Colorado Department of Education

Colorado Accommodation Manual

Selecting and Using Accommodations for Instruction and Assessment

Assessment

Instruction

Student Characteristics

cde — Improving Academic Achievement

SIXTH EDITION, AUGUST 2012

Exceptional Student Services Unit

Office of Student Assessment

Manual Navigation Tips

In order to conserve resources and improve ease of access, this Sixth Edition of the ***Colorado Accommodation Manual*** is offered as an online version for Colorado educators.

Each title in the Table of Contents is a quick link to the corresponding Section in the document.

Each Section page contains a more detailed list of pertinent topics contained within that section to help you navigate easily.

Frequently-used references are located in Section III. Click on the title to print.

The printer icon indicates a link to a printable document.

Acknowledgements

The Sixth Edition of the *Colorado Accommodation Manual* is aligned with the work of:

The Council of Chief State School Officers (CCSSO), 2011 Edition

http://www.ccsso.org/Resources/Programs/Assessing_special_education_Students_(ASES).html
and a contributing report, **Improving Accommodations Outcomes: Monitoring Instructional and Assessment Accommodations for Students with Disabilities (Christensen, Thurlow and Wang, June 2009)**

The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Every effort was made to align with CCSSO's newly revised Third Edition, *Accommodations Manual: How to Select, Administer, and Evaluate the Use of Accommodations for Instruction and Assessment of Students with Disabilities*; however, additions were made for Colorado state policy and procedures.

Visit CCSSO's website for more resources: http://www.ccsso.org

Assessing Special Education Students (ASES)
State Collaborative on Assessment and Student Standards (SCASS)

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 and the effects of these systems on related educational reform efforts. Throughout this 2012-13 edition of the *Colorado Accommodation Manual,* attention has been given to addressing issues related to providing accommodations on technology-based platforms. Educators are strongly advised to evaluate and implement computer-based instruction for students as the new generation of state assessments will likely include online delivery.

Colorado Department of Education

The guidance in this manual applies to the instruction of students with documented needs, including students with a disability, who participate in large-scale assessments.

For questions related to the topics listed below, please contact:

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- Colorado Academic Standards and Extended Evidence Outcomes/Extended Readiness Competencies
- Standards-Based IEPs
- Instructional accommodations for students with a specific disability
- Eligibility criteria for alternate assessments
- 11th Grade Alternate Assessment for the Colorado ACT
- Formative assessment for students with a disability

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- Statewide Summative and Alternate Assessment Accommodations
  - TCAP
  - CoAlt
- Test Administration Policies and Procedures

Purpose

The purpose of the Sixth Edition of the *Colorado Accommodation Manual: Selecting and Using Accommodations for Instruction and Assessment* is to:

- provide decision-making guidance for all types of educational teams, the personnel of which may include administrators, general education teachers, special education teachers, school psychologists, speech and language pathologists, related service personnel, and paraeducators who are working in collaboration with families to design and provide effective educational plans for students

- set forth eligibility criteria for students with a significant cognitive disability to be evaluated by alternate academic achievement standards

- offer suggestions and resources for instructional adaptations based on student characteristics which are intended to provide access to the general curriculum for all students who have a documented need, including students with a disability

- outline qualifications for the use of standard, restricted, and nonstandard accommodations on state summative assessments

> **accommodations** - practices and procedures that provide equitable access during instruction and assessment for students who have a documented need, including students with a disability

The use of accommodations moves us one step closer to ensuring that ALL students in Colorado have a fair and equal chance to receive standards-based instruction and demonstrate mastery.

Accommodations for Use in Classroom Instruction and Assessment

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Section I: Guidance

Each section heading below is a link to that portion of the manual.

Responsibilities of Educational Teams

Documenting Decisions in a Formal Plan

Considerations for Instructional Accommodations

Considerations for Instructional Accommodations Diagram

Guidelines for Determining Eligibility for Accommodations

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Decision-Making Process Flow Chart

Federal and State Laws Requiring Participation by Students with a Disability

Reauthorization of Elementary and Secondary Education Act (ESEA)

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

Section 504 of the Rehabilitation Act of 1973

Responsibilities of Educational Teams

In the State of Colorado, all students who have a documented need, including students with an identified disability, can be afforded an appropriate instructional accommodation. In order to preserve test validity, not all instructional accommodations are allowable for use on state summative assessments. However, that is not a valid reason for an educator to refrain from using an effective accommodation during initial instruction. As the student becomes proficient, the use of some accommodations can be used with lessening frequency. <u>All accommodations used for assessment must be used routinely in instruction and evaluated periodically for effectiveness.</u>

The stipulations for providing an accommodation are:
- the determination of need for a student must be made on an individual basis
- accommodations are documented in a formal plan
- accommodations are evaluated regularly for effectiveness
- the accommodation is routinely used for both instruction and assessment according to the guidelines set forth in this manual

Documenting Decisions in a Formal Plan

Educational teams have the decision-making responsibility and authority to select instructional academic achievement standards and appropriate accommodations for assessments based on evidence provided by educational, medical and/or mental health professionals. Various types of teams may be assembled to consider a student's educational needs. All decisions will be made and documented in a formal plan according to applicable local, state, and federal guidelines.

The role of the educational team is to thoughtfully determine and document appropriate accommodations needed for instruction and assessment. The title, function, policies, and procedures of these educational teams will be defined by the district, and for some students, in accordance with state and federal law.

Formal plans may include, but are not limited to:

English Language Acquisition (ELA) Plan – developed for students who have a native or home language other than English

Individual Literacy Plan (ILP)- provides in-school instructional time for the development of the pupil's reading readiness or literacy and reading comprehension skills

Intervention (RtI) plan – a plan to target specific skills that require remediation

Advanced Learning Plan- a written record of gifted and talented educational programming

School or district document kept in the student's cumulative record

Section 504 Plan / Individual Accommodation Plan (IAP)

Students who are served under *Section 504 of the Rehabilitation Act of 1973* will have a 504 Plan or Individual Accommodation Plan (IAP), as defined by district policy and procedure.

Individualized Education Program (IEP) for students eligible to receive special education services under the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA)

Section I
Guidance
Students who are referred, evaluated and determined to be eligible using established eligibility criteria to receive special education services (IDEA) will have an Individualized Education Program (IEP) developed by an IEP Team.
Only students who are eligible to receive special education services, have an IEP, and meet eligibility criteria as a student with a significant cognitive disability may qualify to receive instruction based on alternate academic achievement standards and take the alternate state summative assessment (CoAlt). All other students take the general state summative assessment, with or without accommodations (TCAP).

All educational teams will develop a formal plan that documents the student's qualification and need for an accommodation and states how the accommodation will be implemented during instruction and assessment. (The plan may not simply be a teacher's lesson plan book.) The decisions made regarding accommodations must be transparent and designed by a team of educators, including the parents. Parents should sign the formal plan in order to show they are aware of the need, benefit and consequences of their student receiving an accommodation.

Prerequisite Considerations:
- Has the student had access to grade-level content?
- Has the student had evidence-based instruction
- Was instruction provided by a highly qualified teacher?

Evidence-Based Instruction has been defined as "the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction" (Whitehurst, 2002, slide 2). At its core, evidence-based instruction simply means that the program, methodology, and/or practice have records of success. In other words reliable and valid evidence indicates that the intervention works **http://www.reed-institute.com/Article2Evidence-Based.pdf**

If the answer to any of these questions is "No," then address access considerations and <u>continue to apply grade-level achievement standards and evaluate response to intervention</u>. If the answer to all three questions is "Yes", then consider the guiding questions and procedures outlined below.

Considerations for Instructional Accommodations
To ensure that all students are engaged in standards-based instruction, the members of every educational team shall be guided by applicable state and federal policies. Furthermore, the team should consider the following:
- What are the **student's characteristics** as a learner?
- How can **access to grade-level standards** be ensured regardless of a disability or language barrier?
- What **types of instructional tasks** are expected of the student in order to demonstrate proficiency in grade-level content?
- Is there a consistent "golden thread" or supporting **body of evidence**, that connects the student's characteristics and needs with accommodations? Are accommodations documented in a formal plan or standards-based IEP, which serves as a foundation for classroom instruction and assessment?
- Does the student really **NEED** the accommodation?
- Remember, the educational goal is for students to have access to tools which allow them to produce work independently. Accommodations are **not intended for convenience or just "to do better."**
- Does the student demonstrate a **willingness to consistently use** the accommodation?

Educational Team Considerations for Instructional Accommodations

Classroom Instruction and Assessment Tasks:

What instructional tasks are required of students?

Are there barriers for the student in showing progress or achievement in what an assignment or assessment is designed to measure with regard to the standards?

Are instructional tasks the same as classroom assessment tasks in type and purpose?

Are there accommodations that could facilitate access to the general curriculum for instruction?

What accommodations are needed for state assessment?

Student Characteristics

What are the characteristics of the student?

Has the student indicated preference in using an accommodation?

Has a parent or other staff member had input on accommodations?

Does the student need or use the same accommodations for classwork as on class assessments?

Classroom Accommodation Policy:

Consistency with IEP

Are accommodations documented in the student's IEP being provided, routinely used, and evaluated for both instruction and assessment?

Are the accommodations included in a standards-based IEP consistent with the student's designated academic achievement standard?

Guidelines for Determining Eligibility for Accommodations

Culturally and/or Linguistically Diverse Learners

When learners who are Culturally and/or Linguistically Diverse (CLD) are referred for special education evaluation, it is necessary to use caution so as not to discriminate because of language or cultural differences.

As a child moves through the Special Education referral process, this CDE *Fast Facts* document provides a framework for considering the relationship of culture and language to a possible disability:

>Critical Questions about the Special Education Process for Culturally and/or Linguistically Diverse Learners (pdf)
>www.cde.state.co.us/cdesped/download/pdf/FF-CLD.pdf

Accommodations for ELLs:
www.cde.state.co.us/cde_english/download/Resources-Links/ELL%20GUIDE%20OVERVIEW%202008.pdf

For more information related to English Learners, please see the CDE Language, Culture and Equity webpage: www.cde.state.co.us/cde_english/elau_pubsresources.htm

The Can-Do Descriptors for WIDA Levels of English Language Proficiency can be found on this webpage: www.cde.state.co.us/cdesped/CLD.asp

Students Identified as Gifted and Talented Who Also Have a Disability

Gifted students with disabilities are at-risk because their educational and social/emotional needs often go undetected. The resulting inconsistent academic performance can lead educators to believe twice-exceptional students are not putting forth adequate effort. Hidden disabilities may prevent students with advanced cognitive or creative abilities from developing their academic, arts, or leadership area of strength. The frustrations related to unidentified strengths and disabilities can result in behavioral and social/emotional issues.

When lessons and assignments promote concept learning, higher order thinking skills and offer multiple ways to demonstrate learning, twice-exceptional students (2x) are more likely to demonstrate performance in strength areas.

A collaborative effort between classroom teachers, special educators, gifted educators, and parents is needed to program for twice-exceptional students and implement instructional strategies to meet their diverse needs. It is essential that the disabilities are identified early so appropriate interventions can be provided at optimum times. Unfortunately, the struggles of many twice-exceptional students go unnoticed for many years, resulting in learning gaps and undeveloped potentials.

For information and ideas for accommodations and differentiated instructional strategies for 2X Students, visit the CDE website:
www.cde.state.co.us/gt/download/pdf/TwiceExceptionalResourceHandbook.pdf

Students with a Disability Served Under *Section 504 of the 1973 Rehabilitation Act*

Section 504 provides certain rights to individuals with disabilities and protection against discrimination in federally funded programs and activities. Section 504 states the following: No otherwise qualified individual with a disability … shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance …

29 U.S.C. § 794(a). In school settings, Section 504 legislation guarantees and protects a student with a disability who may not otherwise demonstrate evidence of educational need for specialized instruction. Students served under Section 504 have a formal plan, but do not have an IEP developed for the provision of services under Special Education (IDEA). However, these students are still considered to be individuals with disabilities and are entitled to necessary accommodations to lessen the impact of the disability in educational settings. The legal definition of a student with disabilities is much broader under Section 504 than it is under IDEA. An important part of the 504 Plan developed by a school for a student with a disability is often the documentation of accommodations that the student can utilize during instruction and on assessments.

For more information on Section 504, please refer to:
www.cde.state.co.us/cdesped/504Info.asp
- Section 504 is enforced by the Office for Civil Rights (OCR). OCR can be contacted by calling (303) 844-5695.
- The School District is responsible for the implementation of Section 504. For more information contact the Section 504/ADA Coordinator for your District.

Special Education Eligibility Categories

House Bill 11-1277 amended the *Exceptional Children's Education Act* (ECEA) to align Colorado's eligibility categories with corresponding federal terms, requirements and/or terminology used in the field. For the purposes of this document, statutory changes of the specific definitions of children with disabilities will be addressed. The legislation was passed in May 2011.

The statute requires the State Board of Education (SBE) to adopt the definition changes into the ECEA Rules by December 2012, after which time, each Colorado administrative unit can begin the process of adopting the new definitions between January 2013 and July 1, 2016.

There are 13 disability categories for school-age learners and one specific to infants and toddlers. Three of the disability categories did not change their titles; the remaining 11 have title changes per alignment with the federal IDEA definitions.

Two broad existing categories (*multiple disabilities* and *physical disability*) were further divided into new categories. Deaf-blindness is now a self-standing definition and not merged within the category of multiple disabilities. Traumatic Brain Injury, Autism Spectrum Disorders, Orthopedic Impairment, and Other Health Impaired are now four distinct definition categories instead of falling under the former category of Physical Disability. The following chart shows the names of each of the 13 disability categories.

Disability Categories Prior to HB11 1277	New Disability Categories
Infant /Toddler with a Disability	Infant /Toddler with a Disability
Hearing Disability	Hearing Impairment, including Deafness
Multiple Disabilities	Multiple Disabilities
Multiple Disabilities	Deaf-Blindness
Physical Disability	Autism Spectrum Disorder
Physical Disability	Orthopedic Impairment
Physical Disability	Other Health Impaired
Physical Disability	Traumatic Brain Injury
Preschool Child with a Disability	Developmental Delay *
Significant Identifiable Emotional Disability	Serious Emotional Disability
Specific Learning Disability	Specific Learning Disability
Significant Limited Intellectual Disability	Intellectual Disability
Speech or Language Impairment	Speech or Language Impairment
Visual Disability	Visual Impairment, including Blindness

* The HB11-1277 legislation changed "Preschool Child with a Disability" to "Preschooler with a Disability" but since the bill passage, the 2012 Colorado legislature passed a new bill to change the definition category of Preschooler with a Disability to a child with Developmental Delay. This new definition is being rolled into the rulemaking process for the other 13 definitions.

For questions, please contact Tanni Anthony: 303-866-6681

IEP Team Decision-Making Process

Clarifying the IEP Team's Role

To write an effective IEP for a child with a disability, parents, teachers, other school staff—and often the child—must come together at a meeting to look closely at the child's unique needs. These individuals combine their knowledge, experience, and commitment to design an educational program that must help the child to be involved in, and progress in, the general education curriculum—that is, the same curriculum as for children without disabilities. The IEP guides the delivery of special education and related services and supplementary aids and supports for the child with a disability. Without a doubt, writing—and implementing—an effective IEP requires teamwork.

—National Dissemination Center for Children with Disabilities (NICHCY) http://nichcy.org/schoolage/iep/team

Access to the General Curriculum
The central responsibility of the IEP Team is to consider how a student with a disability will participate in instruction and assessment by utilizing various types of interventions, accommodations, and/or modifications that will afford the student any support needed for educational success. The IEP Team will consider all evaluative evidence to determine eligibility for services and academic achievement standards. IEP Team considerations are documented in an Individual Education Program (IEP) It is highly important for the IEP Team's decisions to be communicated to all necessary campus personnel. It is frustrating for parents and embarrassing to students when teachers are not knowledgeable about accommodations the student is to receive.

Participation in state/district assessments
Since the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA, 1997), all students with disabilities must be included in state and district assessments. The IEP Team determines how a student will participate in a statewide assessment, but not whether the student will participate. All students who meet the eligibility criteria as a student with a significant cognitive disability (Intellectual Disability) and who are unable to participate in the grade-level assessment, even with accommodation, must be provided with an alternate assessment based on alternate academic achievement standards, sometimes abbreviated as AA-AAS.

Educational teams are encouraged to use these tools in the decision-making process:

Alternate Standards and Assessment Eligibility Criteria Worksheet

Decision-Making Process Flow Chart provides a graphic representation of guiding questions educational teams should consider when selecting accommodations and determining participation in assessment.

When considering eligibility as a student with a significant cognitive disability (Intellectual Disability), the IEP Team is responsible to consider information based on evaluations administered by qualified professionals. The significant cognitive disability must affect the student's intellectual potential and be documented as such in the student's Individualized Education Program (IEP).

IEP Teams must consider and document a student's eligibility to:
- receive instruction on alternate academic achievement standards and
- participate in alternate assessments based on alternate academic standards

The following worksheet is provided to facilitate and document the IEP Team's consideration for providing instruction based on alternate academic achievement standards and evaluating student performance with an alternate assessment based on alternate academic achievement standards.

For questions about eligibility for alternate academic achievement standard and alternate assessment based on alternate academic achievement standards, contact CDE ESSU consultant, Linda Lamirande 303-866-6863.

Section I

Guidance

The IEP Team is responsible to determine that the student
- **meets eligibility as a student with a significant cognitive disability (Intellectual Disability)**
- **will access the general curriculum based on alternate academic achievement standards (Colorado Academic Standards/Extended Evidence Outcomes)**
- **will participate in alternate assessment based on alternate academic achievement standards (CoAlt, 11th Grade Alternate for Colorado ACT, and alternate classroom/district assessments)**

Each year, the IEP Team will consider the academic achievement standard and assessments for each content area separately.

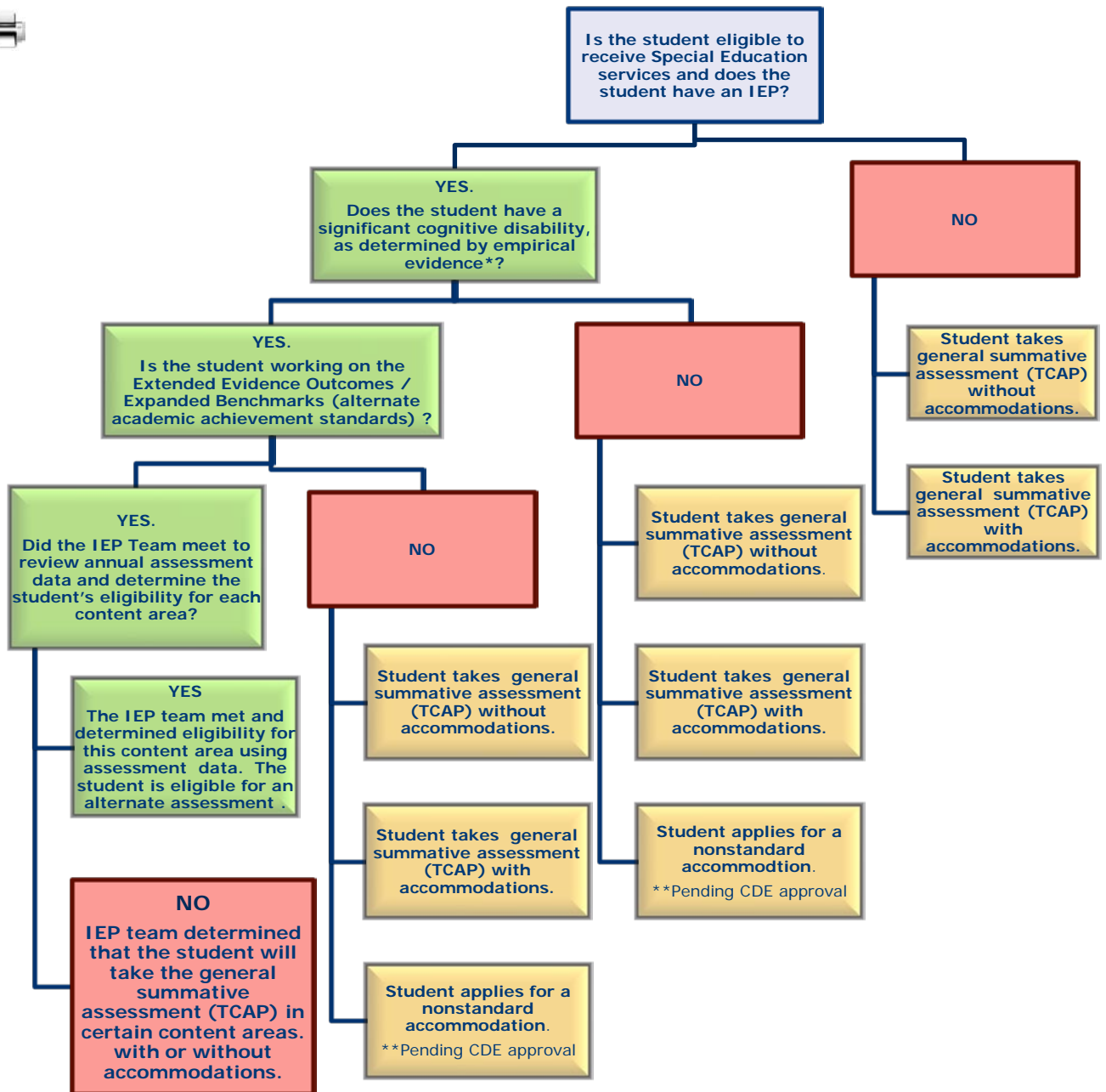| Criterion #1:	Response
☐ Has a standards-based Individualized Education Program (IEP) been developed for the student? ☐ Is the IEP current?	☐ **Yes.** Continue to Criterion #2 if <u>all</u> criterion boxes are checked. ☐ **No. Stop here.** The student must be eligible to receive special education services in order to have an IEP
Criterion #2:	Response
Evidence of a Significant Cognitive Disability (Intellectual Disability) ☐ Does the student exhibit a significant cognitive disability as determined through a body of empirical evidence? (evidence can include scores ranging more than 2.0 standard deviations below the mean on individually administered measures of cognition) ☐ Was adaptive behavior evaluated and is there evidence that the level of independent adaptive behavior is significantly below the culturally imposed expectations of personal and social responsibilities? ☐ Is all evaluation data documented in the IEP? ☐ Is there a deficiency in academic achievement in measures of reading/writing, math, and science? ☐ Were student work products reviewed and determined to be consistent with evaluations?	☐ **Yes.** Continue to Criterion #3 if <u>all</u> criterion boxes are checked. ☐ **No. Stop here.** The student does not qualify to receive instruction on alternate academic achievement standards or take alternate assessments. **Note:** Students with overall cognitive and/or adaptive behavior abilities that fall into the "<u>within normal limits</u>" range are not considered to be eligible as significantly cognitively disabled. These students are evaluated on grade-level academic achievement standards and will take grade-level assessments, with or without accommodation.

Criterion #3:	Reading/Writing	Mathematics	Science
☐ Is daily instruction for the student differentiated/modified and based on the Extended Evidence Outcomes (alternate academic achievement standards)? ☐ Are IEP goals and objectives linked to the student's enrolled grade-level Colorado Academic Standards and based on the Extended Evidence Outcomes/Extended Readiness Competencies? ☐ Are goals and objectives written in measureable terms?	☐ **Yes for Reading/Writing.** Continue to Criterion #4for Reading/Writing if <u>all</u> criterion boxes are checked. ☐ **No. Stop here.** The student does not qualify for an alternate assessment in this content area. The student is on the grade-level academic achievement standards and takes general assessments for Reading/Writing with/without accommodations.	☐ **Yes for Mathematics.** Continue to Criterion #4 for Mathematics if <u>all</u> criterion boxes are checked. ☐ **No. Stop here.** The student does not qualify for an alternate assessment in this content area. The student is on grade-level academic achievement standards and takes general assessments for Mathematics with/without accommodations.	☐ **Yes for Science**. Continue to Criterion #4 for Science if <u>all</u> criterion boxes are checked. ☐ **No. Stop here.** The student does not qualify for an alternate assessment in this content area. The student is on grade-level academic achievement standards and takes general assessments for Science with/without accommodations.
Criterion #4:	Reading/Writing	Mathematics	Science
☐ Did the IEP Team meet to review annual assessment data and determine the student's eligibility to take an alternate assessment based on alternate academic achievement standards for each content area?	☐ **Yes**, the IEP team met and determined eligibility for Reading/Writing using assessment data ☐ **No**. Student will take the general assessment with or without accommodations	☐ **Yes**, the IEP team met and determined eligibility for Mathematics using assessment data ☐ **No**. Student will take the general assessment with or without accommodations	☐ **Yes**, the IEP team met and determined eligibility for Science using assessment data ☐ **No**. Student will take the general assessment with or without accommodations
☐ **The student meets all criteria and the IEP Team determines that the student is eligible to be evaluated on alternate academic achievement standards and participate in alternate assessments (state/district).**	Note: With the passage of IDEA in 1997 and its reauthorization in 2004, it is required that both state and districts provide an alternate assessment for students who cannot participate in general state and district assessments, even with accommodations.		

_____   _____
Parent signature   IEP Team Member signature

Decision-Making Process Flow Chart

Is the student eligible to receive Special Education services and does the student have an IEP?

YES.
Does the student have a significant cognitive disability, as determined by empirical evidence*?

NO

YES.
Is the student working on the Extended Evidence Outcomes / Expanded Benchmarks (alternate academic achievement standards) ?

NO

Student takes general summative assessment (TCAP) without accommodations.

YES.
Did the IEP Team meet to review annual assessment data and determine the student's eligibility for each content area?

NO

Student takes general summative assessment (TCAP) without accommodations.

Student takes general summative assessment (TCAP) without accommodations.

YES
The IEP team met and determined eligibility for this content area using assessment data. The student is eligible for an alternate assessment .

Student takes general summative assessment (TCAP) without accommodations.

Student takes general summative assessment (TCAP) with accommodations.

Student takes general summative assessment (TCAP) with accommodations.

NO
IEP team determined that the student will take the general summative assessment (TCAP) in certain content areas. with or without accommodations.

Student takes general summative assessment (TCAP) with accommodations.

Student applies for a nonstandard accommodtion.
**Pending CDE approval

Student applies for a nonstandard accommodation.
**Pending CDE approval

Please note: eligibility for alternate academic achievement standard and alternate assessments must be determined individually for each content area being assessed

*Empirical Evidence may include, but is not limited to, standardized educational testing, professional evaluation data, and evaluation instruments deemed valid by the professional field.

** **"Pending CDE approval"** is to be documented in the assessment accommodation section of the IEP for nonstandard accommodation requests.

Federal and State Laws Requiring Participation by Students with a Disability

Several important laws require the participation of students with a disability in standards-based instruction and assessment initiatives. These include federal laws such as the Reauthorization of the *Elementary and Secondary Education Act* (ESEA), and the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA).

Reauthorization of the Elementary and Secondary Education Act (ESEA)

Stronger accountability for educational achievement results is one of the four basic education reform principles contained in ESEA. This law complements the provisions in providing public accountability at the school, district, and state levels for all students with disabilities. ESEA explicitly calls for the participation in such assessments of all students. ESEA § 1111 (b)(3)(C)(i), *codified at* 20 U.S.C. § 6311(b)(3)(C)(i). (The term "such assessments" refers to a set of high-quality, yearly student academic assessments.) It also requires that these assessments provide for the reasonable adaptations and accommodations for students with disabilities (*see* IDEA § 602(3), *codified at* 20 U.S.C. § 1401(3)) necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards. ESEA § 1111(b)(3)(C)(ii).

The April 2007 regulations on alternate assessments based on modified achievement standards included the following statements about accommodations:

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

U.S. Department of Education, Improving the Academic Achievement of the Disadvantaged; Individuals with Disabilities Education Act, 72 Fed. Reg. 17750 (April 9, 2007).

One of the basic reform principles of ESEA is stronger accountability for educational achievement results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to
- how successful schools are including all students in standards-based education;
- how well students are achieving standards; and
- what needs to be improved upon for specific groups of students.

Individuals with Disabilities Education Improvement Act of 2004 IDEA

IDEA (and its Colorado counterpart, the Exceptional Children's Educational Act, or ECEA, C.R.S. §§ 22-20-101-206) 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 the following:

- Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary (IDEA § 612(a)(16)(A); 34 C.F.R. § 300.160; C.R.S. §§ 22-7-409(1.2)(d)(I) and 22-7-409(5)(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." (*Id.,* § 614(d)(1)(A)(V) and (VI); 34 C.F.R. § 300.320(6); ECEA Rule 4.03(5).)

Section 504 of the Rehabilitation Act of 1973

Section 504 is the part of the Rehabilitation Act of 1973 that guarantees specific rights in federally funded programs and activities to people who qualify as disabled.

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 the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance…"
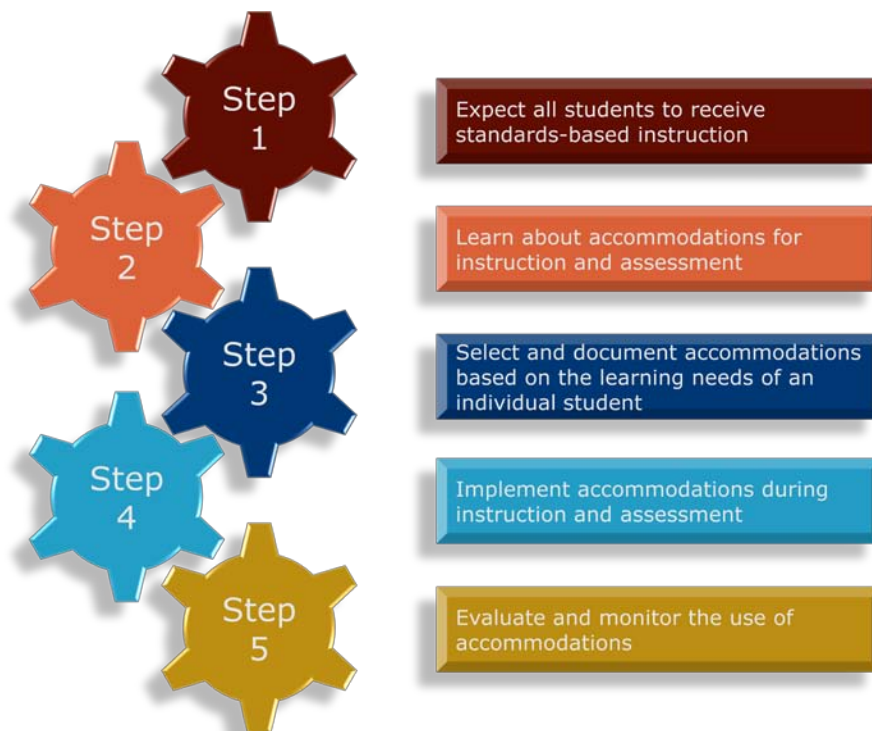
Section II:
Overview of the Accommodation Selection and Implementation Process

The Five-Step Process

The *Colorado Accommodation Manual* presents a Five-Step Process for all educational teams to follow in the selection, implementation, and evaluation of accommodations used during instruction and assessment. The guidance in this manual pertains to all students in the State of Colorado with a formally documented need or identified disability. The educational team is responsible to consider each student's individual need for an accommodation used during instruction, classroom assessments, and district assessments, as well as to consider policies for use on a state summative assessment.

The purpose of the Five-Step Process is to ensure:

- accommodations are provided in order for students to *gain access* to instruction and assessments

- accommodations are provided to *qualified* students

- clear documented evidence exists to support the use of accommodations in instruction and assessments

Step 1 — Expect all students to receive standards-based instruction

Step 2 — Learn about accommodations for instruction and assessment

Step 3 — Select and document accommodations based on the learning needs of an individual student

Step 4 — Implement accommodations during instruction and assessment

Step 5 — Evaluate and monitor the use of accommodations

Each heading title below is a link to that portion of the manual.

Analyzing Instructional and Assessment Tasks

Compare Accommodations for Instruction with Accommodations for Assessment

Consider Nonstandard Accommodation Requests

Accommodation Selection Tools

Student Characteristics Charts

Accompanying Tables (A-N) — Frequently Used Accommodations Arranged by Disability-Specific Categories

Glossary of Instructional Accommodations Chart

Documenting Accommodations

Formal Plan for Students with a Documented Need

Section 504 Plan

Individual Education Program (IEP)

"Golden Thread" Diagram

Step 4: Implement Accommodations During Instruction and Assessment

Accommodations Used During Instruction

Appropriate/Inappropriate Practices Chart

Preparing Students for Assessments

Ethical/Unethical Practices Chart

Step 5: Evaluate and Monitor the Use of Accommodations

Questions to Guide Evaluation at the Student Level

Data Gathering Tools

Evaluation of Accommodation Use Data Collection Sheet

Infused Skills Grid (PEAK resource)

Postsecondary Implications

Postsecondary and Workforce Readiness

Documenting Accommodations in the Student's IEP and Transition Plans

Step 1

Expect all students to receive standards-based instruction

Standards-based Education for All Students

Colorado Academic Standards

With the focus of federal and state legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. The Colorado Academic Standards (CAS) are educational targets outlining what students are expected to learn at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of differentiated instructional strategies based on the varied strengths and needs of students. For all students with documented needs, including students with a disability, accommodations are provided during instruction and assessments to help promote equal access to grade-level content. To accomplish this goal of equal access:

- every IEP Team member must be familiar with the Colorado Academic Standards and Extended Evidence Outcomes, content standards and accountability systems at the state and district level
- every IEP Team member should know where to locate standards and updates
- collaboration among parents and both general <u>and</u> special educators must occur for successful student access

All students with documented needs, including students with a disability, can work toward grade-level academic content standards, and most of these students will be able to achieve the regular academic achievement standards when the following three conditions are met:

- 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
- Standards-based IEPs for students with a disability are developed to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for "learning how to learn")
- Appropriate accommodations are provided to give students the opportunity to *access* grade-level content

Forty-five states and three territories to date (http://www.corestandards.org/in-the-states) have adopted Common Core State Standards (CCSS) for English language arts and mathematics. In Colorado, the Common Core State Standards are embedded within the Colorado Academic Standards (CAS), which also include 21st Century Learner Skills,

Post-secondary Workforce Readiness, and the Extended Evidence Outcomes/Extended Readiness Competencies (alternate academic achievement standards).

Extended Evidence Outcomes/Extended Readiness Competencies

The Extended Evidence Outcomes (EEOs) are the alternate academic achievement standards that link to the grade-level Colorado Academic Standards (CAS). The Extended Readiness Competencies (ERCs) are the content-based access skills, or learning progressions, toward mastery of the CAS/EEOs.

The ERCs are intended to be examples of specific skills that define a student's present level of academic achievement and functional performance and can be used to design progressions of learning for the student. Educators may write additional ERCs according to each student's need.

STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:	
The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting	
High School and Grade Level Expectations	
Concepts and skills students master: Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school. *What do students need to know?*	
Evidence Outcomes	**21st Century Skills and Readiness Competencies**
Students can: Evidence outcomes are the indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*	**Inquiry Questions:** Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
	Relevance and Application: Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
	Nature of the Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.
Extended Evidence Outcomes	**Extended Readiness Competencies**
With appropriate supports, students can: Evidence outcomes for students with significant cognitive disabilities directly aligned to Grade Level Expectations	**Content Based Access Skills:** Skills needed for student with significant cognitive disabilities to access the standards

Section II
The Five-Step Process- Step 1

Standards Implementation Toolkit

The Standards Implementation Toolkit is designed to help Colorado educators understand, transition to, and fully implement the Colorado Academic Standards (CAS) and the Colorado English Language Proficiency (CELP) standards. The new standards were written with a transformational vision and purpose in mind, requiring an intentional and thoughtful approach to implementation in order to achieve the intended outcomes for Colorado's students and educational system.

Click the links below to access the resources.

Extended Evidence Outcomes Adopted August 3, 2011

On August 3, 2011, the State Board of Education unanimously adopted the EEO. EEO provide the alternate standards in Mathematics, Science, Social Studies and Reading, Writing and Communicating for students with significant cognitive disabilities who qualify for the alternate assessment. These alternate expectations are directly aligned to the grade level expectations for all students.

Mathematics with EEOs
Reading, Writing and Communicating with EEOs
Science with EEOs
Social Studies with EEOs

Below are links to the **CDE-developed tools** to help districts redesign existing curriculum or design new curriculum aligned to the new standards. They help organize the content, concepts, and skills represented in the new standards:

Vertical Progression Tools
Elementary Concept Connections
Discipline Concept Maps

In addition to the Colorado Academic Standards, the Colorado State Board also adopted **Colorado English Language Proficiency (CELP)** Standards which provide a continuum for language development and a framework for determining English language proficiency. The CELP standards should also be used to provide access to concepts and skills in **all** content areas through language differentiation.
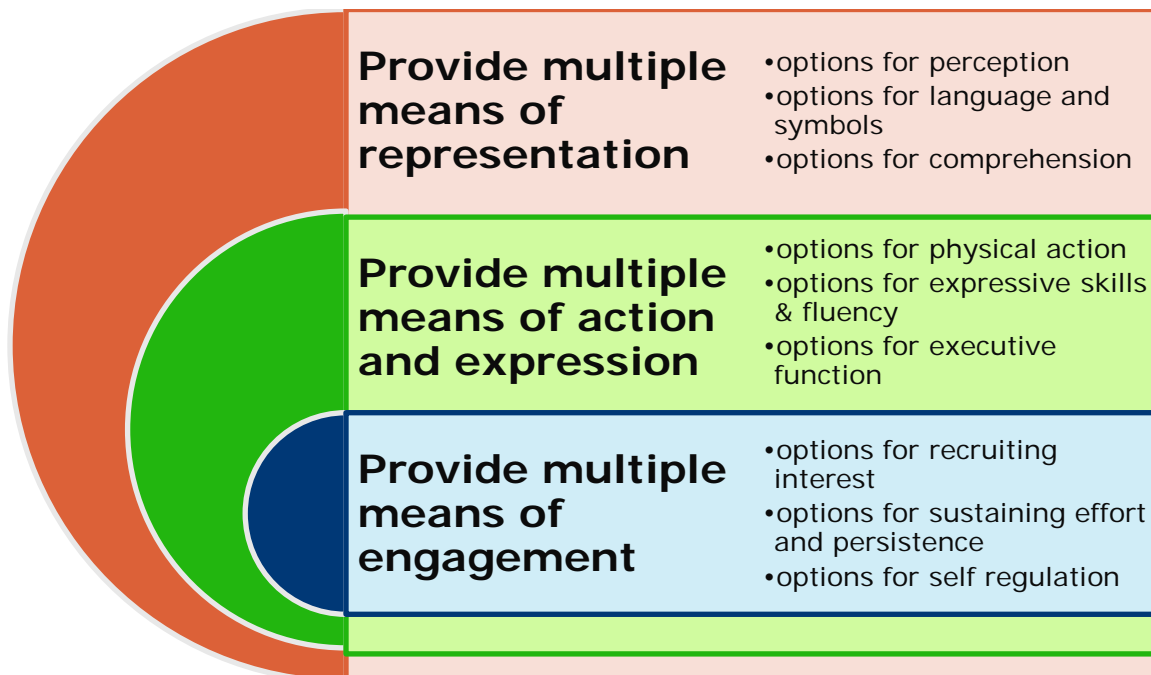
Other links to CELP resources:
CELP Standards K-5
CELP Standards 6-12
Colorado ELL Guidebook

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Equal Access to Grade-Level Content

Instruction Based on Universal Design

Universal Design (UD) principles address policies and practices that are intended to improve access to learning and assessments for all students. When Universal Design techniques are employed, educators can gain a more accurate understanding of what students know and can do. Universal Design is built around the premises of first determining **student learning styles**, seeing "how the student is smart" with a **multiple intelligence profile**, and then intentionally designing instruction for access by providing multiple means of representation, multiple means of action and expression, and multiple means of engagement.

Provide multiple means of representation
- options for perception
- options for language and symbols
- options for comprehension

Provide multiple means of action and expression
- options for physical action
- options for expressive skills & fluency
- options for executive function

Provide multiple means of engagement
- options for recruiting interest
- options for sustaining effort and persistence
- options for self regulation

ECEA 2.52 Universal Design
The term "Universal Design", when used in 34 CFR Parts 300 and 303, has the meaning given the term in Section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

Universal Design Resources

These resources offer several options to gain more information on student characteristics as learners (some have a fee; others are free)

Learning Styles
> http://kids.lovetoknow.com/wiki/Learning_Style_Test_for_Children

Learner Characteristics Inventory for Alternate Assessments Based on Alternate Achievement Standards
> www.naacpartners.org/publications/LCI/LearnerCharacteristicsInventory.pdf

Multiple Intelligences Tests for Children
> http://kids.lovetoknow.com/wiki/Multiple_Intelligence_Test_for_Children

More on UD and sample units: CAST center
http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines.pdf

Designing a More Useable World for all: Trace Center projects and programs
http://trace.wisc.edu/projects/

Best Practice for Instruction and Assessment

For both instruction and classroom assessment, there are resources and strategies for learning which should be allowable for all students, and are therefore not classified as accommodations. Practices of differentiating instruction or providing resources based on student needs should not be considered accommodations, but rather good instructional practices. Some of these tools and strategies apply to formative assessment as well. Accommodations and instructional practices should be based on student learner characteristics.

Best Practice, including accommodations for instruction and assessment, is illustrated in the figure below:

Differentiated Instruction using principles of Universal Design for all learners

Accommodations in Instruction

Accommodations in Assessment

State Assessment
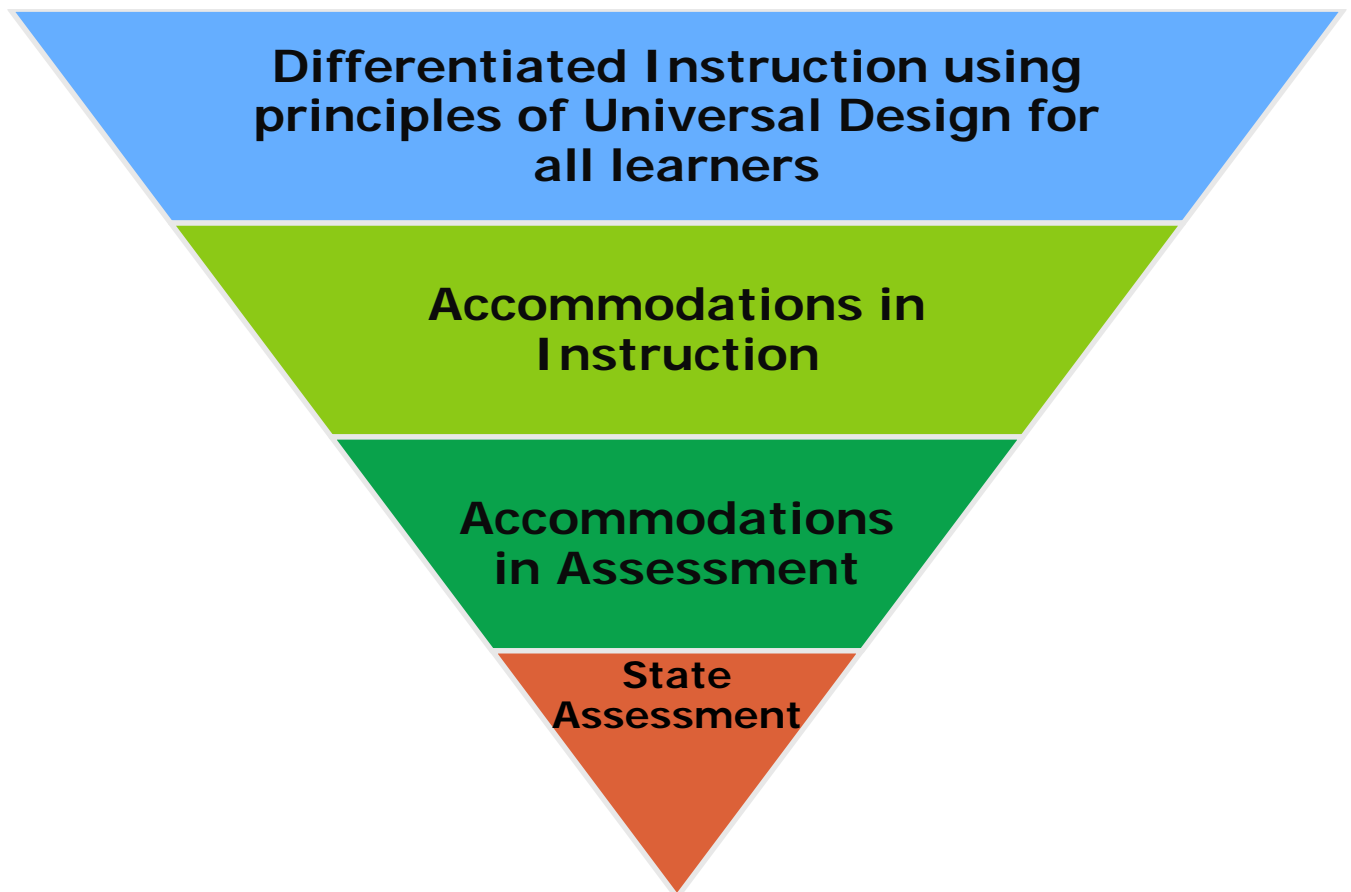
An article, "Differentiated Instruction and Implications for UDL Implementation" by Tracey Hall, Nicole Strangman and Anne Meyer can be found on the CAST website:

http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl/

Formative Assessment

Formative assessment is a process, not a "test." One author's definition is:
"Formative assessment is defined as assessment carried out during the instructional process for the purpose of improving teaching or learning." (Shepard et. al., 2005 p. 275)
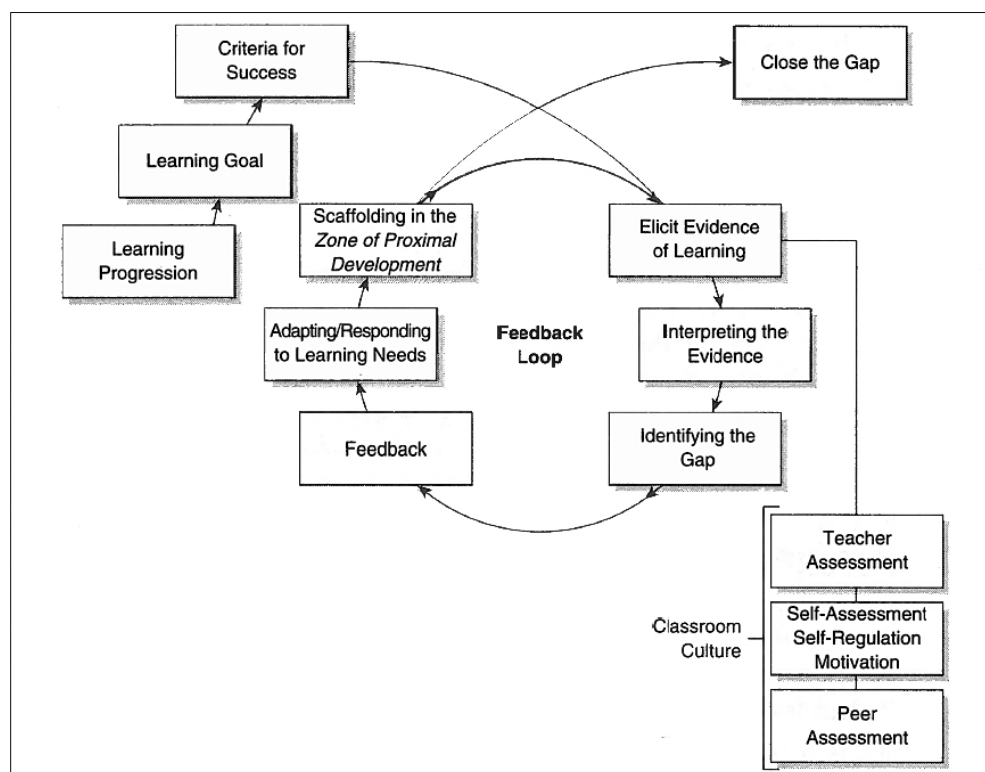
Notice that Black and Wiliam also refer to the "process" of formative assessment:
Formative assessment is not a thing—it is not a single test given to students to see what they have learned for the purpose of grading, placement, or classification. That is the function of summative assessments like an end-of-unit classroom test, the quarterly benchmark test, or the annual state test. ***Instead, formative assessment is a process that occurs during teaching and learning and involves both teachers and students in gathering information so they can take steps to keep learning moving forward to meet the learning goals.***

Another article by Paul Black and Dylan Wiliam, *Inside the Black Box: Raising Standards Through Assessment*, can be accessed on the Phi Delta Kappan website:
http://blog.discoveryeducation.com/assessment/files/2009/02/blackbox_article.pdf

For a student who is evaluated on alternate academic achievement standards, the teacher conducts many "in-the-moment" formative assessments, or designs other interim assessments, based upon what the student is currently learning in order evaluate progress and inform further instruction.

The Process of Formative Assessment (Heritage, p. 11)

Instructional Intervention vs. Accommodation

For a student with a disability, an **accommodation** is a practice or procedure that is aimed at providing equal access to the content being taught. Access gives a student the opportunity to participate meaningfully in instruction.

An **intervention** is targeted, prescriptive instruction aimed to remediate a specific skill. The Response to Intervention (RtI) model is designed to address a student's gaps in learning skills and monitor progress toward a defined level of performance.
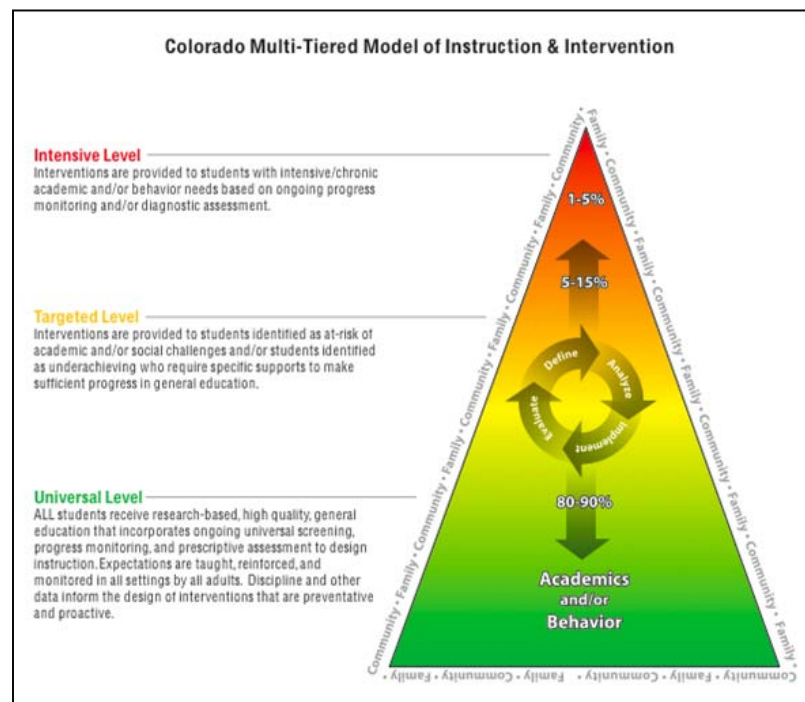
Intervention is:
- directly linked to screening, diagnostic, and/or progress monitoring types of assessment
- research/evidence-based instruction
- systematic and explicit
- varied according to individual need and response
- increasing the time, reducing the group size, increasing intensity, and narrowing the focus are examples of intervention strategies
- provided within or outside of the general education setting and by persons in various roles

Interventions are not accommodations; however, qualified students may need to use an accommodation (e.g. large print, screen reader, colored overlay, etc.) to access instructional intervention.

The National Center on Response to Intervention (NCRTI) developed three training modules for beginning implementers of Response to Intervention (RTI). These modules are intended to provide foundational knowledge about the essential components of RTI and to build an understanding about the importance of RTI implementation. (http://www.rti4success.org/subcategorycontents/training_modules)

Colorado Multi-Tiered Model of Instruction & Intervention

Intensive Level
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment.

Targeted Level
Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in general education.

Universal Level
ALL students receive research-based, high quality, general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.

1-5%
5-15%
80-90%

Academics and/or Behavior

Step 2

Learn about accommodations for instruction and assessment

Accommodations are practices and procedures designed to ensure that educators, as well as students and parents, have a valid measure of what a student with a disability knows and can do. An *instructional accommodation* is to be selected, designed, and evaluated by the student's teachers based upon the student's characteristics as a learner. A sound decision about a student's need for accommodations considers the student's preferences and needs in combination with the tasks required during assessment. The goal is to find the right balance which gives a student access to instruction and assessment without diluting the content or expected outcomes. Effectiveness of an accommodation is dependent upon the student's proficiency with its use, which comes best through regular practice in everyday life.

Purpose of Instructional Accommodations

Accommodations are…	Accommodations are **NOT**…
based on individual student documented need and used routinely in instruction with sufficient frequency to ensure familiarity and independent use	to be provided solely for convenience
designed to give students equitable access to the general curriculum during instruction and assessment	intended to give educational advantage
to be used for students to produce their own work independently and demonstrate learning	used to reduce learning expectations or replace instruction
determined by districts for classroom and/or district interim assessments	intended to "help all students do better"
documented in a formal education plan	to be continued without evidence of effectiveness

Typically, the use of accommodations does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and, as they get older, in postsecondary education and in the workplace. Students should be encouraged to be involved in the selection and evaluation of accommodations.

Section II
The Five-Step Process- Step 2
Definition of Terms

The specific terms *adaptations*, *accommodation*, and *modifications* are not always specifically defined or used consistently in the various federal laws and are sometimes used interchangeably. However, it is generally agreed that they are not fully interchangeable terms, but rather have different distinct meanings for educators.

For purposes of this document, the word "**adaptation**" will be used as the generic term for any change or adjustment made in the classroom that allows any student to be successful. Adaptations are simply good teaching strategies for helping all students understand material presented during classroom instruction. Adaptations may include such techniques as asking clarifying questions, scaffolding skills toward a more complex concept; rephrasing or "chunking" information into more easily handled tasks, adjusting the number of homework problems assigned on a given day, or making instructional changes based on formative, "in-the-moment" assessment. No specific documentation or eligibility criterion is required for teachers to make general instructional adaptations.

If a student has a documented need or a disability that requires some change in method or procedure in order to allow the student to access the information, then certain adaptations in presentation, response, setting/environment, or timing/scheduling may be considered to be an **accommodation**. Will the student ultimately be expected to master the same content, but demonstrate that mastery in alternate ways or with alternate support? If standards are not fundamentally or substantially altered, then this adaptation is considered to be an accommodation to a learning or performance difference. Typically, this accommodation is reflected in how the teacher delivers instruction and/or how the student demonstrates mastery. The use of an instructional accommodation does **not** change the grade-level academic achievement standard or assessment, unless the student is determined to be eligible as a student with a significant cognitive disability working on alternate academic achievement standards.   Providing an accommodation for a student with a formal educational plan, including an IEP, is not discretionary.

However, an adaptation or accommodation can become a **modification** if the student's IEP Team determines that the student meets eligibility criteria as a student with a significant cognitive disability to receive instruction based on alternate academic achievement standards and be evaluated on alternate assessments based on alternate academic achievement standards (AA-AAS), such as district alternate assessments, CoAlt, or the 11th Grade Alternate Assessment for Colorado ACT. Modifications **reflect a change of content and rigor** and require a standards-based IEP for instruction. Modifications change what the student is expected to learn and the academic achievement standard by which the student is evaluated.

As an example to illustrate these terms, consider a hypothetical student who may be experiencing difficulty understanding a certain concept or reading a particular passage. The teacher may give the student another book or article with additional background information, or illustrations to help him/her understand the concept better. Such a strategy could be considered a simple **adaptation**. The teacher notices a student struggling and offers some scaffolded information.

However, suppose the student has been identified as a student with dyslexia and has a formal educational plan that documents the student's need for changes in presentation. Rather than receiving the information from a printed textbook or website, the teacher can

provide a partner reader, audio book, adapted text or other prescribed method for the student to access the information. The student has a documented need, and receives a presentation **accommodation**. The student is still receiving instruction based on grade-level academic achievement standards (CAS) and will participate in grade-level assessments with, or without an accommodation as determined by the educational team.

To carry the example one step further, if the student's IEP Team determines that the student meets eligibility requirements as a student with a significant cognitive disability, then the student would receive **modified** instruction based on **alternate academic achievement standards (EEOs)** in designated content areas. The student's IEP would outline ways the student is to work on meaningful tasks linked to the grade-level standard. Depending upon the individual, the student may need explicit instruction, modified reading and tasks that are less difficult, frequent repetition, fewer tasks, or less content. Such a student would also be eligible to take an alternate assessment based on alternate academic achievement standards (district alternate assessments, CoAlt, or 11th Grade Alternate for the Colorado ACT).

Colorado Academic Standards (CAS)	
Accommodation Grade-Level Academic Achievement Standard Grade-level assessment	**Modification** Alternate Academic Achievement Standard Alternate Assessment
Instruction based on CAS grade-level content standards and Evidence Outcomes utilizing intentionally-designed accessible instruction	Instruction is based on Extended Evidence Outcomes and Extended Readiness Competencies (EEOs/ERCs)
Adapts how the student accesses the content, but does not change what the student learns	Reduces learning expectations by decreasing what the student is expected to learn (content) and/or demonstrate (rigor)
Can be used by students with documented needs, including students with a disability	For students with a significant cognitive disability who meet eligibility criteria

Educators should understand that routinely providing modifications to content during classroom instruction and/or classroom assessments for students who do not have a significant cognitive disability may have the unintended consequence of reducing a student's opportunity to learn critical content that may be evaluated on district and state assessments.

The Five-Step Process- Step 2
Modified Standards/Assessment

Colorado has chosen not to adopt modified academic achievement standards and does not provide modified state assessments. Students, including students with a disability, who have cognitive and adaptive functioning within normal limits, receive enrolled grade-level instruction and are evaluated with grade-level academic achievement standards. Approximately 99% of students will take the general statewide summative assessment, with or without accommodations.

Description of Accommodations Categories

Instructional accommodations are based on each student's unique learner characteristics and needs. There is no prescribed list of certain accommodations that are provided for a given eligibility category. As stated previously, thoughtful consideration should be given to the selection of accommodations, so that students can focus on learning the content, not just using their accommodation. When IEP Teams consider instructional accommodations, the *"More is Better"* philosophy is not necessarily true.

Accommodations are commonly categorized in four ways:

Presentation accommodations allow a student with a disability to access information in ways other than standard visual or auditory means (e.g., by reading or listening.) These accommodations change the way that instruction, directions, and information are presented to students. These alternate modes of presentation include font size, audio, sign language, picture symbols, etc.

Response accommodations are methods a student uses to provide responses to instructional activities or assessment tasks. Examples of response accommodations may include producing text either orally to a scribe or using speech-to-text software, using an assistive communication device, or a switch to indicate choices.

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 works or takes an assessment, use of sensory tools, ear plugs etc.

Timing and Scheduling accommodations are changes in the allowable amount of time or the time of day instruction or assessments are given. These types of accommodations may include allowing extended time, frequent breaks, or providing key instruction during the time of day the student is most responsive.

What Does the Research Say?

The National Dissemination Center for Children with Disabilities (NICHCY) reports that, unfortunately, there is a lack of extensive research regarding the use of accommodations and their extensive application across testing environments. However, some research has been able to suggest that:

...if accommodations are poorly matched to student need, or if the student has not had the opportunity to practice using the accommodation frequently enough to achieve fluency, lowered scores appear to result.

The use of more accommodations is <u>not</u> necessarily better. Providing students with a "laundry list" of accommodations that are not truly needed, or that have not been evaluated and determined to be effective, may actually have a negative impact on performance. The better approach is to focus on a student's identified needs within the general education curriculum when choosing accommodations. It is then the educators' responsibility to implement the accommodation with fidelity and evaluate its effectiveness in both instruction and assessment.
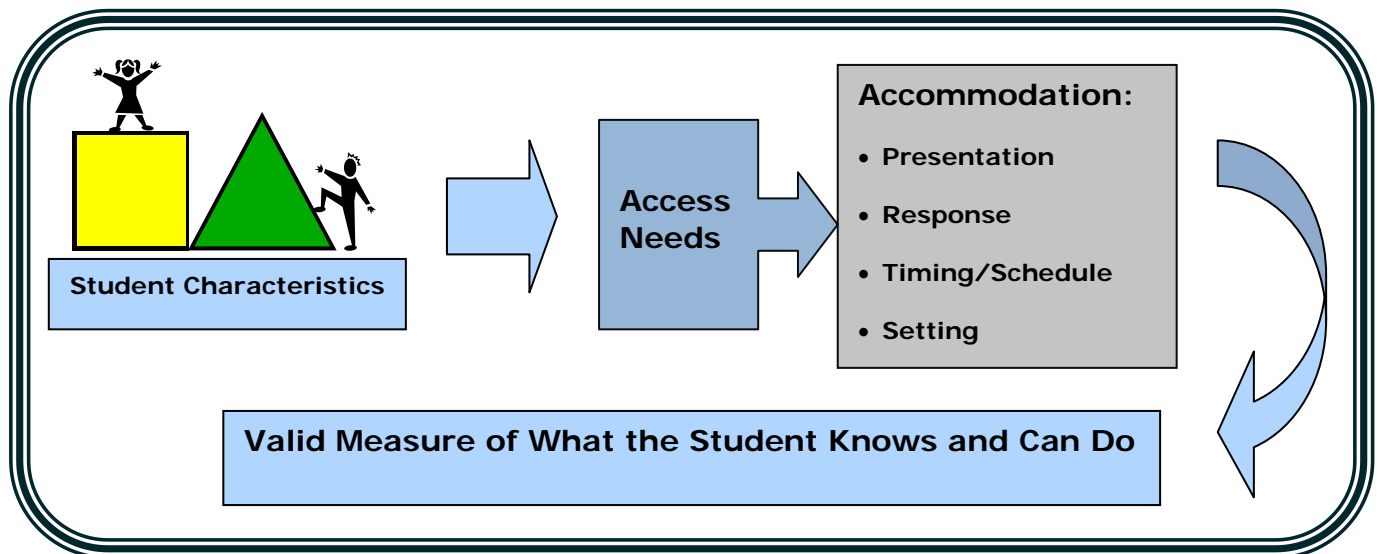
Step 3: Select and document accommodations based on the learning needs of an individual student

To ensure that a student with a disability is engaged in standards-based instruction and assessments, every educational team must be knowledgeable about the state and district academic content standards and assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing pertinent information about the student's disability, learner characteristics, and present levels of academic achievement and functional performance in relation to local district and state academic standards (Colorado Academic Standards).

Selection Process Considerations

Student Characteristics

Selecting accommodations for instruction and assessment is the responsibility of an educational team. Accommodations should always be chosen based on the student's characteristics and learning needs. After considering characteristics and needs, the educational team should identify access needs that require accommodations. When these accommodations are used according to plan, the student should be able to validly demonstrate what he or she knows and can do for both instruction and assessments. This concept can be illustrated by the following graphic:

Student Characteristics → Access Needs → Accommodation: Presentation, Response, Timing/Schedule, Setting → Valid Measure of What the Student Knows and Can Do

Guiding Questions

The following questions may be used to help facilitate team discussions:

- What are the student's learning strengths?
- What areas are in need of further improvement as evidenced by data?
- How is achievement of grade-level content standards impacted by the student's learning needs?
- What specialized instruction is addressed in the IEP (e.g., learning strategies, organizational skills, reading skills) in order for the student 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?
- What assistive technology and/or adaptive equipment has been used to assist the student in producing work independently?
- Has the student received regular systematic instruction in the use of assistive technology/adaptive equipment in order to build the student's independence?
- What were the results of assignments and assessments when accommodations were used and when they were not used?
- What type of data was collected?
- What trends are noted from the data?
- What is the student's perception of how well an accommodation worked?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about the
- effectiveness of the accommodation?
- Based on the evidence, should the use of the accommodation continue, be adapted or be discontinued?

After accommodations are selected, consider:
The student's willingness to use the accommodation consistently
How frequently the student will have an opportunity to use the accommodation
Conditions for use on state assessments

> **An accommodation should not be dismissed as an instructional accommodation based solely on the fact that the accommodation is not allowable on a state assessment.**

Involving the Student in Selecting, Using, and Evaluating Accommodations

It is critical for a student with a disability to learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of authority figures, may be a new role for students, one for which they need guidance and feedback. Teachers and other IEP Team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

Section II
The Five-Step Process- Step 3
The more students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Students need a variety of opportunities to learn which accommodations are most helpful for them and how to request accommodations in various settings. Some optional tools are provided in Section III which can be used or adapted to guide discussion with the student and provide opportunity for parental input on the use of instructional accommodations.

Analyzing Instructional and Assessment Tasks

After first considering student characteristics, it is important to look at the tasks students are being asked to do instructionally and on various state and district assessments. Below are some guiding questions:

Are the test tasks similar to classroom assessment tasks and does the student have the opportunity to practice similar tasks prior to testing?
Does the student use an accommodation for a classroom task that is allowed for similar tasks on the state or district tests?
Does the student use an accommodation for a classroom task that is NOT allowed for a similar task on the state or district assessments?

Compare Accommodations for Instruction with Accommodations for Assessment
(See Sections IV-VII for complete explanation of accommodations for state assessment)

While some accommodations are perfectly useful and appropriate for use during instruction, in some cases, certain accommodations may not be allowed on a state assessment because their use would invalidate the results of the test. Some instructional accommodations may alter what a test is designed to measure. For example, a calculator may be useful at times during instruction, but may not be used on a mathematics assessment designed to assess the student's ability to perform computations.

If the accommodation is considered a necessary step in scaffolding grade-level content instruction, having some practice without the accommodation during classroom work would be an expected practice to gauge student progress independent of the accommodation. Data should be collected to compare the student's performance levels with and without the use of the accommodation. (See Section III for two optional data collection forms, which can be used or adapted to monitor the use and effectiveness of accommodations.)

Collecting accurate data on _actual_ accommodation use is important information for the educational team.

Consider a Nonstandard Accommodation Request

Educators should not dismiss the use a given accommodation during instruction just because it may not be allowed on state assessments. Remember, some accommodations, such as specially-designed handwriting paper, can be used if approved as a Nonstandard Accommodation. See Section IV for more information about requesting a Nonstandard Accommodation and consult your District Assessment Coordinator (DAC) for assistance with submitting the request.

> **Care should be taken to ensure that evaluation supporting the existence of a disability shows <u>clear connection</u> to the Present Level of Academic Achievement and Functional Performance statement, identified learner characteristics, inclusion needs and selected accommodations for**

If the instructional accommodation is more permanent in nature and is not permitted on a state assessment, decision makers should consider whether to continue the use of the accommodation. If, after considering these steps, the appropriateness of using an accommodation is still not clear, contact your District Assessment Coordinator (DAC) for assistance.

Accommodation Selection Tools

Educational teams and educators may consult the suggestions for instructional accommodations listed in the

Student Characteristics Charts

Accompanying Tables related to specific learner characteristics:

Table A:	Visual Impairment, Including Blindness
Table B:	Hearing Impairment, Including Deafness
Table C:	Fine Motor
Table D:	Communication
Table E:	Reading
Table F:	Writing
Table G:	Mathematics
Table H:	Physical/Motor Skill
Table I:	Attention Deficit
Table J:	Auditory Processing
Table K:	Setting/ Environment
Table L:	Timing / Scheduling
Table M:	Traumatic Brain Injury
Table N:	Autism Spectrum Disorder

Section II
The Five-Step Process- Step 3

Glossary of Instructional Accommodations Chart

The accommodations outlined on this chart are intended to serve as a starting point in the selection process. The chart is not intended to indicate that all accommodations listed would be appropriate for all students with the same learner characteristics, nor is the listing exhaustive. Teachers and students are encouraged to explore unique, individual solutions to provide access to instruction.

The listing of an instructional accommodation on this chart does NOT indicate that it is allowable for use on a state assessment. See Sections IV-VII for guidance.

Some resource websites have also been included in the chart for your reference.

Presentation Accommodations	**Large Print**
	Large print editions of texts, instructional materials, and printed tests are beneficial 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 to accommodate the visual spacing/font enlargement needs of the student. The selected font is often one that is free of serifs (sans serifs). 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 assessments. Measurement tools or items being measured should be retained in their standard increments. It is important for the print to be clear, with high contrast between the color of the print and the color of the background. It is the responsibility of the school district to secure and/or to prepare large print texts and instructional materials. Such materials are not provided to students with visual impairments by the Colorado Instructional Materials Center.
	Black and White Print/High Contrast
	Some students with visual impairment may require text with high contrast ink from the color of the background page. The high contrast enables the student to see the material more effectively.
	Color Contrasting
	Some students with visual needs are better able to view information through color contrast. This need can be met for paper-based materials by either creating different color versions of content or by providing colored transparencies to place over materials. For computer use, a content and test delivery system can allow students to overlay different colors over content and choose different combinations of text and background colors.
	Increased White Space
	Increasing the amount of blank space between items in a paper-based test booklet or between instructional content may help students better see the presented material and/or maintain visual focus.

Magnification Devices

Some students with visual impairments read regular print materials by enlarging the print size with magnification devices. These include reading glasses, eyeglass-mounted magnifiers, free standing or handheld magnifiers, and Closed Circuit Televisions (CCTVs)/Video Magnifiers to enlarge print and display printed material with various image enhancements on a screen.

Computer Magnification

Some content and test-delivery systems allow students to manipulate the size of text and graphics presented on the screen. It is important that the system is able to enlarge all material, including narrative text, formulas and equations, information presented in scientific and mathematical nomenclature, tables, graphs, charts, figures, and diagrams with visual clarity. The system may provide tools that allow students to either view material in magnified form on an occasional/as-needed basis or on a more permanent basis. Other desirable features of a computer magnification system would be to allow students to easily move content that is forced off the screen into viewing mode; allow magnifying tools to work in conjunction with other accessibility tools and/or accommodations provided on the computer; and give students the option of enlarging the entire test interface (including navigation buttons, menu options, and directions) or only instructional or test content.

Braille

Braille is a method of reading a raised-dot code with the fingertips. There are braille codes specific to literature, math, and science. Some students who are blind/visually impaired will use braille as a primary and/or a secondary literacy modality. Decisions will need to be made about whether a student will use contracted or uncontracted literary braille. If instructional tasks or assessments are timed, a braille user may need additional time to complete the task.
A certified teacher of students with visual impairment should work with the student's IEP Team to determine the student's need for braille.

A student may use a manual braille writer to produce braille. "Refreshable braille displays" are electronic devices used to read text. This device is connected to a computer via a cable or Bluetooth and produces braille output on the braille display. Braille note takers are electronic devices to read and write braille.

Accessible Denver: Resources for the Blind or Visually Impaired:
www.denvergov.com/Resources/BlindVisuallyImpaired/tabid/431789/Default.aspx

Tactile Graphics

Tactile graphic images provide graphic information that can be discerned through touch. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper or thermoform). Tactile graphics cannot always capture the same information that is presented in a visual format and/or may be very time consuming for the student to acquire all the needed information in the graphic. In these instances, the student may benefit from an audio description or text/word description of the image.

http://www.tactilegraphics.org/resources.html

Presentation Accommodations

Presentation Accommodations	**Audio Description of Images**
	Audio description can provide access to complex images and graphics for students with visual and print disabilities. For specific information on how best to use audio description; please go to: http://ncam.wgbh.org/experience_learn/educational_media/describing-images-for-enhanced/guidelines-for-describing-imag#Introduction
	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 an even tone and inflection so the student can process the information. 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 effectively when a person is reading to an entire group of students.
	Teacher-Read Directions
	A trained, qualified person may be provided to students who require all directions to be read aloud. Students who require pacing and focusing may benefit from this type of accommodation. Rephrasing or clarification of directions is not allowed.
	Oral Script
	If it is determined that the student requires an oral administration type of accommodation, the same procedures outlined for use on state assessment should be routinely used in classroom assessment. Directions, assessment items and answer choices must be read verbatim from an oral script without clarifying, elaborating, or providing assistance with the meaning of words. Rephrasing or clarification of directions is not allowed.
	Read Aloud to Self
	This accommodation is useful for students who may need to see and hear text in order to comprehend what is written. The use of an auditory feedback device may also be beneficial, but will require individual administration in order not to disturb others.
	Audio Cassette Tape, Compact Disc, or Digital Recorder
	Written tests and instructional materials can be prerecorded on an AAC device, audio cassette, compact disc, digital recorder, or any other type of assistive technology device which a student accesses with playback. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students may need sit near the speaker, use a quality microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions or pass the microphone). Advantages include ease of operation, portability and low cost. Audio versions of tests and other written materials may need to be supplemented with a print or braille version of the text, so a student can have access to complicated graphic material. Copyright issues may need to be addressed. Consult your Assistive Technology Specialist for recommendations.

Presentation Accommodations	**Audio Books**
	An audio book is a human-recorded version of a printed book. Some of these recordings contain the full book and some are abridged. Audio books are produced on tape, CD, and in other electronic formats playable on computers and various types of digital media devices. They can be borrowed from libraries, downloaded or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. In most cases audio books are subject to copyright restrictions unless they are specifically designated as public domain works or fall under copyright exemption. (also see Learning Ally)
	Colorado Talking Book Library www.cde.state.co.us/ctbl/
	Learning Ally
	Learning Ally provides accessible audio textbooks and literature titles for individuals with visual and learning disabilities. The 71,000+ library of audio books are human voice recorded by subject specialists and are available through an individual or institutional membership. In addition to the audio format, Learning Ally is incorporating synchronized text to speech into their collection of books and will gradually add these books to the library. Learning Ally titles can be accessed by downloading through an online account. The books can then be played on the Learning Ally audio app for the iPhone, iPod Touch, or iPad, as well as software for a PC or Mac, and specialized hardware devices. Downloadable DAISY books provide instant access with enhanced navigation, bookmarking, and variable speed control.
	www.learningally.org/Audiobooks/21/ (formerly Recording for the Blind & Dyslexic)
	Electronic Books
	An electronic book (or e-book) is a digital version of a printed book. These books come in a variety of formats. Depending on the source, these books can be read aloud by a computer generated voice using special software or hardware. Unlike audio books, electronic books include the full text so that students can read along while they listen without requiring a printed copy. Digital books are widely available from online bookstores and can be downloaded from several websites. Not all publishers allow their electronic books to be read with computer speech due to copyright.
	Colorado Talking Book Library http://www.cde.state.co.us/ctbl
	Bookshare.org
	Bookshare is an online library of digital literature and textbooks designed for use by individuals who are blind or have other print related disabilities. The digital books are primarily contributed by volunteers or provided in digital format by publishers. Bookshare provides free individual and institutional memberships to eligible schools and students in the United States. The books are available in DAISY format which is playable with specialized hardware or software.
	www.bookshare.org (access to content)

	Accessible Materials
	Accessible Instructional Materials (AIM) are specialized formats of curricular content that can be used by and with print-disabled learners. They include formats such as braille, audio, large print, and electronic text. If a student is unable to read or use standard print based materials but is able to understand the content presented in textbooks and other related core instructional materials that are used across the curriculum, the student may need specialized formats of the curricular materials. For some students, printed instructional materials can be a barrier to participation and achievement in the general education curriculum.
	National Center on Accessible Instructional Materials http://aim.cast.org
	Tarheel Reader - www.tarheelreader.org (collection of free, easy-to-read, and accessible books on a wide range of topics to share or create)
	Audio Amplification Devices
	Some students may benefit from hearing assistive technology to enhance their access to auditory instruction. The device used may vary depending on the impact of the hearing loss and personal amplification the student may be using. Amplification enhances the intelligibility of teacher-directed instruction, seating options, and in some cases connectivity with other technology (computers, audio devices, etc). There is an array of options available such as infrared and frequency modulated (FM) amplification systems, in addition to a student's personal hearing aids/cochlear implant(s), to increase clarity of the teacher's voice. An FM system can also be used with headphones. The teacher/speaker wears a small microphone which would transmit to either a classroom and/or device that is worn by the student. A student-worn receiver allows the student to receive consistent voice input regardless of where the teacher is standing in the classroom. When working with students in classroom situations that contain ambient noise, another consideration to improve spoken voice input quality may be a classroom sound field amplification system. The teacher/speaker wears a small microphone, a receiver is placed in the classroom, and the teacher's voice is clearly projected for all students. Check with a certified professional in your administrative unit, such as an educational audiologist to assist with addressing individual student need and refer to the IEP for student's amplification requirements.
	This article outlines the benefit of amplification for all students: Educational Technology Support Center White Paper: Classroom Amplification Systems calypsosystems.com/images/uploads/researchstudies/Sound_Amp_whitepaper.pdf
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 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.
	Described and Captioned Media: www.dcmp.org/ Accessible Denver: www.denvergov.com/Resources/BlindVisuallyImpaired/tabid/431789/Default.aspx

Presentation Accommodations

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, deaf-blind, hard-of-hearing, or experience difficulty with auditory processing rely heavily on visual and environmental cues in the classroom, such as printed schedules, written directions, pictures, and realia. Teachers should be mindful of the student's sightline, both to see the teacher speaking/interpreter and to follow conversation during class discussion. Teachers can make natural gestures to help the student know who is speaking. Lighting is also an important consideration. Other helpful practices are to provide printed material prior to class instruction with new vocabulary highlighted, repeat/rephrase questions asked by other students, and summarize classroom discussion along with printed peer/teacher notes. It is very difficult for Deaf students to read printed text, or take notes while someone is speaking, so pacing of delivery is very important. Utilize realia, pictures and captioning to build vocabulary connections. Students with auditory processing disorders may need visual cues paired with auditory information.

Sign Language

The use of a sign language interpreter may be appropriate for a student who is deaf, deaf-blind or hard of hearing or for a student who receives daily instruction through sign language. Some students may need all print materials signed/interpreted, while others may need only oral instructions signed. (Note: Since signing a reading test passage would invalidate what is being measured, it is not allowed.) Interpreters must be able to accurately interpret/translate using the student's preferred mode of communication (e.g., American Sign Language (ASL), Pidgin Signed English (PSE), Manually Coded English (MCE), or other method typically used by the student). During classroom/district assessment, interpreters must not paraphrase, clarify, elaborate, provide assistance with the meaning of words (expansion), choose signs that would invalidate the intent of test questions, or give unfair advantage with visual cues or facial expression. (e.g., if a math question presented pictures of several shapes and called for the student to identify the circle, the interpreter would fingerspell C-I-R-C-L-E rather than using the sign CIRCLE that would define the term visually.) Interpreters must not give even the slightest nonverbal response to affirm or negate a student's response to test items. Interpreters need to have prior preparation in order to conceptually convey the intended meaning without providing unintended advantage or invalidating the construct being measured. Sign language interpreters should be included in test administration and security procedures training and are expected to keep all test-related information strictly confidential.

(See Appendix B -Special Instructions for Signing of Oral Scripts)

Picture Symbols and Real Objects	
Picture symbols and real objects are used to represent words in a concrete manner. These accommodations assist emergent readers to understand a symbolic representation of words.	
Markers and Highlighting	
Markers and highlighting are used to draw student's attention to key elements of content. Students or teachers may use markers, arrows, stickers, or highlighting of key words as visual tools for focusing students' attention.	
Masking/Tracking Tools	
A common technique for focusing a student's attention on a specific part of a printed item is provided by masking. Masking involves blocking off content that is not of immediate interest to the student. Students may use a variety of methods to mask content, including masking templates, sticky notes, rulers or straight-edges, highlighter rulers, or blank sheets of paper. A digital content delivery system may include tools, such as Digital Answer Masking, Digital Sticky Notes, and/or Digital Line-by-Line Reader, that allow students to mask or hide portions of instructional or test content, as well as the interface, so that the student can focus on content that is of immediate interest. Masking tools allow students to cover and reveal individual answer options, navigational buttons, and menus. Tools should also be available that allow students to create custom masks that simulate the placement of sticky notes over any sized area of the screen (e.g., a graphic, chart, table, or narrative block of text). Students should be able to move, hide, and reposition any masking element placed on the screen.	
StateWide Assistive Technology, Augmentative and Alternative Communication www.swaaac.com/index.html	
Notes, Outlines, and Instructions	
Written class notes may be taken by another student on NCR paper (duplicate set paper) or printed/photocopied. A teacher could provide a printed copy of step-by-step instructions, examples, assignments or notes from an interactive whiteboard. Students could also be given a detailed outline of the material to be covered prior to or during the class period, and an outline of material to be covered (syllabus) at the beginning of each grading period. iPad apps such as ScreenChomp, Board Cam, ReplayNotes for Kids and others allow for screen capture or audio recording for later playback.	
Talking Materials/Text-to-Speech	
Many classroom materials are now available with auditory components. These include calculators, "talking" clocks, thermometers, timers, and voltmeters. Students benefit by listening to a fully approved, standardized human voice or synthesized voice recordings that have been vetted for correct pronunciation, assuring accurate presentation of words, symbols, and equations. The system should allow students to decide when they want to hear the text read to them and allow them to play sound clips repeatedly. All components of the delivery interface containing text, such as buttons, menu options, and directions, should have read-aloud available for them. A text-to-speech accommodation must be supplemented with a standard print, braille, or large print version of the test so the student can have access to all the instructional materials, and complete the assignment while using the technology.	

Presentation Accommodations

	Graphic Organizers
Presentation Accommodations	Various types of graphic organizers or Foldables® may be beneficial for students who need support for organization and sequencing of multi-step processes.
	Graphic Organizer generator: www.teach-nology.com/web_tools/graphic_org/ Dinah Zike's Foldables® http://www.dinah.com/
	Other Presentation Accommodations
	Some students may have other presentation accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.

Response Accommodations	**Speech-to-Text/Voice Recognition Software**
	Speech-to-text conversion, or voice recognition, allows a student to use his/her 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). Allow ample time for instruction and practice when using these types of devices.
	Brailler
	A brailler is a machine used to produce text 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 teacher certified in the area of visual impairments. Consult your teacher of students with visual impairments (TVI) for recommendations for individual students.
	Voice Recording Devices
	A student uses a tape recorder or other recording device to record class work or test responses rather than writing on paper.
	Computer or Personal Portable Keyboard
	Computers, or other word processing systems, allow a student to produce a written response to instructional materials or assessments. Students should receive adequate instruction and time for use in order to build fluency and independence.
	Wireless Devices
	iPads, tablets, and other wireless devices have become useful tools for students as both presentation and response accommodations.
	Scribe
	A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. A scribe may not edit or alter student work in any way, and must record word-for-word exactly what the student has dictated. Following the dictation, 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 become familiar with the content-area vocabulary involved and understand the strict boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less. The use of a scribe should be limited as it inhibits a student's ability to produce his/her work independently. Appropriate assistive technology should be provided, taught, and used whenever possible. The educational goal is for the student to be able to produce work independently. Examples of inappropriate use of a scribe may include: "The student can tell much more than he/she can write." or "This student can do so much better with a scribe." Such statements may well be true for many students. However, such a reason indicates convenience rather than need and may result in educational advantage. A scribe is not to be routinely used because a student lacks language competency, handwriting fluency, or spelling skill.
	See Section III for an example decision-making process your district may choose to adapt.
The CDE thanks Cherry Creek School District for sharing this resource.
For use on state assessment, see Appendix **C** - Special Instructions for Scribe

Calculator

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 for instruction. It is important to determine whether the use of a calculation device is a matter of convenience, or a necessary accommodation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. On the other hand, if students are learning problem solving skills that include subtraction (e.g., bargain shopping for items with a better value), the use of a calculation device may be a valid accommodation. Calculators may be adapted with large keys or voice output (talking calculators). In other cases, an abacus may be useful for students when mathematics/science problems are to be calculated without a calculator. The abacus functions as a paper and pencil device for students with visual impairments.

Spelling and Grammar Devices

The use of a dictionary may be beneficial for 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.

Word Prediction

Word prediction software can work in various modes of operation based on the student's needs. This accommodation provides a word list pop-up tool that can assist the student with word choice and spelling based on the letters that a student types on the screen.

Word Prediction Software Comparison Chart:
http://www.spectronicsinoz.com/article/word-prediction-software-comparison-chart
Write Online (fee for license)
http://www.cricksoft.com/us/products/tools/writeonline/special-needs.aspx

Prompt / Encourage Student Responses

Some students may respond to prompting or encouragement to maintain focus during instruction or testing. On a paper-based task, teachers may encourage or prompt the student to continue. For example, a teacher may walk by a student's desk and point to a picture symbol or card that encourages the student to refocus on the work at hand. In a computer-based environment, the system can be programmed to generate a prompt after a predefined number of minutes elapsed since a student interacted with the content.

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.

Response Accommodations

Response Accommodations	**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.
	Specialized Paper
	Some students require special paper in order to respond in writing. Some examples include graph paper, paper with raised lines, or paper with colored/highlighted lines.
	Additional Paper
	Some students may benefit from having additional paper available to use during instruction. This paper may be blank (scratch), lined, graph, or other paper.
	Slant Boards
	Slant boards often help students with motor fatigue or students who need closer visual accesses to print material. An inclined surface may assist in maintaining better posture, thus allowing a student to respond in writing with less fatigue.
	Pencil Grip / Large #2 Pencil
	A pencil grip/large #2 pencil that the student is accustomed to using may help the student with motor fatigue and thus allow the student to respond in writing.
	Abacus / Tactile Math Manipulatives
	Some students require an abacus or physical objects in order to accomplish math calculations. Some examples include raised touch math dots, counters, number lines, 1-100 chart, raised line graph paper, shape construction board, braille ruler, or protractor.
	Other Response Accommodations
	Some students may have other response accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.

Setting / Environment Accommodations	**Reduce Distractions to the Student and Auditory Sensitivity Accommodations**
	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. Preferential seating near the teacher's desk or in the front of a classroom may be helpful for some students. Enclosed classrooms may be more appropriate than open classrooms. Study carrels or other means of focusing sightline may 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 non-glare lighting.
	Auditory Calming/Music /Noise Buffers
	Some students concentrate best while wearing noise buffers such as earphones, earplugs, or music.
	Reduce Distractions to Other Students
	Some students use accommodations that may distract other students, such as having an oral administration or scribe. In addition, some students might perform better when they can read and think aloud, or a student may make noises or use equipment that distracts 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 or in a study carrel. 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.

Setting / Environment Accommodations

Adaptive Furniture/Equipment

Some students benefit from the use of adaptive or customized furniture to aid positioning during instruction or assessment. Other students may find it helpful to use a slant board or wedge to minimize visual fatigue and provide a better work surface.

Special Chairs

Some students may need to physically move during instruction and have a difficult time sitting in a regular chair, so ball chairs or rocking chairs may be beneficial. Another way to accommodate this type of need is to modify a regular chair by adding a cushion or a small ball.

Fidget Toys

Some students may need something in their hand to manipulate as they work in order to focus their attention. Some examples of these are small balls, pieces of textured cloth, or putty.

For additional suggestions, consult your school's Occupational Therapist or Physical Therapist.

Weighted Vests

Some students may require accommodations that provide proprioceptive input and aid in self-regulation; items such as weighted vests or blankets may assist in calming or focusing a student's attention to the task at hand.

Thera-tubing or Stretchy Bands

Thera-tubing is often used as a replacement accommodation for foot tapping. These bands provide students resistance and are used as a calming or focusing accommodation.

Other Setting/Environment Accommodations

Some students may have other setting/environment accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.

Timing / Scheduling Accommodations

Extended Time

A student's educational team is to determine, based on documentation, a specific amount of extra time to complete assignments, projects, and tests. Data can be collected to assist in the calculation of a typical amount of time that a student requires to perform a given task. For timed tests, a standard extension may be time and one-half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute time limit. For rare cases, double time may also be allowed. Decisions should be made on a student-by-student basis and evidenced with the collected data. Usually "unlimited" time is not appropriate or feasible. The amount of extra time a student needs (time and 1/2, double time, etc.) should be documented in the IEP based on gathered evidence of need. Students who have too much time may lose interest and motivation to do their best work, while others may simply need additional time to complete work independently.

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. In an assessment, the breaks do not extend the allotted time.

"Stop the Clock" Breaks

For timed tests, the testing clock can be paused for a period of time to allow the student to refresh, refocus, or take a restroom break. The time allowed, whether standard or extended time, is then resumed when the student returns to task.

Change Time of Day, 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 in order to reduce fatigue for students who are medically fragile or have significant support needs.

Verbal/Visual/Tactile Prompts to Stay on Task

Such prompts as general verbal reminders ("Keep on/continue working" or "Stay on task"), visual reminders (picture symbols or color-coded cards), and tactile reminders (gentle touch on the hand or arm, soft tap on the table, paperclips to divide tests into sections) may be used to refocus student attention.

Countdown Timers

Countdown timers allow the student to track how much time is left for timed assignments or assessments.

Other Timing/Scheduling Accommodations

Some students may have other timing/scheduling accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.

Documenting Accommodations

Formal Plan for Students with a Documented Need
Districts determine policies and procedures for documenting needs for a student who does not qualify as a student with a disability under Section 504, or as a student with a disability and evidence of educational need who qualifies to receive special education services. Check with your District Assessment Coordinator (DAC) for specific information on what your district requires regarding documenting accommodations for students served under other educational plans.

Section 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.

Examples of students who may receive assessment accommodations based on their 504 accommodations plan include students with:
- communicable diseases (e.g., hepatitis)
- chronic illnesses or other health issues
- allergies or asthma
- drug or alcoholic addictions (as long as they are not currently using illegal drugs)
- environmental illnesses
- hearing or vision issues
- attention difficulties
- temporary disabilities from an accident that may require short-term hospitalization or homebound recovery
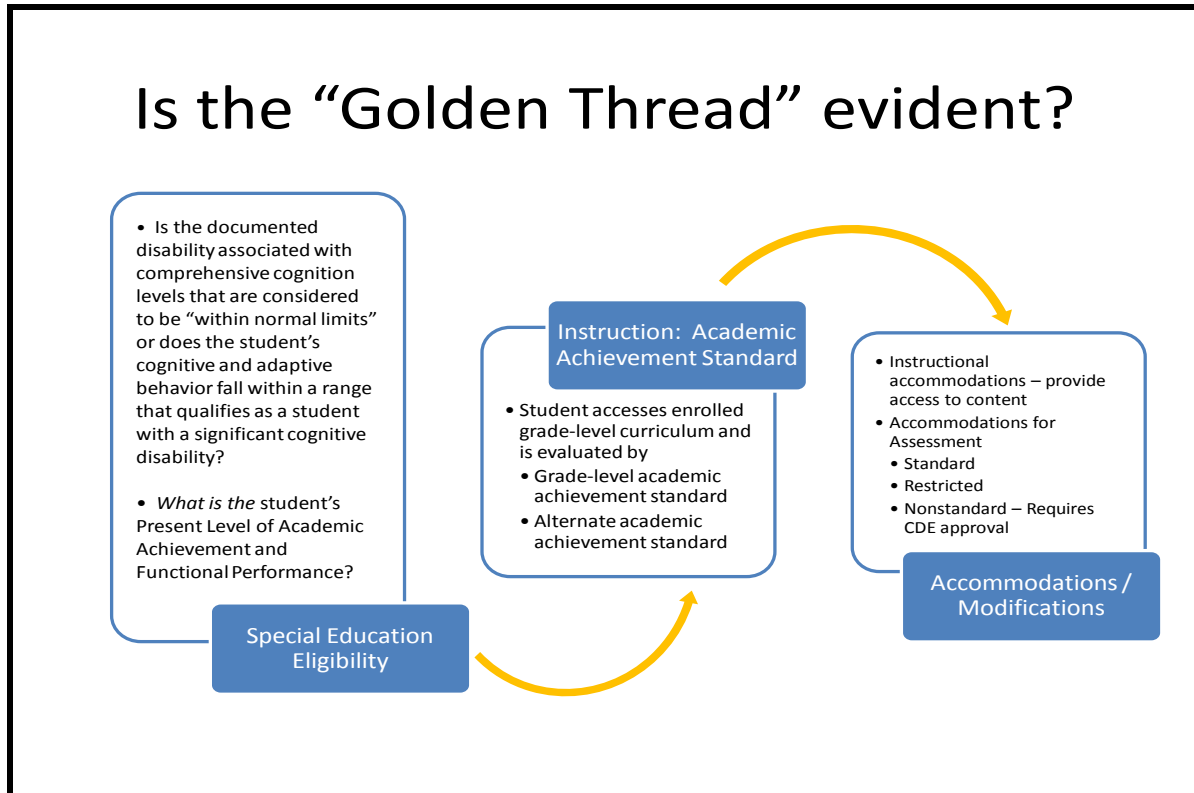
Individualized Education Program (IEP)
For students with a disability served under IDEA, the IEP Team is responsible, among other things, to:
- determine eligibility
- develop an appropriate Individualized Education Program (IEP), including specialized instruction and related services
- specify appropriate academic achievement levels (grade-level or alternate) and
- document instructional and assessment accommodations

Care should be taken to ensure that evaluation supporting the existence of a disability shows <u>clear connection</u> to the Present Level of Academic Achievement and Functional Performance statement, identified learner characteristics, inclusion needs and selected accommodations for instruction and assessment.

In trainings, the CDE Monitoring and Compliance Team often refers to this logical progression through the body of evidence as "The Golden Thread" that should weave throughout the IEP document to connect all the pieces to tell a complete student's educational story.

Is the "Golden Thread" evident?

- Is the documented disability associated with comprehensive cognition levels that are considered to be "within normal limits" or does the student's cognitive and adaptive behavior fall within a range that qualifies as a student with a significant cognitive disability?

- *What is the* student's Present Level of Academic Achievement and Functional Performance?

Special Education Eligibility

Instruction: Academic Achievement Standard

- Student accesses enrolled grade-level curriculum and is evaluated by
  - Grade-level academic achievement standard
  - Alternate academic achievement standard

- Instructional accommodations – provide access to content
- Accommodations for Assessment
  - Standard
  - Restricted
  - Nonstandard – Requires CDE approval

Accommodations / Modifications

IEP Teams are also required to 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" [IDEA 2004 Sec. 614 (d) (1) (A) (i) (I)].
Depending on the design and overall format of a typical IEP, there are potentially five sections of the IEP in which accommodations can be addressed:

"Consideration of Special Factors" [Sec. 614 (d) (3) (B)]. This section outlines consideration of communication and assistive technology supports. Goal statements may also address the use of augmentative communication.

"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."

"Participation in Assessments" [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of a student with disabilities in general state and district-wide assessments.

Section II
The Five-Step Process- Step 3

"Instructional Accommodations" – Make note of instructional accommodations that are provided and routinely used. Remember, this is not a checklist of every possible accommodation strategy. Select only those accommodations that are necessary-- not simply convenient. Use should be evaluated for effectiveness periodically and adjusted or discontinued as evidenced by data collected.

"Accommodations for Assessment" - If the IEP Team agrees that a Nonstandard Accommodation is necessary for student success during instruction **and** state assessment, the statement, "Pending CDE approval" should be included under State Assessment in the Nonstandard Accommodation section of the IEP. A description of the accommodation and a statement of student need should also be included. After the District Assessment Coordinator submits the request, and approval is obtained from the CDE Office of Student Assessment, the District Assessment Coordinator (DAC) should communicate the approval to the student's teachers.

> **On an educational plan, there should never be more accommodations listed for the state assessment than for instruction and district assessment accommodations.**

Step
4

Implement accommodations during instruction and assessment

Teachers are responsible to plan how and when the student will learn to use each new accommodation. Care should be taken to provide ample time for the student to learn to use instructional and assessment accommodations before an assessment takes place. Teach the student to self-advocate for the accommodation in the classroom setting to ensure that the accommodation is being implemented effectively. It is the expectation of IDEA and the State of Colorado that educators will provide selected accommodations during instruction with fidelity, in accordance with the student's IEP.

CAUTION!

Appropriate provision of a documented accommodation is <u>not</u> discretionary.

Accommodations Used During Instruction

The student must be provided the selected accommodations during instructional periods that necessitate their use. <u>An accommodation **may not** be used solely during assessments.</u> The accommodation must have been routinely used with sufficient frequency to ensure the student's ability to use the accommodation with fluency and independence during instruction. The following chart provides examples of appropriate and inappropriate practices for accommodation use in instruction.

Instructional Accommodations	
✶ Appropriate Practices ✶	Inappropriate Practices
Using accommodations that allow students to be included and to access grade-level content Making accommodation choices which will provide the most seamless experience between instruction and assessment (while maintaining the validity of the assessment) Designing accommodations WITH the student that encourage independence and build skills for life-long learning	Choosing not to use an accommodation chosen for instruction just because it may not be allowed on assessments Failing to make accommodations available during instruction when the student will need that accommodation on the assessment Fostering dependence on another outside person Using accommodations that compromise

Ensuring that accommodations needed for assessment are routinely available during instruction	student's ability to learn grade-level content just for convenience
Practicing discretion so as not to call attention to their disability or embarrass the student in any way	"Forgetting" to provide the accommodation during instruction or commenting about the accommodation, even in a joking manner
Tracking each student's ongoing accommodation use to ensure that the accommodation is effective and consistently implemented across the school day	Neglecting to inform all school personnel who work with the student about accommodation needs

Preparing Students for Assessments during Instruction

Naturally, teachers will want to familiarize students with various test formats and test-taking strategies. However, the following chart outlines examples of ethical and unethical practices:

★ Ethical Practices ★	Unethical Practices
Develop instructional objectives based on the Colorado Academic Standards/Extended Evidence Outcomes	Prepare instructional objectives or study guides based on specific Colorado test items and teach accordingly – "Teach the test"
Prepare students for use of technology	
Base assessment decisions on individual student needs not convenience	Administratively determine which assessment the student can take
Ensure that accommodations used in instruction that are needed and allowable for an assessment are available	Use an accommodation for an entire group or class over an extended period of time whether every student needs it or not
Use released items to familiarize teachers and students with item types (multiple choice, short constructed response and constructed response) and test format	Restrict access to or deny allowable accommodations on an assessment that are normally used during instruction
	Look at test booklets for any reason other than to distribute and collect them
Resources and released items are available on the CDE Website: www.cde.state.co.us/assessment/CoAssess-Released.asp	Respond to question or give hints on test questions

Step 5

Evaluate and monitor the use of accommodations

After accommodations have been selected based upon the individual student's needs and used consistently for instruction and classroom/district assessment, data should be collected periodically and analyzed for effectiveness. Data on the use and impact of accommodations during instruction and assessments may reveal patterns of accommodation use that support the continued use of some accommodations or the rethinking of others.

Examination of the data may also indicate areas in which the educational decision-making teams need additional training and support. In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations used during classroom or district assessment. Data may include the following:
- Observations conducted during test administration
- Interviews with test administrators
- Talking with students after testing sessions (helpful to guide the formative evaluation process at both the school and student levels)

Questions to Guide Evaluation at the Student Level

Accommodation use information can be analyzed in different ways. Here are some questions to guide data analysis at the district, school, and student levels. The list of questions that follow is not intended to be exhaustive, but rather could be used to start the discussion.
- What accommodations are used by the student during instruction and assessments?
- What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, or that using accommodations was ineffective?
- What is the student's perception of how well the accommodation worked?
- What combinations of accommodations seem to be effective?
- What are the difficulties encountered in the use of accommodations?
- What are the perceptions of teachers and others about how the accommodation appears to be working?
- 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?

Section II
The Five-Step Process- Step 5
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 should contribute to the information gathering and decision-making processes.

Data Gathering Tools

Teachers are encouraged to design and use any type of data gathering methods they desire. Please see the Section III for some sample forms you may use or adapt for your purposes to track and evaluate the use and effectiveness of accommodations in instruction and classroom assessment.

Evaluation of Accommodation Use Data Collection Sheet

Infused Skills Grid (PEAK resource)

Postsecondary Implications

Postsecondary and Workforce Readiness

Postsecondary and workforce readiness is an important educational outcome for all students. As a student with a disability plans for transition to postsecondary settings, it is important for IEP Teams to have documented the student's previous eligibility for, and evidenced use of accommodations so that the student may request to continue to use them as needed in college and career settings. Colleges and universities may allow fewer accommodations than were available in K-12 settings, so it is important for students to document their <u>need</u> for use of accommodations. This is also true for students who transition into vocational and other workplace settings.

Documenting Use of Accommodations in the Student's IEP and Transition Plans

In order to determine a person eligible to receive reasonable accommodations in the adult world, providers must be able to document that the individual has a mental or physical condition that substantially limits a major life activity and needs the requested accommodation to access educational courses and activities or employment. It is important to know that information requested by most adult service agencies and colleges could easily be incorporated into existing paperwork, including a student's evaluation reports, body of evidence used to determine eligibility, IEPs, and Summary of Performance.

When considering accommodations for instruction or assessment, be sure to include information that provides the **rationale** or **evidence** that shows the requested accommodation is necessary and effective. For example, what evidence do you have that tells you this particular student needs extended time? Do you have evidence that extended time has been a benefit to this student? Do you have scores from timed and untimed tests? Do you have documented teacher observations? It is not sufficient to indicate a student needs a specific accommodation without including the rationale or evidence that supports the request. For additional resources, see the CDE Secondary Transition website: http://www.cde.state.co.us/cdesped/Transition.asp

Works Cited

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Available on the World Wide Web at
http://www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_(ASES).html

Section III:
Tools for Instructional Accommodations

The reference Tools listed below are discussed in Sections I and II, and are also provided here for ease of access and printing. Click on the title to access the pdf version for printing.

1. **Consideration When Making Decisions for Instructional Accommodations**
2. **Student Characteristics Charts**
3. **Tables A-N: Instructional Accommodations Linked to Student Characteristics**
    - **Table A: Vision**
    - **Table B: Hearing**
    - **Table C: Fine Motor**
    - **Table D: Communication**
    - **Table E: Reading**
    - **Table F: Writing**
    - **Table G: Mathematics**
    - **Table H: Physical/Motor**
    - **Table I: Attention Deficit**
    - **Table J: Auditory Processing**
    - **Table K: Setting / Environment**
    - **Table L: Timing and Scheduling**
    - **Table M: Traumatic Brain Injury**
    - **Table N: Autism Spectrum Disorder**
4. **Alternate Academic Achievement Standard and Alternate Assessment Eligibility Criteria Worksheet**
5. **Flow Chart to Determine Eligibility for Alternate Academic Achievement Standard and Alternate Assessment based on Alternate Academic Achievement Standards**
6. **Glossary of Instructional Accommodations Chart**
7. **Parent Input for Accommodations**
8. **Accommodations from the Student's Perspective**
9. **Dos and Don'ts When Selecting Accommodations**
10. **Use of Scribe: Example Decision-Making Guide (example from Cherry Creek ISD)**
11. **Accommodation Use in the Classroom**
12. **Evaluation of Accommodation Use Data Collection Sheet**
13. **Infused Skills Grid (PEAK resource)**
14. **After-Test Accommodations Questions**
15. **School/District Logistics Planning Checklist for Classroom/State Assessment Accommodations**

Educational Team Considerations for Instructional Accommodations

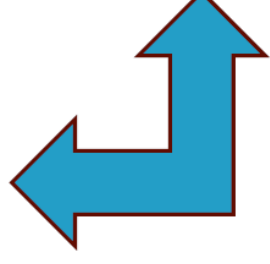## Classroom Instruction and Assessment Tasks:

What instructional tasks are required of students?

Are there barriers for the student in showing progress or achievement in what an assignment or assessment is designed to measure with regard to the standards?

Are instructional tasks the same as classroom assessment tasks in type and purpose?

Are there accommodations that could facilitate access to the general curriculum for instruction?

What accommodations are needed for state assessment?

Classroom Accommodation Policy:

Consistency with IEP

Are accommodations documented in the student's IEP being provided, routinely used, and evaluated for both instruction and assessment?

Are the accommodations included in a standards-based IEP consistent with the student's designated academic achievement standard?

Student Characteristics

What are the characteristics of the student?

Has the student indicated preference in using an accommodation?

Has a parent or other staff member had input on accommodations?

Does the student need or use the same accommodations for classwork as on class assessments?
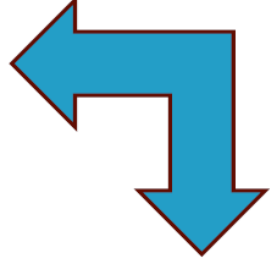
Student Characteristics Charts

Use these questions to identify a student's characteristics as a learner which may indicate a need for an accommodation. Mark "yes" if the student has the characteristic. Follow the next steps for more information about potential types of accommodations that could be helpful for instruction. The provided list is certainly not exhaustive, but may be used as a guide when selecting accommodations as discussed in Step 3 of the Five Step Process.

Note: *These Student Characteristics questions and Corresponding Tables have been incorporated into the state IEP system for guidance during the IEP Team considerations.*

Student Characteristics	YES	Refer to Tables A-N for accommodations to consider
1. Does the student have blindness or low vision that requires an accommodation?	☐	Go to Table A
2. Does the student have a hearing impairment that requires an accommodation?	☐	Go to Table B
3. Does the student have some other physical condition that requires an accommodation?	☐	Go to Table C or H
4. Does the student have difficulty with expressive or receptive communication?	☐	Go to Table D
5. Has the student been identified as having a reading impairment or difficulty with decoding?	☐	Go to Table E
6. Does the student have difficulty with writing composition, grammar or spelling?	☐	Go to Table F
7. Does the student have weak manual dexterity, fine motor difficulty, have trouble typing or using a pencil?	☐	Go to Table C, H or F
8. Does the student have mathematics-related impairment?	☐	Go to Table G
9. Is the student easily distracted, have a short attention span or have difficulty tracking from one page or line to another and maintaining his or her place?	☐	Go to Table I
10. Does the student need directions repeated frequently or have memory impairments?	☐	Go to Table J
11. Does the student have a medically documented and/or credible history of a brain injury, including traumatic brain injury, that causes educational impact?	☐	Go to Table M
12. Does the student have a developmental disability significantly affecting verbal and non-verbal communication and social interaction that adversely affects the child's educational performance?	☐	Go to Table N
13. Does the child engage in repetitive activities and stereotyped movement, resist environmental change or change in daily routine, or have unusual responses to sensory stimuli?	☐	Go to Table N
14. Does the student use visual supports/schedules to produce work?	☐	Go to Table N

Characteristics Affecting Setting/Environmental Accommodations	YES	Next Steps
1. Do others easily distract the student or does that student have difficulty remaining on task?	☐	Go to Table K
2. Does the student require any specialized equipment or other accommodations that may be distracting to others?	☐	Go to Table K
3. Does the student have visual and/or auditory impairments that require special lighting and/or acoustics?	☐	Go to Table K
4. Can the student focus on his or her own work in a large group setting?	☐	Go to Table K
5. Does the student exhibit behaviors that may disrupt the attention of other students?	☐	Go to Table K
6. Do any physical or environmental accommodations need to be made for the student in the classroom?	☐	Go to Table K

Characteristics Affecting Timing and Scheduling	YES	Next Steps
1. Can the student work continuously for the length of time allocated for standard test administration?	☐	Go to Table L
2. Does the student use an accommodation or adaptive equipment that requires more time to complete test items (e.g., braille, scribe, use of head pointer to type)?	☐	Go to Table L
3. Does the student tire easily due to health impairments?	☐	Go to Table L
4. Does the student have a visual impairment that causes visual fatigue and requires frequent breaks?	☐	Go to Table L
5. Does the student have a learning disability that affects the rate at which the student processes written information?	☐	Go to Table L
6. Does the student have a motor disability that affects the rate at which the student writes responses?	☐	Go to Table L
7. Does the student take any type of medication to facilitate optimal performance?	☐	Go to Table L
8. Does the student's attention span or distractibility require shorter working periods and frequent breaks?	☐	Go to Table L

Tables A-N: Instructional Accommodations Linked to Student Characteristics

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

For additional Assistive Technology Information, visit the StateWide Assistive Technology, Augmentative and Alternative Communication site: www.swaaac.com/index.html

Table A. Student Characteristic: Visual Impairment, Including Blindness

Accommodation Category	Consider the following accommodations for use in instruction with students who benefit from auditory support for a visual impairment, visual processing disorder, or print disability*
Presentation Resources: Colorado Center for the Blind www.cocenter.org American Council of the Blind of Colorado www.acbco.org National Federation of the Blind, Colorado Chapter www.nfbco.org	• Large print; enlarge with photocopy machine to recommended font size ⌘ Hand held magnification devices ⌘ Braille notetaker ⌘ Refreshable Braille displays ⌘ Computer magnification ⌘ Black and white print; black or white on high contrast screen • Color contrasting • Increased white space • Use easy-to-read sans serif font such as Verdana, Arial, or Calibri • Abacus ⌘ Closed Circuit TV (CCTV)/video magnification • Braille • • Read aloud/oral presentation ⌘ Recordings for the Blind and dyslexic ⌘ Recorded books, Mp3 players, other electronic reading devices; descriptive video ⌘ Screen reader programs

	• Large print or braille notes, outlines, and instructions • Masking or tracking tools for enlarged print ⌘ Talking materials (talking calculators, clocks etc.) • Real objects; tactile materials; tangible symbols • Tactile Graphics
Response For additional information see CDE Blindness/Low vision website: http://www.cde.state.co.us/cdesped/BLV.asp Vision disabilities: http://www.cde.state.co.us/cdesped/SD-Vision.asp	⌘ Express response to a scribe ⌘ Type on word processor ⌘ Speech to text programs ⌘ Type on Braille Notetaker ⌘ Speak into tape recorder, Mp3 devices or other recording devices ⌘ Use calculation devices (e.g., talking calculator with enlarged keys, abacus)

Table B. Student Characteristic: Hearing Impairment, Including Deafness

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who benefit from auditory support for hearing loss, deafness , auditory processing disorder, or developmental language delay*
Presentation Resources: PARC: General Education Inclusion Readiness Checklist- Cheryl Johnson, Ed.D 2011 http://www.handsandvoices.org/pdf/PARC_2011.pdf Tips for Working with Deaf or Hard of Hearing Students in the Classroom http://www.handsandvoices.org/pdf/mainst_cal.pdf Explain idioms/multiple meaning words: http://www.readwritethink.org/files/resources/interactives/idioms/idiom_1.html Using Assistive Listening Devices: http://www.youtube.com/watch?v=M4IBkdRereE	• Sign language (student's preferred mode) • Face the student during all verbal instruction • Write on white board and the face class for instruction • Speak clearly with unexaggerated speech; rephrase rather than repeating • Develop a signal system for student to nonverbally inform the teacher when difficulties occur ⌘ Audio amplification devices: personal hearing aids; cochlear implant; classroom sound field system; personal FM system • Encourage student to advocate for own listening and understanding needs • Visual cues; picture supported text • Written notes, outlines, and instructions; class notetaker • Advanced organizers and outlines of lectures • Use natural gestures (e.g., point to materials; acknowledge who is speaking) • Allow only one person to speak at a time • Repeat questions and responses from classmates; pass FM microphone to speaker • Provide notes from classmate (duplicate copy paper/ print whiteboard notes) or teacher notes ⌘ Use captioned versions of streamed video/film or provide printed script • Give oral/sign language interpreter instructional materials in advance • Pre-teach academic vocabulary • Use expansion techniques to scaffold vocabulary in context and use pictures for multiple meaning words • Use visual /picture/sign language online dictionaries, vocabulary flashcards, graphic organizers to build vocabulary • Show first; then explain • Frequently summarize main points and provide

	an outline for guided note taking and vocabulary reinforcement • Write page numbers, assignments and other important information on board prior to presentation ⌘ Access to telecommunication/text messaging/ video relay • Provide content material in accessible text level format • Provide picture-rich background materials to link vocabulary to prior knowledge or experience • Maintain cochlear implant / personal hearing aids/FM equipment and chart daily use • Use installed visual warning system for building emergencies; buddy check system • Model acceptance, respect and communication techniques • Provide access to daily school announcements, assemblies etc. • Access to computer audio by inputting FM transmitter into auxiliary access port
Response For additional information see CDE Hearing Disabilities website: http://www.cde.state.co.us/cdesped/SD-Hearing.asp	• Express response to a scribe or interpreter (sign to voice) ⌘ Use word processor or portable keyboards (text-to-voice programs) ⌘ Use of word processer with spelling and grammar software ⌘ Word prediction software • Use visual organizers • Use graphic organizers • Demonstrate reading comprehension through digital storytelling

Table C. Student Characteristic: Fine Motor

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have a physical disability, Autism Spectrum Disorder, orthopedic impairment , other health impaired, or Traumatic Brain Injury affecting fine motor control*
Presentation	⌘ Slant boards ⌘ Text reader program ⌘ Electronic books
Response For additional information see CDE Physical Disabilities website: http://www.cde.state.co.us/cdesped/SD-Physical.asp	• Express response to a scribe ⌘ Voice-activated computers ⌘ Type on word processor or portable keyboard ⌘ Speech-to-text programs ⌘ Speak into tape recorder, Mp3 player, or other recording devices ⌘ Use thick pencil, pencil grip, or modified pencils • Use written notes, outlines, and instructions

Table D. Student Characteristic: Communication

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with receptive/expressive communication skills*
Presentation Resource: Assistive Technology Resource Guide http://www.idahoat.org/Portals/0/Documents/ Assistive%20Technology%20Guide.pdf	• Sign/Picture/Symbol support • Sign Supported Speech • Repeat/rephrase directions • Simplified instructions ⌘ Text reader
Response *For additional information see: CDE Speech or Language Impairment website: http://www.cde.state.co.us/cdesped/SD-SLI.asp Statewide Assistive Technology, Augmentative and Alternate Communication website http://www.swaaac.com/ Writing with Alternative Pencils UNC School of Medicine Dept. of Allied Health Sciences – Center for Literacy and Disability Studies http://www.med.unc.edu/ahs/clds/products/available-for-purchase	⌘ Computer word prediction programs ⌘ Spell check programs ⌘ Augmentative Communication Devices • Alternative pencil

Table E. Student Characteristic: Reading

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with reading*
Presentation	• Read aloud/ oral presentation • Pair-Share reading • Use adapted books for grade-level text • Picture supported text ⌘ Recorded books, Mp3 players, other electronic reading devices ⌘ Screen reader programs • Vocabulary games • Visual cues such as color coding phonemes, or word parts ⌘ Video tapes/DVD • Read out loud to self ⌘ Text reader programs ⌘ Masking or tracking tools
Response *For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp	⌘ Word prediction programs • Demonstrate comprehension through role play, illustration, graphic organizers etc. • Focus on fluency to improve comprehension

Table F. Student Characteristic: Writing

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with the writing process*
Response Resources: Fountas & Pinnell word study PLC Live Binder http://www.livebinders.com/play/play_or_edit?id=322117 Dinah Zike's Visual Kinesthetic Vocabulary www.dinah.com http://www.youtube.com/watch?v=xudikERRmRc *For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp *For additional information see CDE Physical Disabilities website: http://www.cde.state.co.us/cdesped/SD-Physical.asp	Composition: ⌘ Type on word processor or portable keyboard ⌘ Use Speech-to-text programs ⌘ Speak into tape recorder, Mp3 Player or other recording device ⌘ Use spelling and grammar programs • Teach commonly occurring letter patterns • Pair spelling with fingerspelling for tactile reinforcement ⌘ Use Word prediction program ⌘ Appropriate online dictionary • Individual student dictionary • Use written notes, outlines, and instructions ⌘ Use graphic organizers or software to create Handwriting: ⌘ Use specially designed paper with raised/colored lines such as; "Handwriting Without Tears" or similar ruled paper (Nonstandard Accommodation) • Use of pencil grip to reduce fatigue • Use slant board/clip board/magnetic strips to hold paper to whiteboard/"MagnaDoodle" type slate • Teach cursive rather than manuscript ⌘ Use computer/word processor/adaptive keyboard • Express response to a scribe (limit to need, not convenience

Table G. Student Characteristic: Mathematics

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have a specific learning disability in the area of mathematics*
Presentation	• Graph paper to help line up numerals for computation • Number lines on desk/floor/wall • Turn lined notebook paper landscape for columns (e.g. division) • Mnemonic devices, rhymes, choral responses and songs to aid memory • "Finger Multiplication" / patterns to learn facts • Visual cues to steps in problem-solving • Manipulatives and hands-on experiences • Graphics and models • Role play story problems ⌘ Calculation devices (talking calculator; enlarged keys, abacus • Fold paper/use mask sheet to reveal only one problem at a time • Reduce number of practice problems assigned • Sample problems for reference
Response *For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp	⌘ Calculation devices ⌘ Visual organizers ⌘ Graphic organizers Math tables and formulas • Manipulatives • Abacus • Lattices for multiplication • Individual dry erase boards

Table H. Student Characteristic: Physical/Motor Skill

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students having difficulty with motor skills*
Presentation	• Partner Assisted Scanning • Allow longer processing time • Books on tape • Uncluttered work area • Adjustable/tilt table to have equipment within reach • Prolonged sitting may cause chronic pain
Response Resource: Color Coded Eye Gaze Frame http://s3.amazonaws.com/pbs.teacherline-prod/capstones%2Fportfolios%2F627%2F783%2F10517%2Fcolor-coded-eye-gaze-frame---secep-principals-meeting.pdf *For additional information see: CDE Physical Disabilities website: http://www.cde.state.co.us/cdesped/SD-Physical.asp *Statewide assistive technology, augmentative and alternate communication website http://www.swaaac.com/	• Allow for longer response time • Express response to a scribe through speech, pointing, or by using an assistive communication device ⌘ Type on word processor or personal portable keyboard ⌘ Speech-to-text programs ⌘ Speak into tape recorder, Mp3 Players or other recording devices ⌘ Use augmentative devices for single or multiple messages • Use written notes, outlines, and instructions ⌘ Scanning software

Table I. Student Characteristic: Attention Deficit

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	• Gain attention before speaking • Incorporate movement into lessons • Provide consistency, stability and structure daily ⌘ Recorded books, Mp3 players, other electronic reading devices ⌘ Computer-based instruction • Give short and simple directions with examples • Use nonverbal signals • Masking or tracking device • Repeating directions • Text highlighting ⌘ Low Gain Amplification systems (if prescribed) • Capitalize on student interests
Response Resource: CDE Fast Facts: http://www.cde.state.co.us/cdesped/download/pdf/FF-EBP_MH_ADHD.pdf *For additional information see CDE Behavior/Mental Health website: http://www.cde.state.co.us/cdesped/Behavior.asp	• 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 • Use mnemonic devices to aid memory • 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 ⌘ Time cue or countdown clock

Table J. Student Characteristic: Auditory Processing

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction for students who have difficulty with comprehension*
Presentation *For additional information see CDE Hearing Disabilities website: http://www.cde.state.co.us/cdesped/SD-Hearing.asp *Educational Audiology Services http://www.cde.state.co.us/cdesped/RS-EdAudiology.asp	• Gain attention before engaging student • Consider voice amplification for teacher or classroom sound field system • Repeat /limit directions or instructions • Enunciate clearly with measured pace • Utilize vocal inflection, intonation and volume changes to emphasize important information • Written/picture supported directions • Provide brief, to-the-point instruction • Model steps in directions • Restate or rephrase if student does not respond • Avoid dividing student's attention between watching, listening and writing • Student takes notes during directions • Students retells directions ⌘ Amplification system ⌘ Text-to-speech ⌘ Low Gain Amplification Systems (if prescribed)

Table K. Student Characteristics Related to Setting / Environment Needs

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*

Setting/Environment
 	
*For additional information see:
CDE Behavior/Mental Health website:
http://www.cde.state.co.us/cdesped/Behavior.asp
Occupational Therapy:
http://www.cde.state.co.us/cdesped/RS-OT.asp
	⌘ Use headphones, sound buffers, classroom
	   sound field amplification or preferred acoustic
	   seating for student
	• For students who are Deaf/Hard of Hearing, arrange chairs in circle so student can know who is speaking and maintain sightline
	• Maintain "one speaker at a time" rule
	• Evaluate lighting to avoid glare
	• To assist with speechreading, seat a student who is Deaf/Hard of Hearing slightly to the thumb side of your dominant hand
	• Limit "visual clutter" to reduce distraction
	• Exercise balls or rocking chairs
	• Weighted vests
	• Fidget toys/ manipulatives
	• Thera-bands
	• Study carrel; alternate seating within room or resource room
	• Checkpoints for work completion
	• Clearly defined limits
	• Frequent reminders
	• Adaptive furniture/chairs

Table L. Student Characteristics Related to Timing and Scheduling

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
Timing/Scheduling	- Simplify directions, prompts or pace rate of instructional presentation - Give students time to read and process before you begin speaking - Allow for plenty of response time - Use familiar cultural contexts for content - Allow more time to complete work (e.g., language processing or more "wait time" after questions) - Shortened sessions with frequent breaks; also be mindful of visual/mental fatigue "Stop the clock" breaks for timed assignments or assessments - Change the time of day difficult instruction is given

Table M. Student Characteristic: Brain Injury, including Traumatic Brain Injury

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	• Give student "strategic rest breaks" • Preferential seating away from distractions • Be cognizant of sensory overload with light, noise, smell, taste, music class, band • Get medical clearance for student to participate in physical activities such as PE and dance class, organized sports and recess • Reduce the amount of in-class work • Reduce the amount of homework • Allow for extended time for processing • Consider whether testing is a fair measure of learning/memory • Provide alternative testing options • Exempt from large test/projects when still recovering from brain injury/concussion • Provide note taker/scribe or copies of teacher notes if necessary • Consider focusing on contextual learning rather than rote memorization while memory is compromised • Be cognizant that executive functioning problems (poor memory/attention/emotional and behavioral lability/mental fatigue) may be underlying the brain injury
Response *For additional information see CDE Traumatic Brain Injury website: http://www.cde.state.co.us/cdesped/SD-TBI.asp	• Show mastery of content in alternative fashion (oral presentation, projects) • Use compensatory strategies for memory and for attention • Use reminders from adults to consider behavioral and emotional supports • Advocate for self with "strategic rest breaks" • Advocate for self with sensory overload • Learn to "pace" cognitive demands throughout the day

Table N. Student Characteristic: Autism Spectrum Disorder

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	• Provide consistency with routines • Reduce sensory stimulation such as decorations, fragrances, buzzing of equipment etc.; use noise buffers • Picture symbols accompany written information • Written/visual information to accompany all information presented orally • Written/symbol directions for tasks • Use visual presentation strategies ⌘ "pix writer", "Picture It" or other clipart/software • Use of visual supports/visual schedules; do not talk while student looks at them • Use social stories to directly teach age-appropriate interactions and routines • Give advance notice of routine changes or change of activity • Redirect repetitive movement ⌘ Use of iPads or Tablets
Response *For additional information see CDE Autism website: http://www.cde.state.co.us/cdesped/SD-Autism.asp	• Picture Exchange Communication system (PECS) • Sign supported speech ⌘ Keyboarding ⌘ Text-to-speech software ⌘ Use of iPads or Tablets

*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodations used in instruction may not be allowed for assessment. For information on state assessment accommodations please see Sections IV-VII of this manual.

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Alternate Academic Achievement Standard and Alternate Assessment Eligibility Criteria Worksheet

The IEP Team is responsible to determine that the student
- **meets eligibility as a student with a significant cognitive disability (Intellectual Disability)**
- **will access the general curriculum based on alternate academic achievement standards (Colorado Academic Standards/Extended Evidence Outcomes)**
- **will participate in alternate assessment based on alternate academic achievement standards (CoAlt, 11th Grade Alternate for Colorado ACT, and alternate classroom/district assessments)**

Each year, the IEP Team will consider the academic achievement standard and assessments for each content area separately.

Criterion #1:	Response
☐ Has a standards-based Individualized Education Program (IEP) been developed for the student? ☐ Is the IEP current?	☐ **Yes.** Continue to Criterion #2 if all criterion boxes are checked. ☐ **No. Stop here.** The student must be eligible to receive special education services in order to have an IEP

Criterion #2:	Response
Evidence of a Significant Cognitive Disability (Intellectual Disability) ☐ Does the student exhibit a significant cognitive disability as determined through a body of empirical evidence? (evidence can include scores ranging more than 2.0 standard deviations below the mean on individually administered measures of cognition) ☐ Was adaptive behavior evaluated and is there evidence that the level of independent adaptive behavior is significantly below the culturally imposed expectations of personal and social responsibilities? ☐ Is all evaluation data documented in the IEP? ☐ Is there a deficiency in academic achievement in measures of reading/writing, math, and science? ☐ Were student work products reviewed and determined to be consistent with evaluations?	☐ **Yes.** Continue to Criterion #3 if all criterion boxes are checked. ☐ **No. Stop here.** The student does not qualify to receive instruction on alternate academic achievement standards or take alternate assessments. **Note:** Students with overall cognitive and/or adaptive behavior abilities that fall into the "within normal limits" range are not considered to be eligible as significantly cognitively disabled. These students are evaluated on grade-level academic achievement standards and will take grade-level assessments, with or without accommodation.

Criterion #3:	Reading/Writing	Mathematics	Science
☐ Is daily instruction for the student differentiated/modified and based on the Extended Evidence Outcomes (alternate academic achievement standards)? ☐ Are IEP goals and objectives linked to the student's enrolled grade-level Colorado Academic Standards and based on the Extended Evidence Outcomes/Extended Readiness Competencies? ☐ Are goals and objectives written in measureable terms?	☐ **Yes for Reading/Writing.** Continue to Criterion #4 for Reading/Writing if <u>all</u> criterion boxes are checked. ☐ **No. Stop here.** The student does not qualify for an alternate assessment in this content area. The student is on the grade-level academic achievement standards and takes general assessments for Reading/Writing with/without accommodations.	☐ **Yes for Mathematics.** Continue to Criterion #4 for Mathematics if <u>all</u> criterion boxes are checked. ☐ **No. Stop here.** The student does not qualify for an alternate assessment in this content area. The student is on grade-level academic achievement standards and takes general assessments for Mathematics with/without accommodations.	☐ **Yes for Science**. Continue to Criterion #4 for Science if <u>all</u> criterion boxes are checked. ☐ **No. Stop here.** The student does not qualify for an alternate assessment in this content area. The student is on grade-level academic achievement standards and takes general assessments for Science with/without accommodations.
Criterion #4:	Reading/Writing	Mathematics	Science
☐ Did the IEP Team meet to review annual assessment data and determine the student's eligibility to take an alternate assessment based on alternate academic achievement standards for each content area?	☐ **Yes**, the IEP team met and determined eligibility for Reading/Writing using assessment data ☐ **No**. Student will take the general assessment with or without accommodations	☐ **Yes**, the IEP team met and determined eligibility for Mathematics using assessment data ☐ **No**. Student will take the general assessment with or without accommodations	☐ **Yes**, the IEP team met and determined eligibility for Science using assessment data ☐ **No**. Student will take the general assessment with or without accommodations
☐ **The student meets all criteria and the IEP Team determines that the student is eligible to be evaluated on alternate academic achievement standards and participate in alternate assessments (state/district).**	Note: With the passage of IDEA in 1997 and its reauthorization in 2004, it is required that both state and districts provide an alternate assessment for students who cannot participate in general state and district assessments, even with accommodations.		

_____   _____
Parent signature   IEP Team Member signature

Decision-Making Process Flow Chart to Determine Eligibility for Alternate Academic Achievement Standard and Alternate Assessment based on Alternate Academic Achievement Standards

Is the student eligible to receive Special Education services and does the student have an IEP?

YES.
Does the student have a significant cognitive disability, as determined by empirical evidence*?

NO

YES.
Is the student working on the Extended Evidence Outcomes / Expanded Benchmarks (alternate academic achievement standards) ?

NO

Student takes general summative assessment (TCAP) without accommodations.

Student takes general summative assessment (TCAP) with accommodations.

YES.
Did the IEP Team meet to review annual assessment data and determine the student's eligibility for each content area?

NO

Student takes general summative assessment (TCAP) without accommodations.

YES
The IEP team met and determined eligibility for this content area using assessment data. The student is eligible for an alternate assessment .

Student takes general summative assessment (TCAP) without accommodations.

Student takes general summative assessment (TCAP) with accommodations.

Student takes general summative assessment (TCAP) with accommodations.

Student applies for a nonstandard accommodtion.
**Pending CDE approval

NO
IEP team determined that the student will take the general summative assessment (TCAP) in certain content areas. with or without accommodations.

Student takes general summative assessment (TCAP) with accommodations.

Student applies for a nonstandard accommodation.
**Pending CDE approval

Please note: eligibility for alternate academic achievement standard and alternate assessments must be determined individually for each content area being assessed

*Empirical Evidence may include, but is not limited to, standardized educational testing, professional evaluation data, and evaluation instruments deemed valid by the professional field.

** **"Pending CDE approval"** is to be documented in the assessment accommodation section of the IEP for nonstandard accommodation requests.

Glossary of Instructional Accommodations Chart

The accommodations outlined on this chart are intended to serve as a starting point in the selection process. The chart is not intended to indicate that all accommodations listed would be appropriate for all students with the same learner characteristics, nor is the listing exhaustive. Teachers and students are encouraged to explore unique, individual solutions to provide access to instruction.

The listing of an instructional accommodation on this chart does NOT indicate that it is allowable for use on a state assessment. See Sections IV-VII for guidance.

Some resource websites have also been included in the chart for your reference.

Presentation Accommodations	
Large Print	
	Large print editions of texts, instructional materials, and printed tests are beneficial 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 to accommodate the visual spacing/font enlargement needs of the student. The selected font is often one that is free of serifs (sans serifs). 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 assessments. Measurement tools or items being measured should be retained in their standard increments. It is important for the print to be clear, with high contrast between the color of the print and the color of the background. It is the responsibility of the school district to secure and/or to prepare large print texts and instructional materials. Such materials are not provided to students with visual impairments by the Colorado Instructional Materials Center.
Black and White Print/High Contrast	
	Some students with visual impairment may require text with high contrast ink from the color of the background page. The high contrast enables the student to see the material more effectively.
Color Contrasting	
	Some students with visual needs are better able to view information through color contrast. This need can be met for paper-based materials by either creating different color versions of content or by providing colored transparencies to place over materials. For computer use, a content and test delivery system can allow students to overlay different colors over content and choose different combinations of text and background colors.
Increased White Space	
	Increasing the amount of blank space between items in a paper-based test booklet or between instructional content may help students better see the presented material and/or maintain visual focus.

	Magnification Devices
	Some students with visual impairments read regular print materials by enlarging the print size with magnification devices. These include reading glasses, eyeglass-mounted magnifiers, free standing or handheld magnifiers, and Closed Circuit Televisions (CCTVs)/Video Magnifiers to enlarge print and display printed material with various image enhancements on a screen.
	Computer Magnification
	Some content and test-delivery systems allow students to manipulate the size of text and graphics presented on the screen. It is important that the system is able to enlarge all material, including narrative text, formulas and equations, information presented in scientific and mathematical nomenclature, tables, graphs, charts, figures, and diagrams with visual clarity. The system may provide tools that allow students to either view material in magnified form on an occasional/as-needed basis or on a more permanent basis. Other desirable features of a computer magnification system would be to allow students to easily move content that is forced off the screen into viewing mode; allow magnifying tools to work in conjunction with other accessibility tools and/or accommodations provided on the computer; and give students the option of enlarging the entire test interface (including navigation buttons, menu options, and directions) or only instructional or test content.
	Braille
	Braille is a method of reading a raised-dot code with the fingertips. There are braille codes specific to literature, math, and science. Some students who are blind/visually impaired will use braille as a primary and/or a secondary literacy modality. Decisions will need to be made about whether a student will use contracted or uncontracted literary braille. If instructional tasks or assessments are timed, a braille user may need additional time to complete the task. A certified teacher of students with visual impairment should work with the student's IEP Team to determine the student's need for braille.
	A student may use a manual braille writer to produce braille. "Refreshable braille displays" are electronic devices used to read text. This device is connected to a computer via a cable or Bluetooth and produces braille output on the braille display. Braille note takers are electronic devices to read and write braille.
	Accessible Denver: Resources for the Blind or Visually Impaired: www.denvergov.com/Resources/BlindVisuallyImpaired/tabid/431789/Default.aspx
	Tactile Graphics
	Tactile graphic images provide graphic information that can be discerned through touch. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper or thermoform). Tactile graphics cannot always capture the same information that is presented in a visual format and/or may be very time consuming for the student to acquire all the needed information in the graphic. In these instances, the student may benefit from an audio description or text/word description of the image.
	http://www.tactilegraphics.org/resources.html

Presentation Accommodations

Presentation Accommodations	
	Audio Description of Images
	Audio description can provide access to complex images and graphics for students with visual and print disabilities. For specific information on how best to use audio description; please go to: http://ncam.wgbh.org/experience_learn/educational_media/describing-images-for-enhanced/guidelines-for-describing-imag#Introduction
	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 an even tone and inflection so the student can process the information. 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 effectively when a person is reading to an entire group of students.
	Teacher-Read Directions
	A trained, qualified person may be provided to students who require all directions to be read aloud. Students who require pacing and focusing may benefit from this type of accommodation. Rephrasing or clarification of directions is not allowed.
	Oral Script
	If it is determined that the student requires an oral administration type of accommodation, the same procedures outlined for use on state assessment should be routinely used in classroom assessment. Directions, assessment items and answer choices must be read verbatim from an oral script without clarifying, elaborating, or providing assistance with the meaning of words. Rephrasing or clarification of directions is not allowed.
	Read Aloud to Self
	This accommodation is useful for students who may need to see and hear text in order to comprehend what is written. The use of an auditory feedback device may also be beneficial, but will require individual administration in order not to disturb others.
	Audio Cassette Tape, Compact Disc, or Digital Recorder
	Written tests and instructional materials can be prerecorded on an AAC device, audio cassette, compact disc, digital recorder, or any other type of assistive technology device which a student accesses with playback. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students may need sit near the speaker, use a quality microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions or pass the microphone). Advantages include ease of operation, portability and low cost. Audio versions of tests and other written materials may need to be supplemented with a print or braille version of the text, so a student can have access to complicated graphic material. Copyright issues may need to be addressed. Consult your Assistive Technology Specialist for recommendations.

Presentation Accommodations	**Audio Books**
	An audio book is a human-recorded version of a printed book. Some of these recordings contain the full book and some are abridged. Audio books are produced on tape, CD, and in other electronic formats playable on computers and various types of digital media devices. They can be borrowed from libraries, downloaded or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. In most cases audio books are subject to copyright restrictions unless they are specifically designated as public domain works or fall under copyright exemption. (also see Learning Ally)
	Colorado Talking Book Library www.cde.state.co.us/ctbl/
	Learning Ally
	Learning Ally provides accessible audio textbooks and literature titles for individuals with visual and learning disabilities. The 71,000+ library of audio books are human voice recorded by subject specialists and are available through an individual or institutional membership. In addition to the audio format, Learning Ally is incorporating synchronized text to speech into their collection of books and will gradually add these books to the library. Learning Ally titles can be accessed by downloading through an online account. The books can then be played on the Learning Ally audio app for the iPhone, iPod Touch, or iPad, as well as software for a PC or Mac, and specialized hardware devices. Downloadable DAISY books provide instant access with enhanced navigation, bookmarking, and variable speed control.
	www.learningally.org/Audiobooks/21/ (formerly Recording for the Blind & Dyslexic)
	Electronic Books
	An electronic book (or e-book) is a digital version of a printed book. These books come in a variety of formats. Depending on the source, these books can be read aloud by a computer generated voice using special software or hardware. Unlike audio books, electronic books include the full text so that students can read along while they listen without requiring a printed copy. Digital books are widely available from online bookstores and can be downloaded from several websites. Not all publishers allow their electronic books to be read with computer speech due to copyright.
	Colorado Talking Book Library http://www.cde.state.co.us/ctbl
	Bookshare.org
	Bookshare is an online library of digital literature and textbooks designed for use by individuals who are blind or have other print related disabilities. The digital books are primarily contributed by volunteers or provided in digital format by publishers. Bookshare provides free individual and institutional memberships to eligible schools and students in the United States. The books are available in DAISY format which is playable with specialized hardware or software.
	www.bookshare.org (access to content)

Presentation Accommodations	**Accessible Materials**
	Accessible Instructional Materials (AIM) are specialized formats of curricular content that can be used by and with print-disabled learners. They include formats such as braille, audio, large print, and electronic text. If a student is unable to read or use standard print based materials but is able to understand the content presented in textbooks and other related core instructional materials that are used across the curriculum, the student may need specialized formats of the curricular materials. For some students, printed instructional materials can be a barrier to participation and achievement in the general education curriculum.
	National Center on Accessible Instructional Materials http://aim.cast.org
	Tarheel Reader - www.tarheelreader.org (collection of free, easy-to-read, and accessible books on a wide range of topics to share or create)
	Audio Amplification Devices
	Some students may benefit from hearing assistive technology to enhance their access to auditory instruction. The device used may vary depending on the impact of the hearing loss and personal amplification the student may be using. Amplification enhances the intelligibility of teacher-directed instruction, seating options, and in some cases connectivity with other technology (computers, audio devices, etc). There is an array of options available such as infrared and frequency modulated (FM) amplification systems, in addition to a student's personal hearing aids/cochlear implant(s), to increase clarity of the teacher's voice. An FM system can also be used with headphones. The teacher/speaker wears a small microphone which would transmit to either a classroom and/or device that is worn by the student. A student-worn receiver allows the student to receive consistent voice input regardless of where the teacher is standing in the classroom. When working with students in classroom situations that contain ambient noise, another consideration to improve spoken voice input quality may be a classroom sound field amplification system. The teacher/speaker wears a small microphone, a receiver is placed in the classroom, and the teacher's voice is clearly projected for all students. Check with a certified professional in your administrative unit, such as an educational audiologist to assist with addressing individual student need and refer to the IEP for student's amplification requirements.
	This article outlines the benefit of amplification for all students: Educational Technology Support Center White Paper: Classroom Amplification Systems calypsosystems.com/images/uploads/researchstudies/Sound_Amp_whitepaper.pdf
	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 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.
	Described and Captioned Media: www.dcmp.org/ Accessible Denver: www.denvergov.com/Resources/BlindVisuallyImpaired/tabid/431789/Default.aspx

Presentation Accommodations	**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, deaf-blind, hard-of-hearing, or experience difficulty with auditory processing rely heavily on visual and environmental cues in the classroom, such as printed schedules, written directions, pictures, and realia. Teachers should be mindful of the student's sightline, both to see the teacher speaking/interpreter and to follow conversation during class discussion. Teachers can make natural gestures to help the student know who is speaking. Lighting is also an important consideration. Other helpful practices are to provide printed material prior to class instruction with new vocabulary highlighted, repeat/rephrase questions asked by other students, and summarize classroom discussion along with printed peer/teacher notes. It is very difficult for Deaf students to read printed text, or take notes while someone is speaking, so pacing of delivery is very important. Utilize realia, pictures and captioning to build vocabulary connections. Students with auditory processing disorders may need visual cues paired with auditory information.
	Sign Language
	The use of a sign language interpreter may be appropriate for a student who is deaf, deaf-blind or hard of hearing or for a student who receives daily instruction through sign language. Some students may need all print materials signed/interpreted, while others may need only oral instructions signed. (Note: Since signing a reading test passage would invalidate what is being measured, it is not allowed.) Interpreters must be able to accurately interpret/translate using the student's preferred mode of communication (e.g., American Sign Language (ASL), Pidgin Signed English (PSE), Manually Coded English (MCE), or other method typically used by the student). During classroom/district assessment, interpreters must not paraphrase, clarify, elaborate, provide assistance with the meaning of words (expansion), choose signs that would invalidate the intent of test questions, or give unfair advantage with visual cues or facial expression. (e.g., if a math question presented pictures of several shapes and called for the student to identify the circle, the interpreter would fingerspell C-I-R-C-L-E rather than using the sign CIRCLE that would define the term visually.) Interpreters must not give even the slightest nonverbal response to affirm or negate a student's response to test items. Interpreters need to have prior preparation in order to conceptually convey the intended meaning without providing unintended advantage or invalidating the construct being measured. Sign language interpreters should be included in test administration and security procedures training and are expected to keep all test-related information strictly confidential. (See Appendix B -Special Instructions for Signing of Oral Scripts)

Presentation Accommodations	**Picture Symbols and Real Objects**
	Picture symbols and real objects are used to represent words in a concrete manner. These accommodations assist emergent readers to understand a symbolic representation of words.
	Markers and Highlighting
	Markers and highlighting are used to draw student's attention to key elements of content. Students or teachers may use markers, arrows, stickers, or highlighting of key words as visual tools for focusing students' attention.
	Masking/Tracking Tools
	A common technique for focusing a student's attention on a specific part of a printed item is provided by masking. Masking involves blocking off content that is not of immediate interest to the student. Students may use a variety of methods to mask content, including masking templates, sticky notes, rulers or straight-edges, highlighter rulers, or blank sheets of paper. A digital content delivery system may include tools, such as Digital Answer Masking, Digital Sticky Notes, and/or Digital Line-by-Line Reader, that allow students to mask or hide portions of instructional or test content, as well as the interface, so that the student can focus on content that is of immediate interest. Masking tools allow students to cover and reveal individual answer options, navigational buttons, and menus. Tools should also be available that allow students to create custom masks that simulate the placement of sticky notes over any sized area of the screen (e.g., a graphic, chart, table, or narrative block of text). Students should be able to move, hide, and reposition any masking element placed on the screen.
	StateWide Assistive Technology, Augmentative and Alternative Communication www.swaaac.com/index.html
	Notes, Outlines, and Instructions
	Written class notes may be taken by another student on NCR paper (duplicate set paper) or printed/photocopied. A teacher could provide a printed copy of step-by-step instructions, examples, assignments or notes from an interactive whiteboard. Students could also be given a detailed outline of the material to be covered prior to or during the class period, and an outline of material to be covered (syllabus) at the beginning of each grading period. iPad apps such as ScreenChomp, Board Cam, ReplayNotes for Kids and others allow for screen capture or audio recording for later playback.
	Talking Materials/Text-to-Speech
	Many classroom materials are now available with auditory components. These include calculators, "talking" clocks, thermometers, timers, and voltmeters. Students benefit by listening to a fully approved, standardized human voice or synthesized voice recordings that have been vetted for correct pronunciation, assuring accurate presentation of words, symbols, and equations. The system should allow students to decide when they want to hear the text read to them and allow them to play sound clips repeatedly. All components of the delivery interface containing text, such as buttons, menu options, and directions, should have read-aloud available for them. A text-to-speech accommodation must be supplemented with a standard print, braille, or large print version of the test so the student can have access to all the instructional materials, and complete the assignment while using the technology.

<table>
<tr><td rowspan="5">**Presentation Accommodations**</td><td>**Graphic Organizers**</td></tr>
<tr><td>Various types of graphic organizers or Foldables® may be beneficial for students who need support for organization and sequencing of multi-step processes.</td></tr>
<tr><td>Graphic Organizer generator: www.teach-nology.com/web_tools/graphic_org/
Dinah Zike's Foldables® http://www.dinah.com/</td></tr>
<tr><td>**Other Presentation Accommodations**</td></tr>
<tr><td>Some students may have other presentation accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.</td></tr>
</table>

Response Accommodations	
Speech-to-Text/Voice Recognition Software	
	Speech-to-text conversion, or voice recognition, allows a student to use his/her 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). Allow ample time for instruction and practice when using these types of devices.
Brailler	
	A brailler is a machine used to produce text 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 teacher certified in the area of visual impairments. Consult your teacher of students with visual impairments (TVI) for recommendations for individual students.
Voice Recording Devices	
	A student uses a tape recorder or other recording device to record class work or test responses rather than writing on paper.
Computer or Personal Portable Keyboard	
	Computers, or other word processing systems, allow a student to produce a written response to instructional materials or assessments. Students should receive adequate instruction and time for use in order to build fluency and independence.
Wireless Devices	
	iPads, tablets, and other wireless devices have become useful tools for students as both presentation and response accommodations.
Scribe	
	A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. A scribe may not edit or alter student work in any way, and must record word-for-word exactly what the student has dictated. Following the dictation, 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 become familiar with the content-area vocabulary involved and understand the strict boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less. The use of a scribe should be limited as it inhibits a student's ability to produce his/her work independently. Appropriate assistive technology should be provided, taught, and used whenever possible. The educational goal is for the student to be able to produce work independently. Examples of inappropriate use of a scribe may include: "The student can tell much more than he/she can write." or "This student can do so much better with a scribe." Such statements may well be true for many students. However, such a reason indicates convenience rather than need and may result in educational advantage. A scribe is not to be routinely used because a student lacks language competency, handwriting fluency, or spelling skill.
	See Section III for an example decision-making process your district may choose to adapt.
The CDE thanks Cherry Creek School District for sharing this resource.
For use on state assessment, see Appendix **C** - Special Instructions for Scribe

	Calculator
	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 for instruction. It is important to determine whether the use of a calculation device is a matter of convenience, or a necessary accommodation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. On the other hand, if students are learning problem solving skills that include subtraction (e.g., bargain shopping for items with a better value), the use of a calculation device may be a valid accommodation. Calculators may be adapted with large keys or voice output (talking calculators). In other cases, an abacus may be useful for students when mathematics/science problems are to be calculated without a calculator. The abacus functions as a paper and pencil device for students with visual impairments.
	Spelling and Grammar Devices
	The use of a dictionary may be beneficial for 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.
	Word Prediction
	Word prediction software can work in various modes of operation based on the student's needs. This accommodation provides a word list pop-up tool that can assist the student with word choice and spelling based on the letters that a student types on the screen.
	Word Prediction Software Comparison Chart: http://www.spectronicsinoz.com/article/word-prediction-software-comparison-chart Write Online (fee for license) http://www.cricksoft.com/us/products/tools/writeonline/special-needs.aspx
	Prompt / Encourage Student Responses
	Some students may respond to prompting or encouragement to maintain focus during instruction or testing. On a paper-based task, teachers may encourage or prompt the student to continue. For example, a teacher may walk by a student's desk and point to a picture symbol or card that encourages the student to refocus on the work at hand. In a computer-based environment, the system can be programmed to generate a prompt after a predefined number of minutes elapsed since a student interacted with the content.
	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.

Response Accommodations

Response Accommodations	**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.
	Specialized Paper
	Some students require special paper in order to respond in writing. Some examples include graph paper, paper with raised lines, or paper with colored/highlighted lines.
	Additional Paper
	Some students may benefit from having additional paper available to use during instruction. This paper may be blank (scratch), lined, graph, or other paper.
	Slant Boards
	Slant boards often help students with motor fatigue or students who need closer visual accesses to print material. An inclined surface may assist in maintaining better posture, thus allowing a student to respond in writing with less fatigue.
	Pencil Grip / Large #2 Pencil
	A pencil grip/large #2 pencil that the student is accustomed to using may help the student with motor fatigue and thus allow the student to respond in writing.
	Abacus / Tactile Math Manipulatives
	Some students require an abacus or physical objects in order to accomplish math calculations. Some examples include raised touch math dots, counters, number lines, 1-100 chart, raised line graph paper, shape construction board, braille ruler, or protractor.
	Other Response Accommodations
	Some students may have other response accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.

Setting / Environment Accommodations	**Reduce Distractions to the Student and Auditory Sensitivity Accommodations**
	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. Preferential seating near the teacher's desk or in the front of a classroom may be helpful for some students. Enclosed classrooms may be more appropriate than open classrooms. Study carrels or other means of focusing sightline may 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 non-glare lighting.
	Auditory Calming/Music /Noise Buffers
	Some students concentrate best while wearing noise buffers such as earphones, earplugs, or music.
	Reduce Distractions to Other Students
	Some students use accommodations that may distract other students, such as having an oral administration or scribe. In addition, some students might perform better when they can read and think aloud, or a student may make noises or use equipment that distracts 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 or in a study carrel. 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.

Setting / Environment Accommodations	**Adaptive Furniture/Equipment**
	Some students benefit from the use of adaptive or customized furniture to aid positioning during instruction or assessment. Other students may find it helpful to use a slant board or wedge to minimize visual fatigue and provide a better work surface.
	Special Chairs
	Some students may need to physically move during instruction and have a difficult time sitting in a regular chair, so ball chairs or rocking chairs may be beneficial. Another way to accommodate this type of need is to modify a regular chair by adding a cushion or a small ball.
	Fidget Toys
	Some students may need something in their hand to manipulate as they work in order to focus their attention. Some examples of these are small balls, pieces of textured cloth, or putty.
	For additional suggestions, consult your school's Occupational Therapist or Physical Therapist.
	Weighted Vests
	Some students may require accommodations that provide proprioceptive input and aid in self-regulation; items such as weighted vests or blankets may assist in calming or focusing a student's attention to the task at hand.
	Thera-tubing or Stretchy Bands
	Thera-tubing is often used as a replacement accommodation for foot tapping. These bands provide students resistance and are used as a calming or focusing accommodation.
	Other Setting/Environment Accommodations
	Some students may have other setting/environment accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.

Timing / Scheduling Accommodations	
Extended Time	
A student's educational team is to determine, based on documentation, a specific amount of extra time to complete assignments, projects, and tests. Data can be collected to assist in the calculation of a typical amount of time that a student requires to perform a given task. For timed tests, a standard extension may be time and one-half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute time limit. For rare cases, double time may also be allowed. Decisions should be made on a student-by-student basis and evidenced with the collected data. Usually "unlimited" time is not appropriate or feasible. The amount of extra time a student needs (time and 1/2, double time, etc.) should be documented in the IEP based on gathered evidence of need. Students who have too much time may lose interest and motivation to do their best work, while others may simply need additional time to complete work independently.	
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. In an assessment, the breaks do not extend the allotted time.	
"Stop the Clock" Breaks	
For timed tests, the testing clock can be paused for a period of time to allow the student to refresh, refocus, or take a restroom break. The time allowed, whether standard or extended time, is then resumed when the student returns to task.	
Change Time of Day, 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 in order to reduce fatigue for students who are medically fragile or have significant support needs.	
Verbal/Visual/Tactile Prompts to Stay on Task	
Such prompts as general verbal reminders ("Keep on/continue working" or "Stay on task"), visual reminders (picture symbols or color-coded cards), and tactile reminders (gentle touch on the hand or arm, soft tap on the table, paperclips to divide tests into sections) may be used to refocus student attention.	
Countdown Timers	
Countdown timers allow the student to track how much time is left for timed assignments or assessments.	
Other Timing/Scheduling Accommodations	
Some students may have other timing/scheduling accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.	

Discussion Questions for Parents
Accommodations in Instruction and Assessments

About Instruction

- Is my child expected to reach grade-level or alternate achievement standards? Does this affect what types of accommodations are available to my child in instruction or on assessments?

- What accommodations does my child need to access and reach the academic standards?

- Are there accommodations that could be allowed in instruction that are not currently being provided?

- Are there accommodations being used at home that could be used in instruction to help the student access and learn content or help them in performing certain academic tasks?

- How can my child and I advocate to receive accommodations not yet provided in instruction?

- Are the accommodations my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase out or discontinue the use of a certain accommodation?

- How are the various staff members who work with my child providing accommodations across all content areas?

About Assessment

- What are the assessments my child needs to take, what do they measure (e.g., grade-level or alternate academic standards), and for what purpose is each given?

- Are the accommodations allowed on state tests also provided for district tests?

- Can my child participate in part of an assessment with or without accommodations?

- If my child is taking the alternate assessment will he or she still be allowed to have accommodations?

- Are there consequences for allowing certain changes to how my child participates in a test?

- How will my child's test scores count?

- Do consequences of accommodations vary by type of test?

Parent Input for Accommodations

Is there evidence to support the need for each accommodation documented in my child's IEP or 504 Plan?

Do data indicate the need to revise or discontinue provided accommodations?

How does my child indicate his/her preferences for specific accommodations?

If an accommodation used in instruction is not allowed on a test, is there another option to support the student which is allowed? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accommodation before the test?

Other discussion items:

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. 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.   Make a list of the classes you are taking now. Then think about accommodations that could help you access the information and tasks needed in each class. Write down what accommodations you think might be helpful for you.

Classes   Accommodations

_____   _____

_____   _____

_____   _____

_____   _____

Dos and Don'ts When Selecting Accommodations

Do	Don't
make accommodation decisions based on individualized needs	make accommodations decisions based on whatever is easiest to do (e.g., reading to student)
select accommodations that reduce the effect of the disability to access instruction and demonstrate learning	select accommodations unrelated to documented student learning needs select accommodations intended to give students an unfair advantage
be certain to document instructional and assessment accommodation(s) on the IEP, Section 504, or other formal plans	use an accommodation that has not been documented on the IEP, 504 or other formal plans
be familiar with the types of accommodations that can be used as both instructional and assessment accommodations	assume that all instructional accommodations are appropriate for use on state assessments
be specific about the "Why, What, Where, When, Who, and How" of providing accommodations. Keep service logs or other forms of documentation of accommodation use and effectiveness	simply indicate an accommodation will be provided "as appropriate" or "as necessary"
refer to state accommodations policies and understand implications of selections. (Please see Sections IV-VII)	check every accommodation possible on a checklist simply to be "safe"
evaluate accommodations used with input from the student	assume the same accommodations remain appropriate year after year or that the student is willing to use the accommodation
get input about accommodations from teachers, parents, and students, and use it to make decisions at a meeting for the IEP, Section 504 or other formal plans	make decisions about instructional and assessment accommodations alone
provide accommodations for assessments routinely used for classroom instruction	provide an assessment accommodation for the first time on the day of a test
select accommodations based on specific individual needs in each content area	assume certain accommodations, such as extra time, are appropriate for every student in every content area

Use of Scribe

#	Question		Result and Reasoning	Other Considerations
1	Does the student have a disability under either Section 504 or Special Education (IDEA)?	No	Scribing is not allowed on standardized assessments.	Consider using strategies allowed for and provided to all students
		Yes	Go to question 2	
2	Has the IEP or 504 team determined that the student has a physical impairment?	No	Scribing is **not allowed** as a standard accommodation on standardized assessments. For state tests, a non-standard accommodation form would need to be completed for students with other disabilities.	Consider using Assistive Technology appropriate for the disability such as word processors, Dragon Dictate, Co-writer and other programs available in schools.
		Yes	Go to question 3	
3	Does student have significant motor impairment that interferes with writing or exhibit extreme motor/ physical fatigue as a result of the physical impairment?	No	Scribing is not a standard accommodation for disabilities other than PD on standardized assessments. For state tests, in order to use scribing, a non-standard accommodation form would need to be completed for students with other disabilities.	Consider using other Assistive Technology appropriate for the disability such as a word processor, Dragon Dictate, Co-writer and other programs available in schools.
		Yes	Go to question 4	
4	Do the Accommodations written in the IEP include Scribe and Assistive Technology in the instruction section AND the standardized test section of the IEP or 504?	No	Both Scribing and AT must be in the IEP, since the goal is to help students gain independence. Once updated, continue on to question 5.	When updating the IEP through the IEP review process make sure both scribing and AT are in the IEP, and start working with the student on using the appropriate accommodations.
		Yes	Go to question 5	
5	Has assistive technology been introduced to the student?	No	This must happen before scribing can be used as a standard or non-standard accommodation. If the student has not been introduced to AT, scribing cannot be used as an accommodation on a standardized assessment.	Work with your building IT person and/or Special Ed Teacher on the AT available in your building.
		Yes	Go to question 6	
6	Has the AT been administered with fidelity?	No	AT requires time to train on the software for the student become familiar and independent using it.	Set times and activities for the student to practice using the AT.
		Yes	Go to question 7	
7	Is the student able to use the AT program on their own? Are they able to manipulate the program as needed to produce results? (i.e., on a test, they would be able to respond/answer questions without assistance.)	Not Yet	**This student qualifies for scribing as a standard accommodation.**	Continue working with the student on the AT, so that they will become proficient and independent with it and less reliant on scribing.
		Yes	**This student should be using the assistive technology in instruction and on standardized assessments.**	

Accommodation Use in the Classroom

This chart can be used to track different aspects of how a student uses an accommodation in your classroom and to help inform decision making on assessment accommodations.

Student _____   *Date* _____

List accommodations the student uses in the classroom. Then apply the questions in the chart and record your observations.

Questions	List Accommodations				
1. Is it noted in student's IEP, 504, or other formal plan?					
2. For what task(s) is it used? (e.g., task type or content/ standard)					
3. Does the student use it for that task every time? Note how often.					
4. Is the need for it fixed or changing?					
5. Does the student use it alone or with assistance? (e.g., Aide, peers)					
6. Notes: (e.g., does one accommodation seem more effective used with another on a task, etc.					

Adapted from the *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment.*

Evaluation of Accommodation Use Data Collection Sheet

Student:	School Year:	Return To:	Return By:
Class:	Teacher:		

+ = Very Effective
√ = Provided
x = Refused the Accommodation
0 = Provided, but Not Effective

Subject:
☐ Math ☐ Writing ☐ Social Studies
☐ Writing ☐ Science

General / Alternate Assessment:
District Assessment: _____
☐ CoAlt
☐ 11th Grade Alternate

Instructional Accommodations	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Collection of data to support the need for an instructional / assessment accommodation is encouraged.

Colorado Accommodation Manual, Sixth Edition

Infused Skills Grid

School Name: _____

Student Name: _____ Age: _____ Grade: _____

Parent/Guardian: _____ Phone: _____ Email: _____

Inclusion Support Teacher: _____ Phone: _____ Email: _____

Class	Room

Infused Skills

Activities/Subjects/Environments

Check here if the
infused skill has
been identified by:

Family									
Student									
Peers									
School									

For further information on the use of this tool, please see "Inclusive Elementary Schools: Recipes for Success" and "Deciding What to Teach and How to Teach It" published by PEAK Parent Center, Inc."

PEAK PARENT CENTER
Helping Families Helping Children

www.peakparent.org

After-Test Accommodations Questions

Use this form after a test to interview a student about the accommodations provided, ease of use, effectiveness, and whether it should be used again. Also, note any adjustments or difficulties experienced by the student in either how the accommodation was administered or in using the accommodation during the assessment.

Student _____ Date _____

Questions	Test Taken / Date			
	List accommodation provided			
Was the accommodation used?	Yes / No	Yes / No	Yes / No	Yes / No
Was the accommodation useful?	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accommodation? (Are adjustments needed?)	Yes / No	Yes / No	Yes / No	Yes / No
Should the accommodation be used again?	Yes / No	Yes / No	Yes / No	Yes / No

Student Comments:

Student signature _____

Assistant signature (if applicable) _____

Adapted from *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment.*

School/District Logistics Planning Checklist for Classroom/State Assessment Accommodations

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 student's formal educational plan.	☐	☐	☐
2. Students use accommodations regularly.	☐	☐	☐
3. The Educational Team evaluates the effectiveness of the accommodation.	☐	☐	☐
4. A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly.	☐	☐	☐

Preparation for Test Day			
5. Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., audio tape, Braille, large print).	☐	☐	☐
6. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/data base).	☐	☐	☐
7. Non-standard accommodation requests are submitted to the district or BOCES.	☐	☐	☐
8. Approval of non-standard accommodations received.	☐	☐	☐
9. 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).	☐	☐	☐
10. Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	☐	☐	☐
11. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	☐	☐	☐
12. Plans are made to replace defective equipment.	☐	☐	☐

Accommodations on the Day of the Test			
13. All eligible students receive accommodations as determined by their formal educational plans.	☐	☐	☐
14. Provision of accommodations is recorded by test administrator.	☐	☐	☐
15. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes)	☐	☐	☐

Consideration after the Day of the Test

	Y	N	NA
16. Responses are transferred to scorable test booklets answer sheets for students using special equipment and adapted test forms and response documents	☐	☐	☐
17. All equipment is returned to appropriate locations.	☐	☐	☐
18. Students who take make-up tests receive needed accommodations	☐	☐	☐
19. Effectiveness of accommodation use is evaluated by test administrators, educational teams, and student; plans are made for improvement.	☐	☐	☐

*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodations used in instruction may not be allowed for assessment. For information on state assessment accommodations please see Sections IV-VII of this manual.

Related Colorado Department of Education resources:

Pre-School Child with a Disability
http://www.cde.state.co.us/cdesped/SD-PreSchool.asp

Multiple Disabilities
http://www.cde.state.co.us/cdesped/SD-Multiple.asp

Significant Support Needs:
http://www.cde.state.co.us/cdesped/SD-SLIC.asp

Deafblindness:
http://www.cde.state.co.us/cdesped/DeafBlind.asp

Related Services:
http://www.cde.state.co.us/cdesped/RS-Main.asp

Accommodations for Use on State Summative Assessments

Mira Monroe
Principal Consultant
Unit of Student Assessment
Monroe_M@cde.state.co.us
303-866-6709

Section IV:
Policy for Statewide Assessment Accommodations

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

Selecting and Planning for Assessment
Post Secondary Implications

Accommodations Categories for State Assessments
Standard Accommodations
Restricted Accommodations
Nonstandard Accommodations

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

Combined TCAP Reading and Writing Session

Monitoring Assessment Accommodations
Introduction
Prior to testing
During testing
After testing

State Accommodations Monitoring Visits

Overview

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

All students enrolled in a Colorado public school in the grades assessed must be accounted for in either the general summative assessment or the alternate summative assessment. The purpose of the general summative assessment is to accurately describe all students' true level of achievement on the Colorado standards. Some students may need accommodations to access the assessment and show their true levels of achievement.

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

Assessment accommodations are 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. For example, providing a read aloud of the reading assessment is not an allowable accommodation because it changes what is being assessed. Reading is not just decoding and reading is not just the ability to comprehend spoken language; therefore, the reading assessment shows successful reading comprehension which requires successful employment of both sets of skills– decoding and linguistic comprehension.

Including All Students with Disabilities in State Assessment

In Colorado, participation of all students in assessment is specified in the **Colorado Exceptional Children Education Act:**

Requires every student enrolled in a public school to take the assessments in the grade level in which the student is enrolled
(1.2)(d)(I)
- Excepting those students taking the grade level assessment available in the alternative test – CSAPA (CoAlt).
C.R.S. 22-7-409 (1.2) (d) (I) (A) 012

All students are included in either the grade-level or alternate summative assessment.

✸ **Can Parents "opt out" their child(ren) from participating in the state assessment program?** For further clarification on this topic, please see the Jan. 20, 2012 Commissioner's letter to Superintendents located in **Appendix A**.

Section IV
Policy for Statewide Assessment Accommodations
Including All Students with Disabilities in State Accountability
Both federal (IDEA) and state (ECEA) laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. IEP Team members must actively engage in a planning process that addresses:

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

There are several critical elements in ESEA that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in with students attaining the knowledge and skills defined by the content standards. States must provide assessments in reading/writing and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school (Grade 10-12). States must also provide science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year. School, district, and state accountability is based on measuring success in educating all of its students and determining what needs to be improved for specific groups of students. With the No Child Left Behind (NCLB) Waiver, Colorado's federal Title I accountability system is now defined in terms of Colorado's School and District Performance Frameworks (SPF and DPF), which measure the academic achievement, academic growth, academic growth gaps, and postsecondary workforce readiness of students in Colorado schools and districts each year. Schools, districts, and states are held accountable for improvements on an annual basis by public reporting, the Unified Improvement Plan (UIP) and ultimately through consequences delineated in SB-09-163, if they remain persistently low performing for five years.

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

Selecting and Planning for Assessment Accommodations

Accommodations must "level the playing field" for all students by providing an opportunity to access material without providing an unfair advantage to any student. Providing an accommodation for the sole purpose of increasing test scores is not ethical.

The departure from standardized testing procedures can potentially invalidate the test results. It is imperative that assessment accommodations are not given in isolation of instructional accommodations, as accommodations must be in use in the classroom and evaluated on an ongoing basis. It should be recognized that introducing an accommodation at the time of the assessment may actually hinder the student's performance.

Policies pertaining to accommodations for statewide assessments are set by the Colorado Department of Education (CDE) based on current research and assessment practices. Per the *Code of Federal Regulations*, the State's (or, in the case of a district-wide assessment,

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the LEA's) guidelines must --(i) Identify only those accommodations for each assessment do not invalidate the score and (ii) Instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score [34 CFR δ 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.

Once decisions have been made by the Educational Team about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state assessments must be mapped out. It is not uncommon for special education teachers or related services personnel 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 of these individuals to know and understand the requirements and consequences of district and state assessments, including the appropriate use of accommodations. It is important to engage the appropriate personnel, including District Assessment Coordinators (DACs), School Assessment Coordinators (SACs) and test proctors to plan the logistics and provision of assessment accommodations on test day.

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

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

Post Secondary Implications

College and career readiness is an important education outcome for all students. As students plan for their transition to post-secondary settings, it is important for educational teams to have documented students' use of accommodations. Colleges and universities typically only allow accommodations on assessments for students with an IEP or 504 plan, and may allow fewer accommodations than were available in the K-12 setting, so it is important to consider the postsecondary implication of assessment accommodations. This may also be true for students who transition into vocational and other workplace settings.

Accommodation Categories for State Assessments

Standard Accommodations

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

To use standard accommodations, the following policies apply:
- The accommodation must be based on a student's individual need
- The accommodation is not specific to the program in which the student is enrolled
- The accommodation is not based on a specific category of disability
- The accommodation must be used regularly and with fidelity during classroom instruction and on classroom and district assessments
- The accommodation must be in place at least three months prior to the statewide assessment
- The accommodation must not be introduced for the first time during the statewide assessment administration
- The specific accommodation is documented in a formal educational plan developed by an educational team
- The educational team must include the student's parent or guardian, as indicated by a signature on the formal educational plan
- The educational team may include the student
- The educational team must monitor and document accommodation use
- The educational team must evaluate the appropriateness of the accommodation annually
- The educational team must only select accommodations that do not invalidate student scores
- The specific accommodation must be documented in a formal educational plan as needed in instruction, on district assessments, and on statewide assessments.
- Formal educational plans may include but are not limited to:
- Individualized Education Program (IEP)
- 504 Plan (504)
- Advanced Learning Plan (ALP)
- Response to Intervention (RtI)
- English Language Acquisition (ELA)
- Health care plan
- District accommodations plan
- Formal educational plans are not lesson plans or teacher planning books
- Accommodations that do not require documentation on the student data grid must still be documented on the formal educational plan
- Individual districts may have district policies that indicate which formal educational plan the district uses for documenting accommodations.
- All accommodations used on the statewide assessment must be documented on the student data grid.

The following sections of this publication provide further guidance and instructions on the use of standard accommodations.

Restricted Accommodations

Some accommodations are available for use only for students who meet specific criteria. These restricted accommodations are to provide additional support for specific needs. If a student does not meet the criteria list for the accommodation, the team may request a nonstandard accommodation through the DAC.

Nonstandard Accommodations

A student with an IEP or 504 plan may be receiving an accommodation regularly during instruction and on classroom and district assessments which is not available as a standard accommodation for the TCAP. This type of accommodation is considered a nonstandard accommodation. For these few* students, a request may be made through the DAC for use of this accommodation on the state assessment.

Decisions about the need for and selection of nonstandard accommodations for students are the responsibility of the IEP Team or 504 Service Plan Committee. Each request for a nonstandard accommodation, submitted through the DAC to CDE by the state deadline, will be reviewed by a team comprised of representatives from the Unit of Assessment, Research and Evaluation (UARE) and the Exceptional Student Services Unit (ESSU) at CDE. The request is reviewed to ensure the accommodation maintains the validity of the assessment and that all state policy criteria are met.

* Less than .01 % of students taking TCAP request nonstandard accommodations annually.

For further information including request requirements, please see Appendix E.

Exceptional Situations

New Students to District

If a student moves into the district just prior to the test and no documentation is provided about accommodations that have been used, every effort should be made to procure relevant documentation (e.g., IEP, ILP, etc.). If no documentation can be obtained, the student and his/her parent or guardian should be consulted regarding accommodations the student received during instruction and assessments over the past three months. The student will then be eligible for any standard accommodations he/she has received regularly during instruction and on other assessments three months prior to the TCAP administration window. To request a nonstandard accommodation for a student new to the school district, documentation of accommodations must be obtained from the previous educational setting.

Students Newly Identified as Having a Disability

If a student has just recently been identified as having a disability, but not been formally staffed into special education, then documented standard accommodations may be used on the TCAP. This circumstance would not require the three month rule, however, the student should have adequate time to practice and become familiar with the use of the accommodation prior to it being used on the assessment. Students must be formally staffed and on a current IEP or 504 plan prior to requesting a nonstandard accommodation.

Unforeseeable Circumstances

At times, students suffer from unforeseeable circumstances less than three months prior to the start of testing, such as a broken arm or a car accident. As a result of these unforeseeable circumstances, a student may require an accommodation for TCAP. The student may be provided the necessary standard accommodations. The student should have time to practice the accommodation prior to it being used on the assessment. Guidelines for accommodations for these circumstances may be found in the *Colorado Procedures Manual* (12.15).

Note: This exception pertains only to unforeseeable circumstances and not those that could have been reasonably predicted by school or district personnel.

For example, a student breaks his or her writing arm shortly before the assessment and is physically unable to write in the test booklet. The student would qualify for a scribe or assistive technology as a standard accommodation.

Combined TCAP Reading and Writing Session

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

When administering this combined session to a student using assessment accommodations, it is important to keep the following guidelines in mind:
- Only reading accommodations are allowable for the reading items
- Only writing accommodations are allowable for the final extended writing prompt

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

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

Due to the complex nature of this session, grouping considerations must be made prior to beginning of this session. It would be appropriate to group students by accommodation such that students who receive only the Oral Script accommodation are grouped together. Students who receive only the Teacher Read Directions accommodation together and students who receive both are together. It is not appropriate to remove a student from the testing environment once the session has begun to receive an accommodation in a different setting.

Monitoring Assessment Accommodations

Introduction

As stated throughout this manual, all testing accommodations used on statewide assessments must be used both during instruction and on classroom and district assessments. In addition, all assessment 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.

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

Examination of data may also indicate areas in which the educational team and test proctors need additional training and support. In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during assessment. Data may include:
Observations conducted during tests administration
Interviews with test administrators
Talking with students after testing sessions

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. Prior to the day of a test, test proctors should know what accommodations each student will be using and how to administer them properly.

During testing

DACs and SACs should take steps to ensure that accommodations are being 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 information should be shared with that student's educational team when they meet to review the educational plan. Providing data on the use and impact of accommodations during assessments may support the continued use of some accommodations or the rethinking of others.

Section IV
Policy for Statewide Assessment Accommodations
Documentation of accommodations should be maintained for at least one year. Districts
may develop their own data documentation forms.

State Accommodations Monitoring Visits

As part of the Title 1 monitoring visit, personnel from the Office of Student Assessment
participate in on-site monitoring of accommodations. The purpose of the monitoring visits
is to ensure policies and practices are in place for test security, and the standardized and
ethical administration of assessments. This includes the documentation and provision of
accommodations on the statewide assessments. These monitoring visits include:
Interviews of proctors, school assessment coordinators, district assessment coordinators,
and the district Special Education coordinator, and the district English Language
acquisition director

Records Review based on accommodations given the previous testing year (e.g. 2011
2012 – 2013 monitoring will be on accommodations provided during the spring 2012 test
administration.)

Section V:
Accommodations for TCAP

Accommodations do not reduce the assessment expectations for any student, or change what is being tested.

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

Any accommodation offered to a student during the assessment must be documented on a formal educational plan prior to the assessment (see section 5 for examples of formal educational plans). The plan must be developed by an educational team that includes the parents/guardians of the student and the student, if appropriate.

Any accommodation offered to a student during the assessment must be used consistently during instruction, and on classroom and district assessments for at least three months prior to the assessment.

Charts:

Presentation Accommodations

Response Accommodations

Setting Accommodations

Timing Accommodations

Accommodations Chart - TCAP

NOTE: Special instructions for selected accommodations are provided after each table presenting accommodations on TCAP.

LEGEND

🚫 = Not Allowable

R = Restricted Standard

S = Standard

For definitions, see Section IV

		ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION BUBBLING CODE	GROUPING CONSIDERATIONS
Presentation	1:	Large Print (18-point font)	S	S	S	S	2	No
	2:	Extra Large Print	R	R	R	R	2	If a distraction
	3:	Black and White Print / High Contrast	S	S	S	S	No	No
	4:	Color Overlays	S	S	S	S	No	No
	5:	Low-Vision Devices	R	R	R	R	No	If a distraction
	6:	Teacher-Read Directions	S	S	S	S	3	Small Group
	7:	Oral Scripts	🚫	S	S	S	9	Small Group
	8:	Signing	🚫	R	R	R	3 or 9 & 6	Small Group
	9:	Braille with Tactile Graphics	R	R	R	R	1	Individual
	10:	Read Aloud to Self	S	S	S	S	No	Individual
	11:	Audio Amplification	R	R	R	R	No	No
	12:	Text-to-Speech	🚫	R	R	R	7	Individual

1: Large Print (18 point font)

Standard Accommodation

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

Implementation: The accommodated test books must be ordered for qualifying students by DACs through the online enrollment system. These come as high contrast books.
The student records his/her answers directly on the adapted format book, and then student responses are **transcribed** in to a regular test book to be submitted for scoring. If the student's work is not transcribed into a scannable test book, a "no score" could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.

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

Appropriate for: Students with visual impairments
Students with print disabilities

2: Extra Large Print (Special Order)

Restricted Accommodation

Restrictions:	IEP / 504 Required Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments through the <u>Learning Media Assessment</u> process. Not to be used in conjunction with Low-Vision devices.
Implementation:	The accommodated test books must be ordered for qualifying students by DACs through CDE in November. These come as high contrast books. These test books are at 200% of the standard print size. The pages of these adapted books are approximately the size of a poster board. The student records his/her answers directly on the adapted format book, and then student responses are **transcribed** in to a regular test book to be submitted for scoring. If students work is not transcribed into a scan-able test book, a "no score" could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*. The student may need to be assessed in a **separate testing environment** if there is a determination that the accommodated book is a distraction to other students in the testing environment.
Appropriate for:	Students with visual impairments

3: Black and White Print / High Contrast (Special Order)	
	Standard Accommodation
Constraints:	None
Implementation:	The accommodated test books must be ordered for qualifying students by DACs through CDE in November.
	These books come printed as black ink on white paper, and are appropriate for use with CCTVs, video magnifiers or other Low-Vision devices that enlarge print. These books may also be used for students who need a high level of contrast between the ink color and the background color.
	The student records their answers directly on the adapted format book, and then student responses are **transcribed** in to a regular test book to be submitted for scoring. If students work is not transcribed into a scan-able test book, a "no score" could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.
	Students may be assessed in the same testing environment as other students not using this accommodation.
Appropriate for:	Students with visual impairments
	Students who use a low-vision device
	Students with print disabilities

4: Color Overlays	
	Standard Accommodation
Constraints:	Students manipulate the color overlays independently. Tracking tools such as rulers, paper, book markers, or other items used to isolate text are not color overlays. Tracking tools must be requested through the nonstandard accommodation process.
Implementation:	Color overlays may be used to adjust print to page contrast. These may be a full page or a partial page of colored plastic. Students mark answers in their scan-able test book. Students may be assessed in the same testing environment as other students not using this accommodation.
Appropriate for:	Students with visual distortion or scotopic sensitivity Students with light sensitivity, eyestrain, headaches, blurring of print, or dyslexia

5: Low-Vision Devices	
	Restricted Accommodation
Restrictions:	IEP / 504 Required
	The assessment must be administered by a test proctor who is familiar with the device being used.
	The student may need to be assessed in a separate testing environment if there is a determination that the device being used is a distraction to other students in the testing environment or the image is projected in such a manner to make it accessible to multiple students at one time.
Implementation:	Low vision devices include magnifiers, Closed Circuit TVs (CCTV), video magnifiers, document cameras or other tools familiar to the students. These tools can be used display printed material with image enlargement on the screen or monitor.
	Low vision devices may not store images of secure test materials.
	The student may need to be assessed in **a separate testing environment** if there is a determination that the device being is a distraction to other students in the testing environment or the image is projected in such a manner to make it accessible to multiple students at one time.
	Administration of this accommodation may require extra time. If additional time is used the accommodation code "8 – Extended Time" bubble must also be marked.
Appropriate for:	Students with visual impairments

6: Teacher-Read Directions	
	Standard Accommodation
Constraints:	Administration in a group of no more than 15 students using the same accommodation. Directions must be read verbatim from the Teacher Read Direction Script without clarifying, elaborating or providing assistance with the meaning of words. Readers/Proctors must use even inflection and tone to ensure students do not received any cues through the manner in which the information is read. Readers/Proctors read one question, and then pause for all students to complete their answers before moving on to the next question. Readers/Proctors pace the group based on the slowest member of the group. Students may request directions be repeated; however, Readers/Proctors must repeat directions to all students in the testing environment rather than an individual student.
Implementation:	Readers/Proctors must use both the Test Proctor's Manual and the Teacher Read Directions Script. They may have access to the script prior to administration to ensure they are familiar with the terminology and appropriate practices associated with this accommodation. Instructions for early access to assessment materials may be found in the *Colorado Student Assessment System Procedures Manual*. It is preferred for the Reader to be the person who regularly provides this accommodation during classroom instruction. Teacher Read Direction Scripts are available to DACs through CTB Navigator in the secure file share area. These scripts are secure testing material. Teacher Read Directions Scripts are provided in English for all content areas, *Lectura* and *Escritura*. These scripts may be translated at the District level into other languages. Groups of students in the same testing environment should have similar skills and abilities for pacing of questions. Administration of this accommodation may require extra time. If additional time is used the accommodation code "8 – Extended Time" bubble must also be marked.
Appropriate for:	Students with visual impairments Students with communication processing impairments Students with reading processing impairments Students who have difficulty following directions

7: Oral Scripts

Standard Accommodation

Constraints:	Administration in a group of no more than 15 students using the same accommodation.
	Directions, assessment items and answer choices must be read verbatim from the Oral Script without clarifying, elaborating or providing assistance with the meaning of words.
	Readers/Proctors must use even inflection and tone to ensure students do not received any cues through the manner in which the information is read.
	Readers/Proctors read one question, and then pause for all students to complete their answers before moving on to the next question.
	Readers/Proctors pace the group based on the slowest member of the group.
	Students may request items be repeated; however, Readers/Proctors must repeat directions to all students in the testing environment rather than an individual student.
Implementation:	Readers/Proctors will use both the Test Proctor's Manual and the Oral Script. Readers/Proctors may have access to the script prior to administration to ensure they are familiar with the terminology and appropriate practices associated with this accommodation. Instructions for early access to assessment materials may be found in the *Colorado Student Assessment System Procedures Manual.*
	Oral Scripts are available to DACs through CTB Navigator in the secure file share area. These scripts are secure testing material.
	Oral Scripts are provided in English and Spanish for Mathematics, Science and Writing content areas. These scripts may be translated at the District level into other languages. Oral Scripts are not provided for Escritura (Spanish Reading).
	Groups of students in the same testing environment should have similar skills and abilities for pacing of questions. Administration of this accommodation may require extra time.
	If additional time is used the accommodation code "8 – Extended Time" bubble must also be marked.
Appropriate for:	Students with visual impairments
	Students with Communication-processing impairments
	Students with reading processing impairments

8: Signing for Presentation	
	Restricted Accommodation
Restrictions:	IEP / 504 required with a documented diagnosis of Deaf/Hard-of-Hearing or a student who receives daily instruction through the use of sign language.
	Interpreters must use care to not provides cues to correct answers, or omit information needed to correctly answer a test item.
Implementation:	Interpreters translate either the Teacher Read Directions or Oral Scripts in the same method of sign language typically used by the student (ASL or SEE). Instructions for Signing of Oral Scripts can be found in Appendix B. <link>
	Interpreters may have access to the script prior to administration to ensure they are familiar with the terminology and appropriate practices associated with this accommodation. Instructions for early access to assessment materials may be found in the Colorado Student Assessment System Procedures Manual.
	Interpreters must take care when interpreting assessment items to not provide information that would cue the student to the correct answer. Interpreters must not clarify, elaborate, or prove assistance with the meaning of words.
	Students receiving Oral Scripts via sign language must only be in a testing environment with other students receiving the same accommodation.
	Administration of this accommodation may require extra time. If additional time is used the accommodation code "8 – Extended Time" bubble must also be marked.
Appropriate for:	Students who use sign language as their primary mode for receptive and expressive language

9: Braille with Tactile Graphics

Restricted Accommodation

Restrictions: IEP or 504 required with a documented diagnosis of blindness/visual impairment.

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

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

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

The assessment must be administered in an individual testing environment.

Implementation: When ordering braille materials through the online enrollment process DACs will need:
- The student's school
- The student's SASID
- The name of the student
- The student's grade

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

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

The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a brailler or braille notetaker*. Student responses are then **transcribed** in to a regular test book to be submitted for scoring. The transcription must be completed by a certified teacher proficient in braille. If students work is not transcribed into a scan-able test book, a "no score" could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual.*

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

Appropriate for: Students who read and write braille

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

10: Read Aloud to Self	
	Standard Accommodation
Constraints:	The test proctor may not provide assistance with reading or the meaning of words.
Implementation:	The assessment must be given in an individual testing environment.
Appropriate for:	Students who self-accommodate for reading comprehension or decoding of text.

11: Audio Amplification	
	Restricted Accommodation
Restrictions:	IEP / 504 Required
	The test proctor must be familiar with the amplification system being used.
Implementation:	Either personal or classroom-based systems can be used.
	The audio system must be used in conjunction with a printed test.
Appropriate for:	Students with hearing impairments
	Students who have difficulty "tuning out" ambient noise

12: Text-to-Speech

	Restricted Accommodation
Restrictions:	IEP / 504 Required
	Not available for the Reading assessments.
	The text-to-speech software/technology must "read" the Oral Script in Mathematics, Science and Writing tests where content specific vocabulary is not included.
Implementation:	This accommodation must be supplemented with a standard print, or braille, or large print version of the test so the student can have access to all the testing materials, and complete the assessment while using the technology.
	All digital copies of test books created when using test-to-speech software must be securely deleted upon completion of the testing window. It is the DAC's responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form found in Appendix D, <link> to verify this has been completed. This documentation must be available upon request by CDE.
	Administration of this accommodation may require extra time. If additional time is used the accommodation code "8 – Extended Time" bubble must also be marked.
Appropriate for:	Students with visual impairments
	Students with communication-processing impairments
	Students with reading processing impairments

Section V
Accommodations for TCAP

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

13: Speech-to-Text

	Standard Accommodation: Reading, Mathematics and Science
	Restricted Accommodation: Writing
Constraints:	IEP / 504 required for use in writing.
	The student will need to be assessed in a separate testing environment.
	Student's must be given a printed draft (Writing session 1) of their work for the final copy (Writing session 2), and may not begin with a previously saved work.
	Extra time may not be given for "lost" work.
Implementation:	After students dictate their responses to a computer, a printed document is generated that the student may edit. When the student is satisfied, the answers as well as work related to those answers must be **transcribed** verbatim into a regular test book to be submitted for scoring. If students work is not transcribed into a scan-able test book, a "no score" could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual.* Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following the transcription or prints. It is the DAC's responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form found in Appendix G, <link> to verify this has been completed. This documentation must be available upon request by CDE.
	The printed copies containing student's answers are secure materials and must be returned to CTB in the "Not to be scored" boxes.
Appropriate for:	Students with visual impairments
	Students with fine motor, writing or motor impairments

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

15: Assistive Technology

	Standard Accommodation
Constraints:	The use of assistive technology as a response accommodation includes:
	augmentative communication devices
	personal portable keyboards
	computers /laptops
	iPads are NOT allowed to be used on the state assessment due to an inability to disable internet access, alternate programs access through the "home" button, and an inability to print student answers off the device.
	Additional considerations for test security must be applied when students are using assistive technology.
	Students must be seated in such a manner that they cannot see other students, screens
	Students must <u>not</u> retrieve or access work from another student
	Students must <u>not</u> be able to access additional programs or the Internet while in the testing environment
	Student must <u>not</u> be able to access any previously saved data while in the testing environment
	Assistive technology devices with student answers on them are secure test materials and must be secured as such
	Extra time may not be given for "lost" work.
	Students must be given a printed draft (Writing session 1) of their work for the final copy (Writing session 2), and may not begin with previously saved work.
	Grammar checking capability on word processing software must be disabled during the writing assessment.
Implementation:	Students who use assistive technology to respond on a day-to-day based in the classroom and for assessments and who have the appropriate documentation on their formal educational plans should use technology in lieu of a scribe for state assessments.
	The student's responses must be **printed** and **transcribed** into a regular test book to be submitted for scoring. Transcribing directly from an assistive technology device is not allowed. If students work is not transcribed into a scan-able test book, a "no score" could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.
	Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following printing. It is the DAC's responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form found in

| | Appendix D, to verify this has been completed. This documentation must be available upon request by CDE. The printed paper containing student's answers are secure materials and must be returned to CTB in the "Not to be scored" boxes. To approximate the amount of space provided for transcribing response items in the test book, the following information may be used as a guide: SCR: up to 30 words (6 hand written words per line) CR: up to 150 words per page (25 lines per page x 6 words per line) The Writing Prompt: up to 600 words (4 pages) |
| Appropriate for: | Students with visual impairments. Students with hearing impairments. Students with fine motor, writing or motor impairments. Students with print disabilities. Students with communication impairments. |

16: Word Prediction	
	Standard Accommodation: Reading, Mathematics and Science **Restricted Accommodation: Writing**
Constraints:	IEP / 504 required for use on Writing assessment. Students using this accommodation must be tested in a separate testing environment from students not using this accommodation, with no more than 15 students in the testing environment. Since this software is used in conjunction with assistive technology devices all Constraints indicated with assistive technology apply. Software must work independent of the internet. If students are using an auditory component to the word prediction software, students must use headphones that prevent other students from hearing the sound for another computer, or be tested in a separate environment. Students must manipulate the software program and their work independently. Test proctors may not assist students or provide instructions for use of the program during testing.
Implementation:	Students may use commercially published word prediction software.
Appropriate for:	Students with fine motor, writing or motor impairments Students with communication impairments Students with print disabilities

17: Talking Calculator	
	Restricted Accommodation
Restrictions:	IEP / 504 required with a documented diagnosis of blindness/visual impairment.
	The student will need to be assessed in a separate testing environment.
Implementation:	Use in place of a non-talking calculator for sessions where calculators are allowed for all students.
Appropriate for:	Students with visual impairments.

18: Math Manipulatives

Standard Accommodation

Constraints: Manipulatives may be used to help students think; they are not to give students answers.
Allowable math manipulatives are limited to:
- touch math dots
- items to count by ones (blocks, bears, beans, etc.)
- positive integer number lines
- 1 – 100 chart
- Refer to Abacus and/or Tactile Math Manipulatives for students with a diagnosis of blindness/visual impairment.
- Examples of math manipulatives not allowed include a calculator, base ten blocks, and addition/subtraction/multiplication/division charts.

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

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

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

Appropriate for: Students with mathematical impairments

19: Abacus and/or Tactile Math Manipulatives	
	Restricted Accommodation
Restrictions:	IEP / 504 required with a documented diagnosis of blindness/visual impairment. Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments. Tactile math manipulatives include but not limited to: dark lined or raised lined graph paper graphing materials that are used regularly to complete graphing tactile adaptations on graphs/charts (e.g. push pins to show points on a graph) Geoboard raised line drawing tools braille ruler braille protractor
	This accommodation may only be used on the mathematics assessment and for calculation on the science assessment.
	The student must be assessed in a small group or a separate testing environment.
Implementation:	An abacus is paper and pencil in mathematics for students with a documented diagnosis of blindness/visual impairment. For example, a student without a visual impairment will do their math calculations on the test book; a student with a diagnosis of blindness/visual impairment will do their calculations on an abacus or using math manipulatives. The test proctor will record the student's work in the test book for constructed response items. All extra/adaptive paper used by the student during the assessment are secure materials and must be returned to CTB in the "Not to be scored" boxes.
Appropriate for:	Students with visual impairments

20: Scribe

Restricted Accommodation

Restrictions:

IEP / 504 Required.
A scribe is only for those students who have a physical disability that impacts their writing to the degree that they are unable to write their own responses into the test booklets. In some cases, these students may be able to respond with assistive technology or other means and have their responses transcribed into the test booklet.

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

Scribing cannot be used to compensate for:
- poor handwriting
- poor spelling
- difficulty with writing organization
- slow production
- lack of instruction in assistive technology use
- student's resistance to performing writing tasks

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

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

The student must be assessed in a separate testing environment.

Implementation:

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

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

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

	Students who use technology (word processor) to respond on a day-to-day based in the classroom and for assessments and who have the appropriate documentation on their formal educational plans should use technology in lieu of a scribe for state assessments. **Instructions for scribes can be found in Appendix C.**
Appropriate for:	Students who are physically unable to write, for example a student having a physical disability such as cerebral palsy Students who have extreme physical fatigue due to an orthopedic disability

Setting		ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION BUBBLING CODE	GROUPING CONSIDERATIONS
	21:	Sensory	S	S	S	S	No	If a distraction
	22:	Pencil Grips or Large Pencils	S	S	S	S	No	No
	23:	Noise Buffers	S	S	S	S	No	No
	24:	Small Group	S	S	S	S	No	No

21: Sensory Tools	
	Standard Accommodation
Constraints:	None.
Implementation:	Student sensory needs may include but are not limited to: • slant board • special chair • balance ball • fidget toys • weighted vest The student may need to be assessed in a separate testing environment if there is a determination that the item to meet a student's sensory need is a distraction to other students in the testing environment.
Appropriate for:	Students with sensory impairments or student with Autism Spectrum Disorder (ASD)

22: Pencil Grips or Large Pencils	
	Standard Accommodation
Constraints:	Must use #2 lead.
Implementation:	The size may be adapted for students who have difficulty using a standard sized pencil.
Appropriate for:	Students with physical impairments

23: Noise Buffer	
	Standard Accommodation
Constraints:	None.
Implementation:	Earphones, earplugs or headphones not connected to any audio device are examples of possible noise buffers.
	For students who require noise buffers with audio, the accommodation must be applied for and approved through the nonstandard accommodation process.
Appropriate for:	Students with sensory impairments and/or sensory hypersensitivity

24: Small Group

Standard Accommodation

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

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

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

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

Section V
Accommodations for TCAP

Timing		ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION BUBBLING CODE	GROUPING CONSIDERATIONS
	25:	Extended Time	S	S	S	S	8	Small Group
	26:	Time of Day	S	S	S	S	No	Small Group
	27:	Breaks: Multiple or Frequent	S	S	S	S	No	Small Group

25: Extended Time

Standard Accommodation

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

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

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

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

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

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

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

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

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

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

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

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

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

Appropriate for:	Students with motor impairments Students with processing impairments Students with other accommodations that require extra time

26: Time of Day

Standard Accommodation

Constraints: If a student must be tested on a different timeline from the general student testing schedule, the DAC must be consulted when developing the student's unique testing schedule to ensure all the requirements for test security have been met. Students must not intermingle with other students who have taken different assessment sessions. This includes all classes, lunch, recess, off periods etc.

Implementation: Student tests the same sessions on the same day, in the same order as other students at the school but at the time of day that the student typically performs his/her best.

Appropriate for: Students who perform best at a particular time of day

27: Breaks: Multiple or Frequent

Standard Accommodation

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

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

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

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

Breaks do not stop the testing clock. This accommodation may be combined with extended time, but not for more than time-and-a-half. For students who need "stop the clock" breaks, it must be requested and approved through the nonstandard accommodation process. Some examples of when a student may need a "stop the clock" break include medical concerns such as low blood sugar, needing to eat, or needing an extended cognitive rest due to a traumatic brain injury.

For unforeseeable medical concerns such as seizure activity, the student should be considered as becoming "ill during testing." Refer to the Colorado Procedures Manual section 12.16 for these circumstances.

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

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

Implementation:
Breaks may be predetermined or given on an as needed basis.

Students should remain in the testing environment for breaks during each testing session. The student may stand up, walk around, or similar activities. The secure standardized testing environment must be maintained, and the break activity

	must not be a distraction to other students in the testing environment.
	The exception for students remaining in the testing environment would be for the restroom or if a student needs to access special equipment, such as sensory equipment for calming. In these cases arrangements should be made for the student to be escorted, and minimize interactions with other students on a different testing schedule.
Appropriate for:	Students with sensory impairments
	Students with attention impairments
	Students with health issues
	Students who experience fatigue due to cognitive overload
	Students who experience fatigue from eye strain due to low vision
	Students who experience frustration

Nonstandard		**ACCOMMODATION**	**READING**	**WRITING**	**MATHEMATICS**	**SCIENCE**	**ACCOMMODATION BUBBLING CODE**	**GROUPING CONSIDERATIONS**
	28:	Other accommodations not specified on previous tables	R	R	R	R	A	Individual

28: Nonstandard Accommodations	
	Restricted Accommodation
Restrictions:	IEP / 504 Required
	Requested annually through the DAC by the deadline of December 15.
	Approved accommodations may only use on state assessment without consequences to student scores of approved prior to test administration.
	Must be provided in an individual testing environment.
Implementation:	Specific requirements for implementation are included in the approval letter DACs receive from the nonstandard accommodations team.
	Further information may be found in Appendix A.
Appropriate for:	Students with an IEP or 504 who have unique needs to access the assessment

Section VI:
Accommodations for CoAlt

The Colorado Alternate Assessment (CoAlt) is intended to be accessible to students with significant cognitive disabilities who require an alternate measurement of their learning and who have been identified through the Individualized Education Plan (IEP) process as qualifying for this assessment using the criteria worksheet found earlier in this manual. This assessment measures student progress towards Colorado's Expanded Benchmarks in reading, writing, mathematics (grades 3 – 10) and science (grades 5, 8, 10).

Students 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. These individualized accommodations should make test materials accessible to the student and allow the student to respond to test materials without changing the construct of the assessment.

Some standard accommodations are inherent within the administration of CoAlt. For example, much of CoAlt can be read out loud as directed, and all students who take CoAlt are assessed individually and in a separate setting.

Some common accommodations on CoAlt include:
- Material size
- Material contrast levels
- Use of concrete or 3-dimentional objects
- Cutting the stimulus pictures apart
- Use of assistive technology devices

As with any accommodation used on statewide assessments, these accommodations must be documented on the student's IEP, and used regularly during instruction and on classroom assessments for at least three months prior to the assessment window to ensure that the student is successful in using the accommodation.

The content of an item must not be changed by the use of an accommodation, as that would be considered a modification of the item and would invalidate the assessment. Additionally, accommodations must not lead students to select a particular answer. For example, if modified picture representations are used and the student is provided three black and white pictures and one color picture, the accommodation would entice the student to select the color picture, thus compromising the item.

For each item, the Test Examiner will need to be aware of the indicator being assessed in order to ensure that the accommodation will not interfere with what is being measured. For example, if the assessed indicator is "estimate a number up to 20" and the student is provided only answer choices on his or her communication device that could be correct, then the item is compromised because there are no incorrect choices or distracters.

Section VI

Accommodations for CoAlt

The following tables outline common standard accommodations, CoAlt specific accommodations and their corresponding accommodation codes. All accommodations with codes used during testing are marked on the student data grid.

LEGEND

🚫 = Not Allowable

R = Restricted Standard

S = Standard

Presentation		ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION BUBBLING CODE
	1:	Color Overlays	S	S	S	S	Other
	2:	Low-Vision Devices	S	S	S	S	Other
	3:	Signing of Test Examiner Statements	S	S	S	S	Signing
	4:	Braille with Tactile Graphics	S	S	S	S	Braille
	5:	Audio Amplification	S	S	S	S	Other
	6:	Modified or Enlarged Picture Symbols	S	S	S	S	Modified Picture Symbols
	7:	Real Objects	S	S	S	S	Objects
	8:	Assistive Technology	S	S	S	S	AT

Response		ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION BUBBLING CODE
	9:	Assistive Technology	S	S	S	S	AT
	10:	Scribe*	🚫	🚫	🚫	🚫	No
	11:	Signing to Communicate to Test Examiner	S	🚫	S	S	Signing
	12:	Eye Gaze	S	S	S	S	Eye Gaze
	13:	Underlining/ Highlighting	S	S	S	S	No
	14:	Student's Preferred Writing Tool	S	S	S	S	No

* CoAlt is an individually administered assessment in which the test examiner scores student responses at the time of the assessment. Students do not write or bubble in answers for reading, mathematics, or science. Using a scribe for the writing sessions invalidates the construct of the assessment.

Setting		ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION BUBBLING CODE
	15:	Sensory	S	S	S	S	No
	16:	Change of Location	S	S	S	S	No
	17:	Noise Buffers	S	S	S	S	No
	18:	Small Group	⊘	⊘	⊘	⊘	No

Timing		ACCOMMODATION	READING	WRITING	MATHEMATICS	SCIENCE	ACCOMMODATION BUBBLING CODE
	19:	Time of Day	S	S	S	S	Other
	20:	Multiple or Frequent Breaks **	S	S	S	S	Other

**Breaks may be given based on a student's need and may be extended overnight. Breaks may be given only after a question is completed. Once a question has been presented, the question must be scored prior to beginning a break.

1: Color Overlays	
	CoAlt Standard Accommodation
Implementation:	Color overlays may be used to adjust print to page contrast. These may be a full page or a partial page of colored plastic.
	Students mark answers in their scan-able test book.
	Students may be assessed in the same testing environment as other students not using this accommodation.
	Accommodation Bubble: Other
Appropriate for:	Students with visual distortion or scotopic sensitivity. Students with light sensitivity, eyestrain, headaches, blurring of print, or dyslexia.

2: Low-Vision Devices	
	CoAlt Standard Accommodation
Implementation:	The assessment must be administered by a Test Examiner who is familiar with the device being used. Low vision devices include magnifiers, Closed Circuit TVs (CCTV), document cameras or other tools familiar to the students. These tools can be used display printed material with image enlargement on the screen or monitor. Low vision devices may not store images of secure test materials. Accommodation Bubble: Other
Appropriate for:	Students with visual impairments.

3: Signing of Test Examiner Statements

CoAlt Standard Accommodation

Implementation: Interpreters translate the Test Examiner Statements in the same method of sign language typically used by the student (ASL or SEE). Interpreters must use care to not provides cues to correct answers, or omit information needed to correctly answer a test item.

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

Accommodation Bubble: Signing

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

4: Braille with Tactile Graphics

CoAlt Standard Accommodation

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

Test Examiners will need to have access to the testing materials prior to administration to braille the assessment, and make needed accommodations for tactile graphics. Instructions for early access to assessment materials may be found in the *Colorado Student Assessment System Procedures Manual*.

DACs may access electronic student materials through CTB navigator secure file sharing.

Accommodation Bubble: Braille

Appropriate for: Students who read and write braille.

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

5: Audio Amplification	
	CoAlt Standard Accommodation
Implementation:	The Test Examiner must be familiar with the amplification system being used. Either a personal or classroom-based system can be used. Accommodation Bubble: Other
Appropriate for:	Students with hearing impairments. Students who have difficulty "tuning out" ambient noise.

6: Modified or Enlarged Picture Symbols

CoAlt Standard Accommodation

Implementation: Modified or enlarged picture symbols must be consistent in format, size, coloring and style. For example, if pictures of real objects are used, then all answer options presented for that question must be pictures of real objects.

Modified pictures must be representative of the original set of answer choices provided. Selection of modified picture symbols must be made with care to not provide cues to correct answers.

Test Examiners will need to have access to the testing materials prior to administration to make modifications or enlarge the assessment, and make needed accommodations for tactile graphics. Instructions for early access to assessment materials may be found in the *Colorado Student Assessment System Procedures Manual*.

DACs may access electronic student materials through CTB navigator secure file sharing.

Accommodation Bubble: Modified Picture Symbols

Appropriate for: Students with visual impairments.
Students who use a low-vision device.
Students who use specific symbol sets.

7: Real Objects

CoAlt Standard Accommodation

Implementation: Real objects must be representative of the original set of answer choices provided. Selection of modified picture symbols must be made with care to not provide cues to correct answers.

Test Examiners will need to have access to the testing materials prior to administration to braille the assessment, and make needed accommodations for tactile graphics. Instructions for early access to assessment materials may be found in the *Colorado Student Assessment System Procedures Manual*.

Accommodation Bubble: Modified Picture Symbols

Appropriate for: Students with visual impairments.
Students who use a low-vision device.
Students who use specific symbol sets.

8-9: Assistive Technology

CoAlt Standard Accommodation

Implementation: The use of assistive technology includes: augmentative communication devices, personal portable keyboards, computers /laptops.

Test Examiners will need to have access to the testing materials prior to administration to braille the assessment, and make needed accommodations for tactile graphics. Instructions for early access to assessment materials may be found in the *Colorado Student Assessment System Procedures Manual*.

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

Students must <u>not</u> retrieve or access work from another student.

Students must <u>not</u> be able to access additional programs or the Internet while in the testing environment.

Assistive technology devices with assessment specific answer choices and student responses on them are secure test materials.

Only authorized personnel may have access to the test, test materials and student answers.

Accommodation Bubble: AT

Appropriate for: Students who use assistive technology for communication.
Students who use assistive technology on a day-to-day basis in the classroom and for assessments.

10: Scribe

Not Allowable

Implementation: CoAlt is an individually administered assessment in which the Test Examiner scores student responses at the time of the assessment. Students do not write or bubble in answers for reading, mathematics or science.

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

Accommodation Bubble: None

11: Signing to Communicate to the Test Examiner

CoAlt Standard Accommodation

Implementation: CoAlt is an individually administered assessment in which the Test Examiner scores student responses at the time of the assessment. Interpreters translate signed student responses in the same method of sign language typically used by the student (ASL or SEE).

Students may not sign to a scribe for the written response on the writing assessment, as use of a scribe is not allowed on that section of the assessment.

Accommodation Bubble: Signing

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

12: Eye Gaze	
	CoAlt Standard Accommodation
Implementation:	Test Examiners will adapt student materials to meet the eye gaze equipment regularly used for the student. It is important that the Test Examiner be familiar with the student's individual mode of communication to correctly interpret the student's responses.
	For the writing assessment, the student should use their individual mode of creating a permanent written product for non-selected response items.
	Test Examiners will need to have access to the testing materials prior to administration to braille the assessment, and make needed accommodations for tactile graphics. Instructions for early access to assessment materials may be found in the *Colorado Student Assessment System Procedures Manual*.
	Accommodation Bubble: Eye Gaze
Appropriate for:	Students who use eye gaze as their primary mode for receptive and expressive language

13: Underlining / Highlighting

CoAlt Standard Accommodation

Implementation: Students may underline or highlight portions of the assessment such as reading passages.

Test Examiners may not underline or highlight the assessment as that may provide cues to correct answers, or omit information needed to correctly answer a test item.

Accommodation Bubble: None

Appropriate for: Students with print disabilities.
Students with communication impairments.

14: Student's Preferred Writing Tool

CoAlt Standard Accommodation

Implementation: CoAlt student responses are not scanned; therefore students may use their preferred writing tool. CoAlt is an individually administered assessment in which the Test Examiner scores student responses at the time of the assessment.

Appropriate for: Students with physical impairments
Students with sensory integration impairments
Students with strong preferences on writing instruments

15: Sensory	
	CoAlt Standard Accommodation
Implementation:	Student sensory needs may include but are not limited to:
	- slant board - special chair - balance ball - fidget toys - weighted vest
Appropriate for:	Students with sensory impairments

16: Change of Location
CoAlt Standard Accommodation

Implementation: Student may have specific needs as to the location the assessment is given in, such as being assessed in a familiar location.

It is important that the testing environment be free of distractions, and test security is adhered to. Multiple students may not be in the testing environment at the same time.

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

Appropriate for: Students with sensory impairments
Students with strong preferences on location

17: Noise Buffer	
	CoAlt Standard Accommodation
Implementation:	Earphones, earplugs or headphones are examples of possible noise buffers. The student must be able to hear and interact with the Test Examiner during the assessment.
Appropriate for:	Students with sensory impairments

18: Small Group	
	Not Applicable
Implementation:	CoAlt is an individually administered assessment in which the Test Examiner scores student responses at the time of the assessment.
	Accommodation Bubble: None
Appropriate for:	Not Applicable

19: Time of Day	
	CoAlt Standard Accommodation
Implementation:	Student tests the same sessions on the same day, in the same order as other students at the school but at the time of day that the student typically performs his/her best.
Appropriate for:	Students who perform best at a particular time of day

20: Breaks: Multiple or Frequent

CoAlt Standard Accommodation

Implementation: Breaks may be predetermined or given on an as needed basis.
Breaks may be given after any question is completed.
Breaks may be overnight.
Students may not remove any of the secure assessment material from the room during their breaks.

Appropriate for: Students with sensory impairments
Students with attention impairments
Students with health issues
Students who experience fatigue due to cognitive overload
Students who experience fatigue from eye strain due to low vision
Students who experience frustration

Section VII:
Accommodations for
ACCESS for ELLs

ACCESS for ELLs Assessment

The ACCESS for ELLs assessment is a secure assessment that is given annually to students identified as non-English proficient or limited English proficient. It provides educators and parents information about the English language proficiency level in the skill areas of Listening, Speaking, Reading, and Writing. A web-based tool for selecting accommodations for the ACCESS for ELLs assessment can be viewed at the WIDA website:
http://www.wida.us/assessment/ACCESS/accommodations.aspx

Accommodations for this assessment are only available to students with disabilities, and the testing accommodation should be stated in the student's Individual Education Plan (IEP).

It is important to remember that accommodations for this assessment follow the guidelines established by the WIDA consortia. These guidelines were set by the 28 governing members of WIDA. Accommodations allowed on this assessment may not be available to Colorado specific statewide assessments. Conversely, accommodations available on Colorado specific statewide assessments may not be available on ACCESS for ELLs.

Grade spans assessed by ACCESS for ELLs are indicated below.

ACCESS of ELLs Grade Spans
K
1 – 2
3 – 5
6 – 8
9 – 12

For questions related to accommodations on ACCESS for ELLs, please contact your DAC.

Appendices

This section contains ready-to-print materials that may be useful in selecting, implementing, organizing, and evaluating the use of assessment accommodations.

Appendix A: Letter from Commissioner Hammond

Appendix B: Special Instructions for Signing of Oral Scripts

Appendix C: Special Instructions for Scribe

Appendix D: Verification of Removal of Saved Data

Appendix E: Nonstandard Accommodations Request

Appendix F: Students with Disabilities Who Are Culturally & Linguistically Diverse

Appendix G: Accommodations Monitoring and Accommodation Documentation Checklist

Appendix H: Universal Design

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Robert K. Hammond
Commissioner of Education

Diana Sirko, Ph.D.
Deputy Commissioner

January 20, 2012

Dear Superintendents,

The state assessment season is already upon us. The Colorado student assessments, TCAP (Transitional Colorado Assessment Program) and CoAlt (Colorado Alternate Assessment), are set to begin next month. As in previous years, CDE has received emails and phone calls about parents refusing to have their students participate in the state required assessment program. This is a good time for a refresher on the Colorado laws and rules governing student participation in state assessments.

Misconception 1: Parents may "opt out" their child(ren) from participating in the state assessment program (TCAP/CoALT/CELA).

Clarification: Per Colorado law [22-7-409(1.2)(d)(I)(A)], as part of the school and district accountability system, every student enrolled in a public school is required to take TCAP or CoAlt. There is nothing in this section of the law allowing parents choice regarding this testing. People may be confusing the law governing testing with the law governing instruction in human sexuality. Parents are able to excuse their child(ren) from the curriculum concerning human sexuality. The state assessment does not cover this area of the curriculum; therefore, this part of the law does not apply to TCAP/CoAlt.

Some have also argued that State Law [22-1-123 (5) (a)] gives parents an "opt out" from state assessments because it states, "Schools (etc.)... shall obtain the written consent of a student's parent or legal guardian prior to the student being given any survey, analysis, or evaluation..." However, this law only pertains to certain types of sensitive, personal student information such as political affiliations, illegal behavior, and family income that are specifically listed in the statute. The TCAP and CoAlt are *not* among the surveys, analyses or evaluations referenced in this statute. Therefore, the State required achievement assessments are not affected by this section of the code.

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

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

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

Clarification: The accuracy of all of the accountability data is impacted when students do not participate due to parental refusal. This data is publicly displayed and also is utilized to make policy decisions at the state, district and school levels. Obviously, the more accurately the data reflects the true performance of the students, the better informed policy makers are when high stakes decisions are being made. We entrust our schools with the great responsibility of educating our children. TCAP gives us a common tool to use when we are looking at how well schools and districts are preparing students for the world of college or work. It

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is useful for Colorado's citizens to be able to look at the performance of its public schools using a common, fair tool, given under the same conditions in every school: TCAP. It is an important method of looking at all our schools and districts in a comparable way.

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

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

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

Clarification: Since all students are required to take TCAP/CoAlt (see **Misconception 1**, above), schools are not obligated or required to provide alternate activities.

We wish you success in this year's assessment administration,

Jo O'Brien, Assistant Commissioner
Office of Standards and Assessments

Special Instructions for Signing of Oral Scripts

🚫 **Content Terminology**

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

> I will read the words and then pause while you read a math term silently to yourself. Nod your head when you are ready for me to start.
>
> Pause to see that students are ready.
>
> [Then there is an item with ___ instead of the number or math symbol.]

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

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

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

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

Sign Language Interpreters who have questions should contact their DAC.

Appendix C
Special Instructions for Scribe

Special Instructions for Scribe

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

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

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

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

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

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

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

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

School Name: _____

Designee Responsible to Delete Content: _____

School Assessment Coordinator Name: _____

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

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

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

Designee Responsible to Delete Content	Date
SAC Signature	Date

Nonstandard Accommodations Request

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

Nonstandard accommodations must be applied for and approved annually by the Colorado Department of Education (CDE) prior to use on statewide assessments.

Nonstandard accommodations must not invalidate the construct of the assessment.

Standard accommodations on the state assessment must be considered prior to requesting a nonstandard accommodation.

Nonstandard accommodation requests must include the IEP or 504 plan that shows the specific accommodation documented as needed in instruction, on classroom assessments, on district assessments, and on state assessments.

The use of nonstandard accommodations must be requested for consideration via the District Assessment Coordinator (DAC) and Special Education Director. Signatures of these district personnel are required on each request.

The IEP or 504 plan must be current, and not expire prior to the assessment window. Expired or draft plans will not be considered appropriate documentation.

The request must be individualized for the student who needs the accommodation.

Nonstandard accommodation requests must be received by the OSA, no later than the State deadline of December 15th of the current school year. The DAC may choose to set an earlier date for an individual district to ensure all nonstandard accommodations requests are reviewed at the District level prior to being forwarded to CDE.

Nonstandard accommodation requests for a Scribe must include evidence of the student working with assistive technology for writing regularly and with fidelity during instruction, yet the student is unable to use the assistive technology on the assessment due to unique factors (fixation, tactile concerns, extreme frustration etc.). Requests for a scribe due to poor handwriting, poor spelling, difficulty with writing organization, lack of instruction, or resistance to performing writing tasks will not be approved.

Nonstandard accommodation requests should include student work samples or documentation showing that the accommodation being requested was implemented within the regular classroom as an intervention. Additionally, it may be appropriate to include examples of work with and without the requested accommodation.

The form needed to request a nonstandard accommodation is available on CTB Navigator through the DAC. A list of current DACs is found at: http://www.cde.state.co.us/assessment/DAC.asp.

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

Requests received after the December 15th deadline will only be reviewed if the student is new to the district or newly identified as having a disability. In this situation, "new" is defined as enrolled/identified after December 1st of the current school year.

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

If a nonstandard accommodation is determined to affect the integrity, validity, reliability, or comparability of assessment results, or are identified as a modification, the request will not be approved.

If documentation is not included with the request, or documentation does not support the claim of use of the accommodations during instruction, and on classroom and district assessments with fidelity, the request will not be approved.

If a nonstandard accommodation is used by a student on statewide assessment that has not received prior written approval from CDE the test invalidation bubble 8, "non-approved accommodation/modification," must be coded. The student will then be assigned a "no score" and will not be counted for participation in the state's assessment program for accountability purposes.

OSA does not support the testing of grievously ill students, and will not approve a Nonstandard Accommodation request submitted for these students.

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

Approved Nonstandard Accommodations
Examples of nonstandard accommodations that may be approved include, but are not limited to:
- the use of specialized papers (lined paper, graph paper)
- the use of extra paper
- visual or verbal cues to stay on task
- unique adaptive accommodations
- individual countdown timer

If approved the nonstandard accommodation bubble should be filled in on the state assessment student data grid, along with all other accommodations the student uses. The student will count as a participant for AYP purposes.

Appendix E
Nonstandard Accommodations Request

Non-Approved Nonstandard Accommodations
Examples of non-approved nonstandard accommodations that will not be approved include but are not limited to:
- reading the reading test
- multiplication tables for the math assessment
- Cuisenaire® rods or Math Rods™ for math assessment
- calculators for math sessions (where not allowed for)
- scribe due to lack of exposure/instruction with assistive technology

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

Nonstandard Accommodation Request

To be submitted by the District Assessment Coordinator only

Due Date: December 15, 2012

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

District Name: _____

DAC Name: _____

Email: _____

Phone Number: _____

Student Name: Last _____ First _____ MI_____

SASID (10 digits): _____

Grade: _____   School: _____

Nonstandard Accommodation needed for which content area(s)?

TCAP: Reading____ Writing____ Mathematics _____ Science_____

In which document is this accommodation listed as used regularly in classroom and on district assessments?

Attach a copy of documentation.

IEP_____ 504 _____

Appendix E
Nonstandard Accommodations Request

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

If <u>Scribe</u> is requested, what Assistive Technology is being used with this student, and why is it not being used on the State assessment?

<u>Provide documentation</u> including notes from teachers/SWAAAC team, work samples with and without assistive technology.

How does this accommodation provide access for this student in the classroom *and* on district and classroom assessment? What data/evidence is provided to support this?

Explain how this nonstandard accommodation maintains the integrity, validity, reliability, and comparability of the assessment?

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

_____
        DAC Signature

Students with Disabilities Who Are Culturally & Linguistically Diverse

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 English Language Acquisition (ELA) professionals should work closely together when determining appropriate accommodations for students with disabilities who are culturally and linguistically diverse.

This population of students may qualify for accommodations in both the *Colorado Accommodation Manual* and the *Colorado Accommodation Manual for English Language Learners.* 2011-2012 Colorado Accommodations Guide 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 his/her instruction in his/her native language or have received such instruction in the past year.

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

District Plan

Districts must have a plan in place to ensure and monitor the appropriate use of accommodations on statewide assessments.

All testing accommodations used on statewide assessments must be documented on a student's formal education plan developed by an educational team. Additionally, it is important to document whether the student used the documented accommodation on the assessment.

DACs/SACs may use the sample form included below or develop one that works for their district.

Teacher_____School_____Year_____

Student Name	Student SASID	Accommodation for READING	Accommodation for WRITING	Accommodation for MATHEMATICS	Accommodation for SCIENCE	Date of Onset of Use	Used in Instruction (Y/N)	Documentation Date (i.e. IEP, ILP)	Used on CSAP (Y/N)

CODES:

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

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

Principal/SAC Signature_____

Appendix H
Universal Design

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

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

Plain Language ensures the clarity of a test item without diminishing the quality. Test items altered for plain language result in:
- Active voice
- Short sentences
- Common everyday words
- Purposeful graphics–aid in understanding however
- Do not lead or distract from an answer
- Easy-to-Read design features–white space and headings are cues to what is important

Plain language and universal design ensure that items are presented in the clearest and most straightforward manner possible. The items are designed to provide better access to the content in the item; however, accommodations are still necessary for many students in order for barriers to be removed. Items developed under the guidelines of plain language and universal design may be more amenable to accommodations by providing access to the assessment.