking at the student's need it is important for the educational team to consider:

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

Formal Educational Plans

- Individual Education Plan
- 504 Plan
- Advanced Learning Plan
- Health Care Plan
- Response to Intervention Plan
- Individual Literacy Plan
- English Language Acquisition plan
- District Accommodations Plan

All accommodations that a student needs to access the state assessment must be clearly documented in a formal education plan.

Such plans include, but are not limited to IEP, 504, advanced learning plan, health care plan, intervention (RtI) plan, Individual literacy plan (ILP), ELA Plan or another school or district formal education plan.

A formal educational plan is not notes in a teacher planning book, however these notes may be part of the body of evidence used in creating the plan.

The formal education plan is developed using the result of a formal evaluation conducted by an educational team.

Educational teams should only select accommodations for state assessments that do not invalidate the student's score. Documentation should be specific on what accommodations are needed to provide access to instruction and assessments.

Accommodations that do not require documentation on a state assessment data grid must still be documented as a need on the student's formal education plan.

A student may be allowed more than one accommodation. For example, a student who is administered the Oral Script of TCAP may also require extra time.

Standard Presentation Accommodations

Accommodation	Reading	Writing	Memorizing	Solving	Accommodation Code	Grouping Consideration	Special Instructions
Large Print (18-point font)	✓	✓	✓	✓	2	No	Yes
Extra Large Print (Special Order by DAC)	✓	✓	✓	✓	2	No	Yes
Black and White Print (Special Order by DAC)	✓	✓	✓	✓	No	No	No
Color Overlays	✓	✓	✓	✓	No	No	No
Closed Circuit Television (CCTV)	✓	✓	✓	✓	No	If a distraction	No
Handheld Magnifiers	✓	✓	✓	✓	No	No	No
Signing of Teacher Read Directions	✓	✓	✓	✓	3	Small Group	Yes
Teacher Read Directions	✓	✓	✓	✓	2	Small Group	Yes
Oral Scripts	⊗	✓	✓	✓	9	Small Group	Yes
Signing of Oral Script	⊗	✓	✓	✓	9	Small Group	Yes
Braille with Tactile Graphics	✓	✓	✓	✓	1	Individual	No
Read Aloud to Self	✓	✓	✓	✓	No	Individual	No
Audio Amplification	✓	✓	✓	✓	No	No	No

- Changes to the way the assessment content is presented to a student to allow access to the assessment.

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

Oral Scripts and Signing of Oral Scripts is not allowed on the TCAP. Reading of the reading passages invalidates the construct of the assessment.

Some presentation accommodations require students be assessed in separate or small group environments.

Standard Response Accommodations

ACCOMMODATION	RESTRICTED				ACCOMMODATION CODE	GROUPING CONSIDERATION	SPECIAL INSTRUCTIONS
	READING	WRITING	MATHEMATICS	SCIENCE			
Speech-to-Text	✓	R	✓	✓	7	Individual	Yes AT
Brailler	✓	✓	✓	✓	1	If a distraction	Yes Braille
Computer / Personal Portable Keyboard	✓	✓	✓	✓	7	Small Group	Yes AT
Word Prediction (no audio)	✓	R	✓	✓	7	Small group	Yes AT
Word Prediction (with audio)	✓	R	✓	✓	7	Small group	Yes AT
Talking Calculator (only on 9 th & 10 th grade math assessment where calculators are used for all)	⊗	⊗	✓	⊗	No	Individual	No
Math Manipulatives	⊗	⊗	✓	⊗	4	If a distraction	Yes
Underlining / Highlighting (must be transcribed if causes damage to book)	✓	✓	✓	✓	No	No	No

- Changes to the way the student responds to the assessment content.

Response Accommodations are methods a student uses to provide responses to instructional activities or assessment tasks. Examples of response include producing text using a word processing program, or using math manipulatives.

Certain software programs such as word prediction programs and speech-to-text programs may be allowed for some students on the writing sessions of TCAP if the student meets specific criteria. These types of accommodations are referred to as restricted accommodations, and are indicated with a “R” on the standard accommodations charts.

Any assistive technology used on TCAP (word processing programs, word prediction programs, Ipad, speech-to-text programs, etc.) may not connect to the internet during the assessment. Students may not have access to any additional programs in the assessment environment not approved for use on statewide assessments. There are specific rules and security policies related to use of assistive technology on the statewide assessments, it is critical to know and adhere to these regulations. Inappropriate use of technology may result in a misadministration or test security breach.

Only some math manipulatives are allowed on the TCAP, so it is important to refer to the accommodations manual, and with your District Assessment Coordinator (DAC) prior to allowing students to use them on the assessment.

A good rule of thumb to follow is: if you are unsure if an accommodation is allowable, check with your DAC.

Standard Setting and Environmental Accommodations

Standard Accommodations Setting/Environmental	ACCOMMODATION	READING	WRITING	MATH/ALGEBRA	SCIENCE	ACCOMMODATION CORE	Other Considerations	SPECIAL INSTRUCTIONS
	Sensory (slant board, special chair, balance ball,idget toys, weighted vests)		✓	✓	✓	✓	No	If a distraction
Pencil Grips or large #2 Pencils		✓	✓	✓	✓	No	No	No
Noise Buffers		✓	✓	✓	✓	No	No	No
Small Group		✓	✓	✓	✓	No	Small Group	No

- Changes to the location or environment of the assessment which will allow a student to access the assessment.

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

Sensory accommodations were added as a standard accommodation during the 2009 – 2010 school year. These accommodations include special tools in the testing environment needed by the student to meet their sensory needs, and typical sensory tools accommodations are listed in the accommodations chart.

Small groups for TCAP are groups of no more than 15 students in the testing environment.

Standard Timing and Scheduling Accommodations

Standard Accommodations Timing / Scheduling	ACCOMMODATION						
	Reading	Writing	Mathematics	Science	Accommodation Code	GROUPING CONSIDERATIONS	SPECIAL INSTRUCTION
Extended Time	✓	✓	✓	✓	0	Small Group	Yes
Time of Day	✓	✓	✓	✓	No	Small Group	No
Multiple or Frequent Breaks	✓	✓	✓	✓	No	Small Group	No

- Changes to the allowable amount of time, or time of day of the assessment.

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

Extended time is the most often requested accommodation, however it is often not used by students during the assessment. As with any accommodation it must be documented in the student's formal plan, and it is recommended that the amount of extra time a student uses be included in this documentation. When schedules are being developed for testing sessions, how much extra time a student typically uses should be considered. Remember that all students in the testing environment must remain seated until all students have completed the assessment. It is also important to remember that for test security students who are off schedule from their peers may not interact until they have taken the same test sessions.

Extended time does not mean unlimited time, and is typically time and a half. For some students with a documented record of using more than time and a half, the student may be able to use more time, but this should only be done with careful consideration, and scheduling with the school or district assessment coordinator.

Breaks must be taken in the assessment environment, and the testing clock does not stop during the break, nor may the student access books, worksheets or the internet during the break. The standardized testing environment must be maintained.

Standard Accommodations

- Students with a documented need

Restricted Accommodations

- Students with an IEP or 504 who meet specific requirements

If the student does not meet the criteria the accommodation must be requested through the nonstandard accommodation process

Restricted Accommodations	ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION CODE	GROUPING CONSIDERATIONS	SPECIAL INSTRUCTIONS
Presentation	Text-to-Speech (must use Oral Script)	⊗	✓	✓	✓	7	Individual	Yes AT
	Scribe	✓	✓	✓	✓	5	Individual	Yes
Response	Abacus and/or Tactile Math Manipulatives	⊗	⊗	✓	⊗	4	Individual or Small Group	Yes
	Signing to Communicate to a Scribe	✓	✓	✓	✓	6	Individual	Yes Scribe
	Speech-to-Text	S	✓	S	S	7	Small Group	Yes AT
	Word Prediction (without Audio)	S	✓	S	S	7	Small Group	Yes AT
	Word Prediction (with Audio)	S	✓	S	S	7	Individual or Small Group	Yes AT

Slide 15

Restricted accommodations are a subset of standards accommodations.

There are a limited number of accommodations that are standard **only for students who meet specific criteria.**

These accommodations are only available to students who's formal educational plan is an IEP or 504 plan.

If the student does not meet the criteria the accommodation is a nonstandard accommodation.

Restricted Accommodations include:

Text-to-Speech software. This restricted accommodation may not be used to read a student test book, it would allow the oral script to be read by a machine rather than a person.

Scribe / Signing to Communicate to a Scribe. A scribe is a person who writes what a student communicates verbally, and should be considered a temporary bridge while a student is working towards independence through assistive technology. A scribe may not be used due to poor handwriting or poor writing skills. There are specific instructions for the Scribe found on page 80 of the 2011-2012 Colorado Accommodations Manual.

To use a scribe as a restricted accommodation students must meet all of the following criteria:

1. IEP/504 AND
2. physically unable to write in the assessment book, or extreme physical fatigue when writing AND
3. working with Assistive Technology but not yet able to use the AT on the assessment

Word Prediction / Speech to Text on the Writing Session. These software system assist students to express their ideas using assistive technology when they have difficulty with keyboarding alone.

To use this restricted accommodation, students must meet both of the following criteria:

1. IEP/504 AND
2. Manipulate the software independently

Abacus and Tactile Math Manipulative. These tools are the paper and pencil for students diagnosed as blind or with visual impairments.

To use the tools listed in the 2011-2012 Colorado Accommodations Manual to access the math assessment, the students must meet both of the following criteria:

1. IEP/504 AND
2. Diagnosis of Blindness/Visual Impairment

Nonstandard Accommodations

- Students with an IEP or 504

Nonstandard accommodations are changes to the standardized testing procedures that have not been predetermined to maintain the integrity, validity, reliability and comparability of the assessment, and must be approved by CDE Office of Student Assessment prior to use on statewide assessments.

Nonstandard accommodations are only available to students with a current IEP or 504 plan.

Nonstandard Accommodations

- Students with an IEP or 504

2011-2012 Nonstandard Accommodation Request
for students with an IEP or 504 plan
To be submitted by the District Assessment Coordinator only

Due Date: December 15, 2011

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

District Name: _____

DAC Name: _____

Email: _____

Phone Number: _____

Student Name: Last _____ First _____ MI _____

SASID: _____

Grade: _____ School: _____

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

CSAP: Reading _____ Writing _____ Mathematics _____ Science _____

CELApro: Speaking _____ Listening _____ Reading _____ Writing _____

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

IEP _____ 504 _____


3. Has the requested nonstandard accommodation been approved
and used on a statewide in the past 5 years? (mark all that apply)

_____ 2007 _____ 2008 _____ 2009 _____ 2010 _____ 2011

If an accommodation is not on the
standard accommodation list,
it is a
nonstandard accommodation
and must be approved by CDE.

Forms available through you
District Assessment Coordinator

December 15



Nonstandard accommodations are changes to the standardized testing procedures that have not been predetermined to maintain the integrity, validity, reliability and comparability of the assessment, and must be approved by the Colorado Department of Education (CDE) prior to use on statewide assessments. **Standard accommodations on the state assessment should be considered prior to requesting a nonstandard accommodation.**

There is a sample Nonstandard Accommodation request form in the back of the 2011-2012 Colorado Accommodations Manual, however the Nonstandard Accommodation request forms that should be used are only available through the District Assessment Coordinator.

Secure information is contained in these documents, so please keep this in mind when submitting. DACs should submit nonstandard accommodation request only to Mira Monroe in the Office of Student Assessment via Fax, PDF (secure server where we go down load, or password protected pdf emailed, and password sent), or secure courier.

Requests must be received by the Office of Student Assessment by December 15. Last school year there were approximately 515 nonstandard accommodation requests. As the deadline approaches the fax machine becomes very busy and it may be difficult to meet the submission deadline. Remember, nonstandard accommodation requests may be submitted prior to the deadline.

There are only two exceptions to the December 15 deadline:

1. Students newly identified with a disability after December 1 of the current school year.
2. Students who moved into the district after December 1 of the current school year, from outside of Colorado, where there is documentation of accommodation use for 90 days prior to the assessment.

Students who transfer into a new district from another Colorado school district should have applied for the nonstandard accommodation through their previous school district, and the approval/denial of the request would transfer with the student to the new district.

Nonstandard Accommodations

Page 1

2011-2012 Nonstandard Accommodation Request
for students with an IEP or 504 plan
To be submitted by the District Assessment Coordinator only
Due Date: December 15, 2011

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

District Name: _____

DAC Name: _____

Email: _____

Phone Number: _____

Student Name: Last _____ First _____ MI _____

SASID: _____

Grade: _____ School: _____

1. Nonstandard Accommodation needed for
(Check one or more content areas):
CSAP: Reading _____ Writing _____ Mathematics _____ Science _____
CELEAP: Speaking _____ Listening _____ Reading _____ Writing _____

2. In which document is this accommodation listed as used regularly
in classroom and on district assessments?
Attach a copy of documentation.
IEP _____ 504 _____

3. Has the requested nonstandard accommodation been approved
and used on a statewide in the past 5 years? (mark all that apply)
____ 2007 ____ 2008 ____ 2009 ____ 2010 ____ 2011

- Biographical information
- Sessions of the assessment the accommodation is needed
- Formal Educational Plan
- Years used on statewide assessments

The first section contains biographical information related to the request.

Question 1 indicates which content areas the accommodation is needed. For example, graph paper may be needed in mathematics to help a student align their numerals for computation, so the request would have mathematics indicated. Important to note is that “Writing” on this question is only those testing session where this content area is being assessed not all constructed response items.

Question 2 indicates on which formal educational plan the need for the nonstandard accommodation is clearly documented. The accommodation must be documented in the IEP or 504 plan as an accommodation in instruction, and on district and state assessments. On the state recommended IEP forms instructional accommodations are indicated in section 10 and assessment accommodations are indicated in section 12. This documentation must accompany the request.

Students must have a current IEP or 504. A draft or expired IEP or 504 plan is not considered a current plan. Additionally, it is inappropriate to place a student on an IEP or 504 plan solely for the purpose of requesting a nonstandard accommodation for the state assessments.

Question 3 indicates how many years the student has had approval of the nonstandard accommodation, and has used it on the statewide assessments. Some nonstandard accommodations may be appropriate for students for multiple years, while other “bridge” accommodations should be for a limited time while students are moving toward independence with a standard accommodation.

Nonstandard Accommodations

Page 2

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

5. If Scribe is requested, what Assistive Technology is being used with this student, and why is it not being used on the State assessment?

Provide documentation including notes from teachers/SWAAAC team, etc's, samples with and without assistive technology.
Note: A student may qualify for use of Scribe as a standard accommodation due to linguistic or physical considerations. Please refer to the Colorado Accommodations Manual and Colorado Accommodations Guide for English Learners.

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

- Accommodation requested
- Use of Assistive Technology when requesting a scribe
- Access to content

Question 4 asks for the specific accommodation being requested for the student. Multiple accommodations may be applied for on the same request. It is important to be clear on the accommodation requested.

For example a request for “multiple breaks” and “extended time”, could be interpreted as a standard accommodations where the student takes breaks in the standardized testing environment and the clock continues up to time and a half (unless otherwise noted on the student’s formal educational plan.) While a request for “stop the clock breaks” would allow a student with diabetes to take a break to test blood sugar and take needed steps, prior to restarting the assessment timing.

Question 5 is specific to requests for use of a scribe on the statewide assessment. For students who do not qualify for use of a scribe as a restricted accommodation, the use of a scribe should be considered a temporary need as the student works towards independence with assistive technology. This accommodation must not provide an advantage to students, it should only provide access to content. It is not uncommon for students to be able to “produce more work when verbalizing,” this does not mean the student requires a scribe. This should not be the only reasoning provided for use of a scribe on the statewide assessment. Use of a scribe will not be approved if it appears the accommodation is used for poor handwriting or poor writing skills. Use of a scribe as a student “preference” will not be approved.

Question 6 provides for justification on how this accommodation provides access while not changing the construct of the assessment. The request must be individualized for each student. When requests are received for the same nonstandard accommodation for multiple students in the same classroom, it may appear to the nonstandard accommodation team as if the accommodation is program based, not student based. All accommodations must be based on student needs.

Nonstandard Accommodations


Page 3

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

DAC Signature

Special Education Coordinator

- Additional information
- Signatures
- Documentation
- Work samples



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Question 7 provides space for the educational team to provide additional information that may indicate why the student needs this nonstandard accommodation to access the assessment.

The nonstandard accommodation request must signed the District Assessment Coordinator (DAC) and Special Education Director.

Documentation in the form of the student’s IEP or 504 plan must accompany the request.

It is recommended that student work samples are included showing student work with and without the requested accommodation.

Completed requests for a nonstandard accommodation with supporting documentation will be reviewed by a team comprised of representatives from the Office of Standards and Assessments (OSA) and the Exceptional Student Services Unit (ESSU) at CDE. The request is reviewed to ensure the accommodation maintains the integrity, validity, reliability, and comparability of the assessment.

Approved Nonstandard Accommodations

Approved

- NSA bubble is marked on student data grid
- Student may use the accommodation
- Student receives a score
- Student is counted in participation

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303 East Colfax Avenue | Denver, Colorado 80202-1776
303.866.6799 | www.cde.state.co.us

Robert A. Roseberry
Commissioner of Education
Debra Viles, Ph.D.
Third Commissioner
Mark Owen, M.Ed.
Fourth Commissioner

Nonstandard Accommodation Request

DATE: _____
SAID: _____
SAC: _____

Approved: Your request for a nonstandard accommodation for this student to be allowed (Date, Clock, Breaks, or all) on this assessment of the TCEA has been approved with the following conditions:

- Once a testing session has begun, it must be completed in the same school day. If this is not possible, then the student should resume testing in the same session upon returning to school, and may not go back and change answers from the previous testing time.
- Breaks are not timed, however testing is timed. Testing should not exceed time and a 15 min.
- For test security, the student may not interact with other students who have taken sessions not yet completed by this student.
- The test must be administered in an individual testing environment.
- The approved non-standard accommodation bubble must be filled in on the data grid.

Sincerely,

Mira Horvath
Principal Consultant
Office of Student Assessment
303-866-6799

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The NSA review team makes a decision based on the information provided and a letter is sent to the DAC. If the accommodation was determined by the NSA review team to be needed by the student to access the assessment while still maintaining the integrity, validity, reliability and comparability of the assessment, then the student may use the accommodation on the assessment and receive a valid score.

The letter is individualized for each student and contains specific instructions that must be followed for use of the nonstandard accommodation on the assessment, or information for the student's educational team. Not following these instructions may result in a misadministration. This letter should be maintained with the student's educational plan.

Examples of nonstandard accommodation that may be approved are provided in the accommodations manual; however, these must still be applied for annually. Additionally, inclusion of an accommodation on this list does not guarantee approval for an individual student. Student needs vary, and there are many factors taken into consideration by the NSA review team prior to approval of a nonstandard accommodation.

Denied Nonstandard Accommodations

Denied, and the student does not use the accommodation

- Student may use standard accommodations
- Student receives a score
- Student is counted for participation

Denied, and the student uses the accommodation

- Non-approved Nonstandard Accommodation bubble is marked on student data grid
- Student receives a “No Score”
- Student does not count towards participation

If the accommodation was determine to be **not to be needed** by the student to access the assessment

or to **invalidate** the integrity, validity, reliability and comparability of the assessment, then the nonstandard accommodation request will be denied. The DAC will receive a letter indicating this and why the accommodation use was denied. This letter should be maintained with the student’s educational plan.

In this case there are two options available:

The student may test without that accommodation:

- Use standard accommodations
- They receive a valid score
- They are counted for participation

The student may test with that accommodation, however this invalidates the assessment.

- Non-approved nonstandard accommodations bubble will be marked
- They receives a “No Score”
- They are not counted for participation

Linguistic Accommodations

- Students Identified as English Learners

- Word-to-Word dictionaries
- Teacher read direction in native language
- Translated Oral Scripts
- Scribe
- Response in native language
 - Oral
 - Written



Slide 24A

Linguistic accommodations are available only to students identified as English Learners in the NEP and LEP categories on TCAP and CoAlt. Linguistic accommodations are not available on CELApro as this is an assessment of English language development and they would invalidate the assessment.

Linguistic accommodations must be selected based on an individual student's language development as they progress towards English proficiency. There are many factors to consider when selecting Linguistic accommodations. A complete list of linguistic accommodations and related State policy can be found in the 2011-2012 Colorado Accommodations Guide:

http://www.cde.state.co.us/cdeassess/documents/cela/2011/2011_Accomm_Guide_ELS_Final.pdf

Some of the most commonly used accommodations are listed here.

An important difference for English Learners is that scribe use is based on progress towards written English, not physical needs.

Also, translation accommodations do not have to be in place during instruction for use on the TCAP. However, students must respond in English for the Writing assessment sessions, and the Reading assessments sessions may not be translated into a student's native language.

Only Oral Scripts or Teacher Read Directions may be translated. Actual student test books may not be translated. Spanish translations of the Oral scripts are available to DACs. Oral scripts may be translated into other languages at the discretion of the district. When using an Oral script the student is looking at an English test book, and hearing the test directions and items in their native language.

Accommodations Monitoring

District Level

- **Prior to testing:** Collect information regarding students who will be using assessment accommodations.
Ensure training for accommodated sessions.
- **During testing:** Ensure accommodations are being used appropriately.
- **After testing:** Document accommodation use and share with educational team.

State Level

- **CDE Selection:** Districts are selected for onsite monitoring based on the state Title I visitation schedules and other factors
- **Prior to the visit:** Materials are provided to CDE showing participation rates, training materials, sample schedules, etc.
- **Onsite visits:** Include interviews and documentation review

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

Prior to testing

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

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

During testing

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

After testing

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

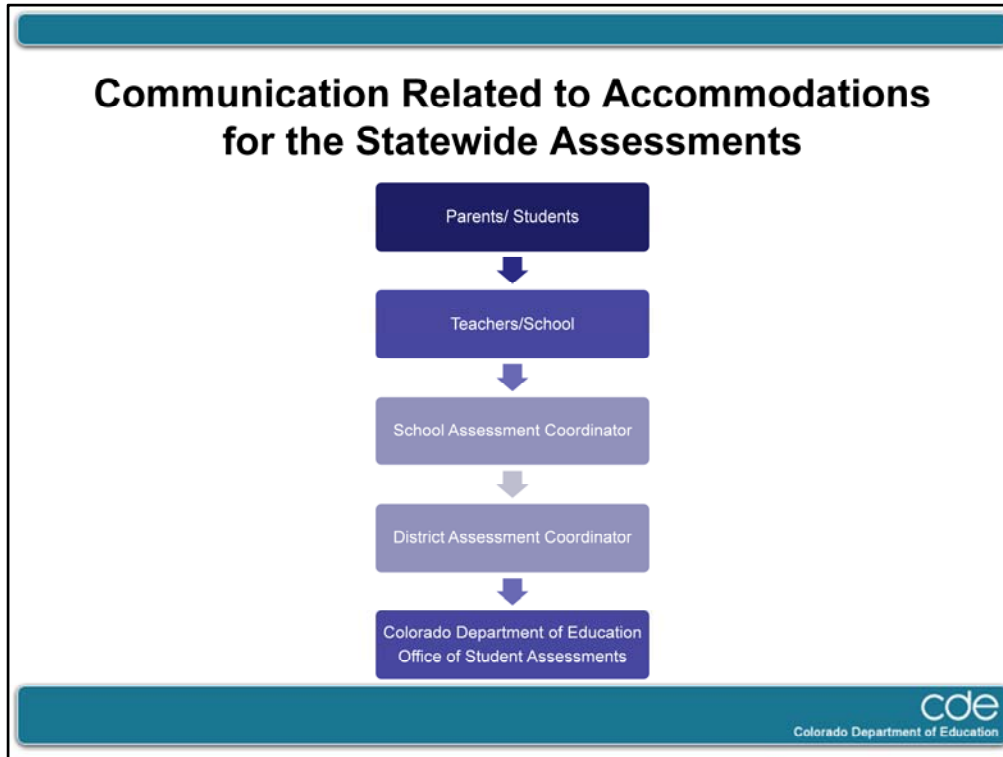
Documentation of accommodations should be maintained for at least one year. A sample form for documenting assessment accommodations is found in the Colorado Accommodations Manual.

State Monitoring

Districts will be notified approximately one month prior to the visit. DACs will be provided a list of suggested materials to upload to show:

1. participation of students with disabilities and students identified as English Learners on the statewide assessments,
2. trainings related to accommodations
3. sample assessment schedules which show how accommodated sessions are scheduled, and
4. Other evidence of appropriate accommodation use on the TCAP.

Additionally DACs will be provided with a list of individual student's who used accommodations for a document review, and questions for onsite interviews related to accommodations use.



If parents should talk with their student’s teacher or school if they have questions related to accommodations their student may be using on the TCAP. Educational teams are comprised of members of this learning community.

If teachers have questions related to accommodations for TCAP, they should talk with their School Assessment Coordinator.

School assessment coordinators who have questions should speak to their District Assessment Coordinator (DAC). District Assessment Coordinators may have local educational agency policy information in addition to the state policy.

District Assessment Coordinators may communicate directly with the Colorado Department of Education.