OKLAHOMA ACCOMMODATIONS GUIDE

OKLAHOMA STATE DEPARTMENT OF
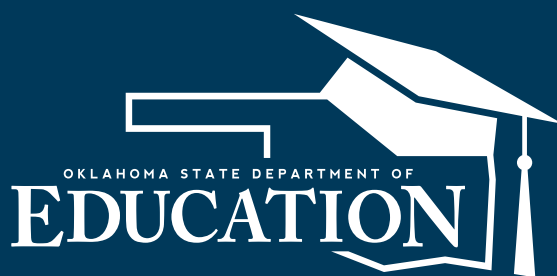**EDUCATION**

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Introduction

The Oklahoma Accommodations Guide is based on the *Accommodations Manual: How to Select, Administer, and Evaluate the Use of Accommodations for Instruction and Assessment of Students with Disabilities* (2nd Edition) authored in 2005 by Sandra J. Thompson, Amanda B. Morse, Michael Sharpe, and Sharon Hall and developed by the Council of Chief State School Officers State Collaborative on Assessment and Student Standards Assessing Special Education Students (CCSSO-SCASS). CCSSO-SCASS designed the guide so State personnel could insert state-specific information and policies related to content standards, assessments, and accommodations. In this way states can assure the information in this guide is consistent with State policies.

The following five steps provide an organizing framework for this guide:

1. Set high expectations for students with disabilities to achieve grade-level academic content standards.

2. Learn about accommodations for instruction and assessment.

3. Select appropriate accommodations for instruction and assessment for individual students.

4. Effectively administer accommodations during instruction and assessment.

5. Evaluate effectiveness of accommodations use.

STEP 1
SET HIGH EXPECTATIONS FOR STUDENTS WITH DISABILITIES TO ACHIEVE GRADE-LEVEL ACADEMIC CONTENT STANDARDS

"High expectations must be the norm, not the exception."

-- *Arne Duncan, 2010 Annual Convention of the Council for Exceptional Children*

FEDERAL AND STATE LAWS REQUIRING PARTICIPATION BY STUDENTS WITH DISABILITIES

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

No Child Left Behind Act of 2001

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

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

One of the basic reform principles of NCLB is stronger accountability for 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.

There are several critical elements in NCLB that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well they should learn) in reading/language arts and mathematics (with science added in 2007-08) form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in students attaining the knowledge and skills defined by the content standards. By 2005-06, states must have provided

assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school. By 2007-08, states must have provided 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. The accountability system is defined in terms of adequate yearly progress (AYP), a way to measure the improvement in achieving standards for all students and designated subgroups each year. Schools, districts, and states are held accountable for improvements on an annual basis by public reporting[1] and ultimately through consequences if AYP is not achieved.

Individuals with Disabilities Education Improvement Act of 2004

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

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

Based on current trends, the use of assessments for accountability purposes will likely increase in the future, supported by other legislative initiatives passed by states in their efforts to implement educational reform.

Elementary and Secondary Education Act of 1965 (ESEA)

On April 9, 2007 the United States Department of Education issued its Final Regulations governing programs administered under Title 1 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by NCLB and the regulations governing programs under Part B of the Individuals with Disabilities Education Act (IDEA). These regulations provide States with additional flexibility regarding state, local educational agency, and school accountability for a small group of students with disabilities, in addition to those with significant cognitive

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1 Each parent/guardian receives a report of their child's reading and mathematics assessment results. Also included in this report are district and state results.

disabilities. Under these regulations states were required to develop guidelines for the provision of appropriate accommodations for use in state assessments. Included in these guidelines are the requirements that states identify only those accommodations for each assessment that do not invalidate the score and instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.

INCLUDING ALL STUDENTS WITH DISABILITIES IN STATE ACCOUNTABILITY ASSESSMENTS

Both federal and State laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. Individualized Education Program (IEP) team members must actively engage in a planning process that addresses:

- Assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments; and

- Use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

Oklahoma Special Education Handbook
Students with disabilities are to be included in all state wide and district wide assessments. The IEP team determines how the student will participate in state and district wide assessments—with or without accommodations, or by means of an alternate assessment. Assessment accommodations are determined based on the student's needs. Those accommodations can only be used for state assessment purposes if they are used regularly by the student during instruction and/or classroom testing and are written into the IEP. The state approved assessment accommodation list is located on the Oklahoma State Department of Education Web site. Students must meet the eligibility requirements found in the *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments* before taking an alternate assessment.

Resources:

- Achieving Classroom Excellence (ACE) http://www.ok.gov/sde/achieving-classroom-excellence-act-ace

- Special Education Assessment http://ok.gov/sde/assessment

- Accountability and Assessments http://ok.gov/sde/accountability-assessments

- Test Support (Teachers and Administrators) http://ok.gov/sde/test-support-teachers-and administrators

- Criteria Checklist
  http://ok.gov/sde/sites/ok.gov.sde/files/OSDE%20Form%2012%20Assessment%20Criteria%20Checklist.pdf

> "Decades of research shows that children live up to their teachers' expectations. Low expectations lead to low academic achievement and poor behavior. When teachers have high expectations, student achievement and behavior soar."
> -- *(Source: MetLife Survey of the American Teacher)*

EQUAL ACCESS TO GRADE-LEVEL CONTENT

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

- school personnel must be familiar with Oklahoma Academic Standards and accountability systems at the state and district level;

- school personnel must know where to locate content standards and updates;

- collaboration between general and special educators must occur for successful student access; and

- school personnel must be aware of student academic needs to select appropriate accommodations for students (if necessary) to enable access to the curriculum.

> *OKLAHOMA ACADEMIC STANDARDS* can be found at the following link:
>
> http://www.ok.gov/sde/oklahoma-academic-standards

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

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners;

2. IEPs for students with disabilities are developed to ensure the provision of services necessary to address areas of student's educational needs (e.g., specific reading skills, strategies for "learning how to learn"); and

3. Appropriate accommodations are provided to help students access grade-level content.

The **Oklahoma State Testing Program** (Criterion-Referenced Tests, CRT) for Grades 3-8 and the "End-of-Instruction" (EOI) secondary level tests are aligned to the state-mandated curriculum, the Oklahoma Academic Standards which has been adopted by the State Board of Education and is the curriculum foundation for all public schools. Oklahoma state tests are used for assessing student achievement, targeting student, classroom, and program improvement, and informing parents of student progress. The administration of Oklahoma state tests fulfills NCLB and state mandates for testing and the test results are used for federal and state accountability requirements.

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STEP 2

LEARN ABOUT ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT

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WHAT ARE ACCOMMODATIONS?

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access to content during instruction and assessments for students with disabilities.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be state approved for use on a standardized assessment. Educators must become familiar with state policies regarding accommodations during assessments so they will know when an instructional accommodation may not be used on a standardized assessment. When this happens, educators may opt to find a comparable, state-approved accommodation for the student to use on standardized assessments. The student must be allowed practice in using the accommodation prior to being expected to use it on an assessment. The educator may also contact the Oklahoma State Department of Education to determine if an exception may be made for the use of the accommodation in question.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work. Accommodations for instruction and assessment are integrally intertwined.

DESCRIPTION OF OKLAHOMA ACCOMMODATIONS CATEGORIES

Accommodations are commonly categorized in four ways:
>   I. Setting,
>   II. Timing and scheduling,
>   III. Response, and
>   IV. Presentation.

I. Setting Accommodations:

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

assessments are most appropriate when they are offered in the general education environment as part of the regular instruction.

WHO CAN BENEFIT FROM SETTING ACCOMMODATIONS?

Setting accommodations, which are changes in instructional and assessment locations, can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g. reader, scribe, frequent breaks) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment. There may be other reasons to consider a setting accommodation for a student based on his/her needs. The IEP or Section 504 team can consider the specific circumstances when a setting accommodation would be appropriate.

The Oklahoma state approved setting accommodations lists the accommodations that educators may choose from on the IEP Assessment Page.   It is important to note that since accommodations should be used during instruction as well as assessments, setting accommodations should also be included in other parts of the IEP, as applicable, to further explain the student's use of the accommodation.

> *Oklahoma State Approved Setting Accommodations*
>
> S1 Individual testing
> S2 Small group (5 or less) testing
> S3 Preferential seating
> S4 Separate location
> S5 Provide special lighting
> S6 Provide adaptive or special furniture

The Special Education Process Guide **gives detailed instructions for completing the IEP and can be found at the following link:** **http://ok.gov/sde/documents/2013-11-18/special-education-process-guide**

Guidance for Choosing Standard <u>Setting</u> Accommodations is Fact Sheet 1 in the Appendix of this document.

II. Timing and Scheduling Accommodations:

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

WHO CAN BENEFIT FROM TIMING AND SCHEDULING ACCOMMODATIONS?

Timing and scheduling accommodations are most helpful for students who need more time to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audiotape, scribe).

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

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity. There may be other reasons to consider a timing and scheduling accommodation for a student based on his/her needs. The IEP or Section 504 team can consider the specific circumstances when a timing and setting accommodation would be appropriate.

The Oklahoma state approved timing and scheduling accommodations lists the accommodations that educators may choose from on the IEP Assessment Page. It is important to note that since accommodations should be used during instruction as well as assessments, setting accommodations should also be included in other parts of the IEP, as applicable, to further explain the student's use of the accommodation.

> *Oklahoma State Approved Timing and Scheduling Accommodations*
>
> T1 Flexible schedule same day
> T2 Administer subject area test over several sessions (except Writing tests or extended response sections)
> T3 Allow frequent breaks during testing

The Special Education Process Guide **gives detailed instructions for completing the IEP and can be found at the following link:** http://ok.gov/sde/documents/2013-11-18/special-education-process-guide

Guidance for Choosing Standard <u>*Timing and Scheduling*</u> *Accommodations* is Fact Sheet 1 in the Appendix of this document.

III. Response Accommodations:

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

WHO CAN BENEFIT FROM RESPONSE ACCOMMODATIONS?

Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization). There may be other reasons to consider a response accommodation for a student based on his/her needs. The IEP or Section 504 team can consider the specific circumstances when a response accommodation would be appropriate.

The Oklahoma state approved response accommodations lists the accommodations that educators may choose from on the IEP Assessment Page. It is important to note that since accommodations should be used during instruction as well as assessments, setting accommodations should also be included in other parts of the IEP, as applicable, to further explain the student's use of the accommodation.

Oklahoma State Approved Response Accommodations

R1 A student marks answers in test book and not on an answer document, for later transfer by a Test Administrator to an answer document

R2 Scribe Reading/ELA, Mathematics, Science, or Social Studies test:
  a. Student dictates or signs responses to a scribe who records responses on a multiple choice answer document or Online Testing Client by Test Administrator/Proctor

R3 Use computer or other assistive technology device to respond
  a. Student utilizes word processor, computer, or electronic keyboard without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet.
  b. Student tapes or records a response for a writing portion of the test for verbatim transcription by Test Administrator/Proctor

R4 The Test administrator monitors the placement of student responses on the answer document or the online testing client

R5 Brailler/Secure Braille Note-taker/Abacus (students with a visual impairment)

The Special Education Process Guide gives detailed instructions for completing the IEP and can be found at the following link: http://ok.gov/sde/documents/2013-11-18/special-education-process-guide

Guidance for Choosing Standard <u>Response</u> Accommodations is Fact Sheet 1 in the Appendix of this document.

IV. Presentation Accommodations:

Presentation accommodations provide students to access instruction and assessments in other formats than reading standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.

WHO CAN BENEFIT FROM PRESENTATION ACCOMMODATIONS?

Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability. There may be other reasons, not just visual or reading weaknesses, to consider a presentation accommodation for a student based on his/her needs. The IEP or Section 504 team can consider the specific circumstances when a presentation accommodation would be appropriate.

The Oklahoma state approved presentation accommodations lists the accommodations that educators may choose from on the IEP Assessment Page. It is important to note that since accommodations should be used during instruction as well as assessments, setting accommodations should also be included in other parts of the IEP, as applicable, to further explain the student's use of the accommodation.

Oklahoma State Approved Presentation Accommodations

P1 Alternate Formats
   a. Large-print Version (Instructions provided within kits.)
   b. Contracted Braille Version (Instructions provided within kits.)
   c. Large-print through Online Testing Client

P2 Reverse Color Contrast

P3 Use of assistive technology (AT) devices or supports: e.g. color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning.

P4 Text-to-speech, Human Reader, or Sign Language Interpreter (excludes ELA/Reading tests)
   a. Text-to-Speech is built into the online testing client and requires the use of ear phones and may be administered individually, small groups, or regular setting.
   b. Human Reader requires the Test Administrator to read over the students shoulder during testing and is limited to small group or individualized testing. Test directions, test items, and answer choices must be read verbatim.
   c. Sign language interpretation may be accomplished by using a separate test booklet.

P5 Use of Secure Braille Note-taker (students with a visual impairment)

P6 Simplification/repetition/signage of directions
   a. Student may ask for clarification of directions

P7 Turn off Universal Tools/Accessibility Features

P8 Use of an Abacus

P9 Use a calculator on OCCT Grades 3-8 Mathematics & 5th Grade Science

P10 Provide cues (arrows, stop signs) on answer form

P11 Use masking or templates to reduce the amount of visible print

P12 Secure paper to work area with tape or magnets

P13 Student may read the test aloud or sign the test to himself or herself

P14 Placeholders, templates, or markers to maintain place

P15 Audio Calculator

P16 Paper & Pencil Test

The Special Education Process Guide gives detailed instructions for completing the IEP and can be found at the following link: http://ok.gov/sde/documents/2013-11-18/special-education-process-guide

Guidance for Choosing Standard __Presentation__ Accommodations is Fact Sheet 1 in the Appendix of this document.

MODIFICATIONS VS. ACCOMMODATIONS

Accommodations do not reduce learning expectations. They provide access to content. However, modifications refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Examples of modifications include:

- Requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);

- Reducing assignments and assessments so a student only needs to complete the easiest problems or items;

- Revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or

- Giving a student hints or clues to correct responses on assignments and tests.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students must have had access to critical, assessed content, in order to demonstrate mastery. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school's or district's testing practices. Only state approved accommodations listed in the, "OSTP Accommodations for students with an IEP or Section 504 Plan" can be provided during state assessments.

STEP 3
SELECT APPROPRIATE ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT FOR INDIVIDUAL STUDENTS

To assure students with disabilities are engaged in standards-based instruction and assessments, every IEP team member 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 good information about the student's disability and present level of performance in relation to local and state academic standards. In essence, the process of making decisions about accommodations is one in which members of the IEP team attempt to "level the playing field" so that students with disabilities can participate in the general education curriculum. IEP team meetings that simply engage people in checking boxes on a state or local "compliance" document are neither conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S IEP

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

There are three areas in which accommodations can be addressed:

1. *"Consideration of Special Factors" [Sec. 614 (d) (3) (B)].* This is where communication and assistive technology supports are considered.
2. *"Supplementary Aids and Services" [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)].* This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with children who do not have disabilities to the maximum extent appropriate
3. *"Participation in Assessments" [Sec. 612 (a) (16)].* This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments.

The Special Education Process Guide gives detailed instructions for completing the IEP and can be found at the following link: http://ok.gov/sde/documents/2013-11-18/special-education-process-guide

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S 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 the IDEA. The definition of a disability under Section 504 is much broader than the definition under the IDEA. All students under the IDEA are also covered by Section 504, but not all Section 504 students are eligible for services under the IDEA. Section 504 states:

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

Examples of students who may receive assessment accommodations based on their Section 504 accommodations plan include student meeting any one of the three "prongs" of eligibility in 34 CFR 104.3(j)(1). A disabled student:

(i) has a physical or mental impairment which substantially limits one or more major life activities
(ii) has a record of such an impairment, or
(iii) is regarded as having such an impairment.

INVOLVING STUDENTS IN SELECTING, USING, AND EVALUATING ACCOMMODATIONS

It is critical for students with disabilities to understand his/her disability and 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.

The more that 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. Self-advocacy skills become critical here. Students need opportunities to learn which accommodations are most helpful for them, and then they need to learn how to make certain those accommodations are provided in all of their classes and wherever they need them outside of school.

QUESTIONS TO GUIDE ACCOMMODATION SELECTION

Selecting accommodations for instruction and assessment is the role of a student's IEP team or Section 504 plan committee. The questions below will guide the IEP team and Section 504 team in appropriately selecting accommodations for instruction and assessment. In addition, Fact Sheets 5 and 6 and Teacher Tools 1 and 2 may be useful for completing this step (located at the end of this document).

Questions for IEP teams to Consider:

- What are the student's learning strengths and areas of further improvement?

- How do the student's learning needs affect the achievement of grade-level content standards?

- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?

- What accommodations will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability? These may be new accommodations or accommodations the student is currently using.

- What accommodations are regularly used by the student during instruction and assessments?

- Does the provision of an accommodation allow the student to be in the least restrictive environment?

- What are the results for assignments and assessments when accommodations were used and not used?

- What is the student's perception of how well an accommodation "worked?"

- Are there effective combinations of accommodations?

- What difficulties did the student experience when using accommodations?

- What are the perceptions of parents, teachers, and specialists about how the accommodation worked?

- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations that match the student's needs, the IEP team should consider

- The student's willingness to learn to use the accommodation,

- Opportunities to learn how to use the accommodation in classroom settings and for standardized testing purposes, and

- Whether they are approved by the state for use on each assessment.

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use the accommodations before an assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations.

Resource:
Test Support (Teachers and Administrators) http://ok.gov/sde/test-support-teachers-and-administrators

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STEP 4
EFFECTIVELY ADMINISTER ACCOMMODATIONS DURING INSTRUCTION AND ASSESSMENT

ACCOMMODATIONS DURING INSTRUCTION

The student must be provided the selected accommodations during instructional periods that necessitate their use. **An accommodation may not be used solely during assessments.**

ACCOMMODATIONS DURING ASSESSMENT

Oklahoma Testing Accommodations during Assessments

Accommodations are afforded to students for assessment purposes. Formative, summative, district, and State-wide assessments provide information on how the student is currently performing. Results may be used as part of the present levels of academic and functional performance indicating areas of growth, strength, and need. Accommodations afforded students do not provide an advantage, but rather create equal access to accommodate the student's area of need. Accommodation decisions for assessment purposes are made on an individual basis by the IEP or Section 504 team. Students should use and be familiar with selected accommodations during both classroom instruction and assessment.

NCLB regulations for students with IEPs (Sec. 300.160(b)(ii)) require that the state *"instruct IEP teams to select, for each state assessment, only those accommodations that do not invalidate the score."* All selected accommodations for assessment purposes must be the state approved accommodations listed in the "OSTP Accommodations for students with an IEP or Section 504 Plan."

Individuals may access the "OSTP Accommodations for students with an IEP or Section 504 Plan." It is a document that is included as part of the Test Administration procedures for the Oklahoma State Testing Program for administering specific accommodations. Reference to approved Oklahoma testing procedures is addressed, including standard accommodations (setting, timing/scheduling, response, and presentation) and nonstandard (unique, ELA/reading test read aloud). The resource may be accessed at the following URL: http://ok.gov/sde/documents/2014-08-11/ostp-accommodations-placeholder

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is not uncommon for members of the IEP team, most often special education teachers, 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 IEP team members to know and understand the requirements and consequences of district and State assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day.

Teacher Tools # 3, #4, and #5 and Fact Sheet #3 may be helpful for completing this step (located at the end of this document).

Prior to the day of a test, be certain test administrators and proctors know what accommodations each student will be using and how to administer them properly. For example, test administrators and proctors need to know whether a student will be allowed extra time to complete the test and when the testing time is ended, what plan exists for the student to continue working. Staff should know whether students are entitled to small group setting or test in a separate location and if so, ensure that appropriate arrangements are offered for the student to test according to this accommodation. Staff administering accommodations, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

ADMINISTERING ASSESSMENTS AND ACCOMMODATIONS

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff involved in test administration must adhere to these policies

(Frequently Asked Questions Oklahoma School Testing Program
http://ok.gov/sde/faqs/oklahoma-school-testing-program-ostp-frequently-asked-questions).

The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that *test administrators and others involved in assessments must*

- *take appropriate security precautions before, during, and after the administration of the assessment;*

- *understand the procedures needed to administer the assessment prior to administration;*

- *administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;*

- *avoid any conditions in the conduct of the assessment that might invalidate the results;*

- *provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and*

- *avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.* [2]

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

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

ETHICAL TESTING PRACTICES

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

STANDARDIZATION

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

TEST SECURITY

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed.

CURRENT STATE POLICY ON TEST SECURITY AND TEST IRREGULARITIES.

Section 210:10-13-4 Oklahoma Administrative Code (for text see Appendix A)

http://tinyurl.com/3g5by

Search code: Section 210:10-13-4 Test security and validity.

Oklahoma State Department of Education: Accountability and Assessments

http://ok.gov/sde/accountability-assessments

STEP 5
EVALUATE AND IMPROVE ACCOMMODATIONS USE

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of students with disabilities in state and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal the appropriateness of accommodations or the elimination of certain practices. Examination of the data may also indicate areas in which the IEP team, 504 plan committee, and test administrators need additional training and support to ensure test validity.

In addition to collecting information about the use of accommodations within the classroom, information needs to be gathered on the implementation of accommodations during assessment. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level. Information on the use of accommodations can be feasible to collect when it is coded on the test form with other student information. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the school and district level and the student level.

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

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?

2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?

3. Are students receiving accommodations as documented in their IEP or 504 plans?

4. Are there procedures in place to ensure test administrators adhere to directions for the implementation of accommodations?

5. How many students with IEPs or 504 plans are receiving accommodations?

6. What types of accommodations are provided? Are some used more than others?

7. How well do students who receive accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the students not having access to instruction, not receiving accommodations, or using the accommodations that were not effective?

QUESTIONS TO GUIDE EVALUATION AT THE STUDENT LEVEL

1. What accommodations are used by the student during instruction and assessments?

2. What are the results of classroom assignments and assessments when accommodations are used verses when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving accommodations, or using accommodations that were not effective?

3. What is the student's perception of how well the accommodation worked?

4. What combination of accommodations seem to be effective?

5. What are the difficulties encountered in the use of accommodations?

6. What are the perceptions of teachers and others about how the accommodations appears to be working?

Teacher Tool # 6 can be used to guide this process. (Located at the end of this document.)

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

Appendix: Fact Sheet 1

EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTICS

Fact sheet one lists accommodations to consider based on student characteristics for both assessment and instruction purposes. Assessment accommodations must be offered as part of regular instruction and are limited to the accommodations approved for assessment purposes for Oklahoma. Accommodations offered during instruction are limitless, however they must ensure access and preparation for assessment purposes rather than an education advantage or limitation to develop skills independently. Accommodations in the instructional setting may include more accommodations than the assessment setting to help students acquire new information. The sections, divided by student characteristics, is not an exhaustive list; it is a list of accommodations to consider. Some students may have multiple disabilities requiring consideration of more than one list.

Important: Examples offered is for reference and consideration only. IEP or 504 teams should NOT use blanket policies for accommodation types based on student characteristics, but rather base accommodation decisions on the student's individual needs.

STUDENT CHARACTERISTIC: BLIND, LOW VISION, PARTIAL SIGHT		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	- Large-print Version - Braille - Nemeth Braille code - Reverse Color Contrast - Use of assistive technology (AT) devices or supports e.g. color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning. - Text-to-speech - Human reader - Use of Secure Braille Note-taker - Simplification/repetition of directions - Student may ask for clarification of directions - Turn off Universal Tools/Accessibility Features - Reduce excessive stimulus (i.e. posters, additional text on assignments, etc.) - Use of an Abacus - Provide cues (arrows, stop signs) on assignments and assessments - Use masking or templates to reduce the amount of visible print	- P1a Large-print Version - P1b Contracted Braille Version - P1c Large-print through Online Testing Client - P2 Reverse Color Contrast - P3 Use of assistive technology (AT) devices or supports: e.g. color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning. - P4a Text-to-speech is built into the online testing client and requires the use of ear phones and may be administered individually, small groups, or regular setting. - P4b Human reader requires the Test Administrator to read over the students shoulder during testing and is limited to small group or individualized testing. Test directions, test items, and answer choices must be read verbatim. - P5 Use of Secure Braille Note-taker - P6 Simplification/repetition of

	- Placeholders, templates, or markers to maintain place - Audio calculator - Paper & pencil test - Tactile graphics - Audiotape or compact disk (CD) - Screen reader - Descriptive video - Talking materials	- directions/signage of directions - P6a Student may ask for clarification of directions - P7 Turn off Universal Tools/Accessibility Features - P8 Use of an Abacus - P10 Provide cues (arrows, stop signs) on answer form - P11 Use masking or templates to reduce the amount of visible print - P14 Placeholders, templates, or markers to maintain place - P15 Audio calculator - P16 Paper & Pencil Test
Response	- Student marks answers in document/booklet and not on answer document, for later transfer by scribe to an answer document - Scribe Reading/ELA Mathematics, Science or Social Studies test - Student gives dictates or signs responses to be marked on assignments/answer documents by a scribe - Use computer or other assistive technology device to respond - Student uses a speech-to-text conversion device - Student utilizes word processor, computer, or electronic dictionary without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet - Student tapes or records a response for a writing prior of the test/assignment for verbatim transcription/evaluation by scribe/evaluator - Teacher/staff/peer tutor monitors the placement of student responses on the answer document/assignment - Brailler/Secure Braille Note-taker/Abacus	- R1 A student marks answers in test book and not on answer document, for later transfer by a Test Administrator to an answer document. - R2 Scribe Reading/ELA Mathematics, Science or Social Studies test: - R2a Student dictates or signs responses to a scribe who records responses on a multiple-choice answer document or Online Testing Client by Test Administrator/Proctor - R3 Use computer or other assistive technology device to respond - R3a Student utilizes word processor, computer, or electronic dictionary without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet - R3b Student tapes or records a response for a writing prior of the test for verbatim transcription by Test Administrator/Proctor - R4 The Test Administrator monitors the placement of student responses on the answer document or the online testing client - R5 Brailler/Secure Braille Note-taker/Abacus
Setting	- Individual testing - Small group (5 or less) testing - Preferential seating - Separate location - Provide special lighting - Provide adaptive or special furniture	- S1 Individual testing - S2 Small group (5 or less) testing - S3 Preferential seating - S4 Separate location - S5 Provide special lighting - S6 Provide adaptive or special furniture

Timing and Scheduling	- Flexible schedule same day - Administer test and/or assignments over several sessions - Allow frequent breaks - Time of day when student is most responsive - Extended Time	- T1 Flexible schedule same day - T2 Administer subject area test over several sessions (except Writing tests or extended response sections) - T3 Allow frequent breaks during testing

STUDENT CHARACTERISTIC: DEAF; HARD OF HEARING		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Use of assistive technology (AT) devices or supports: e.g. color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning. • Screen reader • Sign Language Interpretation • Simplification/repetition/signage of directions • Repeat or simplify responses from teacher and classmates • Student may ask for clarification of directions • Turn off universal tools/accessibility features • Allow use of noise buffers • Use gestures (e.g., point to materials) • Provide visual cues (arrows, stop signs) on instructions, assignments and assessments • Provide notes, outlines of lectures, and instructions in written format • Allow student to copy notes from classmate • Use captioned versions of instructional films and include script when possible • Give interpreter instructional materials in advance • Learn manual signs and teach them to hearing classmates • Student may ask for clarification of directions (not test questions or answer choices)	• P3 Use of assistive technology (AT) devices or supports: e.g. color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning. • P4c Sign Language Interpretation may be accomplished by using a separate test booklet • P6 Simplification/repetition/signage of directions • P6a Student may ask for clarification of directions • P7 Turn off Universal Tools/Accessibility Features • P10 Provide cues (arrows, stop signs) on answer form
Response	• Scribe Reading/ELA, Mathematics, Science, or Social Studies test/assignments • Student dictates or signs responses to a scribe who records responses on a multiple-choice answer document, assignment or Online Testing Client by Test Administrator, teacher, or scribe.	• R2 Scribe Reading/ELA, Mathematics, Science, or Social Studies test • R2a Student dictates or signs responses to a scribe who records responses on a multiple-choice answer document or Online Testing Client by Test Administrator/Proctor.
Setting	• Individual testing • Small group (5 or less) testing • Preferential seating to reduce distractions (e.g. minimize background noise) • Change location so student does not	• S1 Individual testing • S2 Small group (5 or less) testing • S3 Preferential seating • S4 Separate location

	distract others • Change location to increase physical access (e.g. face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish)	
Timing and Scheduling	• Flexible schedule same day • Administer test/assignments over several sessions • Allow frequent breaks • Extended time • Time of day when student is most responsive	• T1 Flexible schedule same day • T2 Administer subject area test over several sessions (except Writing tests or extended response sections) • T3 Allow frequent breaks during testing

	STUDENT CHARACTERISTIC: COMMUNICATION DISORDER	
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Use of assistive technology (AT) devices or supports: e.g., color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning • Text-to-Speech, Human Reader, or Sign Language Interpreter • Sign Language Interpretation may be accomplished by using a separate test booklet • Simplification/repetition/signage of directions • Student may ask for clarification of directions • Student may read the test/assignment aloud or sign the test/assignment to himself or herself	• P3 Use of assistive technology (AT) devices or supports: e.g., color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning • P4 Text-to-Speech, Human Reader, or Sign Language Interpreter • P4c Sign Language Interpretation may be accomplished by using a separate test booklet • P6 Simplification/repetition/ signage of directions • P6a Student may ask for clarification of directions • P13 Student may read the test aloud or sign the test to himself or herself
Response	• Scribe Reading/ELA, Mathematics, Science, or Social Studies test/assignment • Student dictates or signs responses to a scribe who records responses on a multiple-choice answer document or Online Testing Client by Test Administrator • Use computer or other assistive technology device to respond • Student uses a speech-to-text conversion device • Student utilizes word processor, computer, or electronic keyboard without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet • Student tapes or records a response for a writing portion of the test/assignment for verbatim transcription by Test Administrator/Proctor, teacher, or evaluator.	• R2 Scribe Reading/ELA, Mathematics, Science, or Social Studies test • R2a Student dictates or signs responses to a scribe who records responses on a multiple-choice answer document or Online Testing Client by Test Administrator/Proctor • R3 Use computer or other assistive technology device to respond • R3a Student utilizes word processor, computer, or electronic keyboard without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet • R3b Student tapes or records a response for a writing portion of the test for verbatim transcription by Test Administrator/Proctor
Setting	• Individual testing • Separate location	• S1 Individual testing • S4 Separate location

Timing and Scheduling	• Flexible schedule • Administer test/assignments over several sessions • Allow frequent breaks during testing or assignments • Extended time	• T1 Flexible schedule same day • T2 Administer subject area test over several sessions (except Writing tests or extended response sections) • T3 Allow frequent breaks during testing

STUDENT CHARACTERISTIC: WEAK MANUAL DEXTERITY; DIFFICULTY WITH PENCIL, DIFFICULTY TYPING ON STANDARD KEYBOARD		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Secure paper to work area with tape or magnets • Placeholders, templates, or markers to maintain place	• P12 Secure paper to work area with tape or magnets • P14 Placeholders, templates, or markers to maintain place
Response	• A student marks answers in test book and not on an answer document, for later transfer by a Test Administrator to an answer document • Scribe Reading/ELA/Mathematics, Science or Social Studies test/assignment • Student dictates or signs responses to a scribe who records responses on a multiple-choice answer document or Online Testing Client by Test Administrator • Use computer or other assistive technology device to respond • Student utilizes word processor, computer, or electronic keyboard without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet • Student tapes or records response for a writing portion of the test/assignment for verbatim transcription by Test Administrator/Proctor • Teacher/Test Administrator monitors the placement of student responses on the answer document or the online testing client • Use thick pencil or pencil grip • Use graphic organizer, outlines, and templates	• R1 A student marks answers in test book and not on an answer document, for later transfer by a Test Administrator to an answer document • R2 Scribe Reading/ELA/Mathematics, Science or Social Studies test • R2a Student dictates or signs responses to a scribe who records responses on a multiple-choice answer document or Online Testing Client by Test Administrator/Proctor. • R3 Use computer or other assistive technology device to respond • R3a Student utilizes word processor, computer, or electronic keyboard without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet • R3b Student tapes or records response for a writing portion of the test for verbatim transcription by Test Administrator/Proctor • R4 Test Administrator monitors the placement of student responses on the answer document or the online testing client
Setting	• Individual testing • Small group (5 or less) testing • Separate location	• S1 Individual testing • S2 Small group (5 or less) testing • S4 Separate location

Timing and Scheduling	- Flexible schedule same day - Administer subject area test/assignments over several sessions - Allow frequent breaks during testing/assignments - Extended time - Time of day when student is most responsive	- T1 Flexible schedule same day - T2 Administer subject area test over several sessions (except Writing tests or extended response sections) - T3 Allow frequent breaks during testing

	STUDENT CHARACTERISTIC: READING DISABILITY; DIFFICULTY DECODING	
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Alternate Formats • Large-print Version • Contracted Braille Version • Large-print through Online Testing Client • Reverse Color Contrast or colored overlays • Use of assistive technology (AT) devices or supports: e.g. color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning • Text-to-Speech is built into the online testing client and requires the use of ear phones and may be administered individually, small groups, or regular setting • Human Reader requires the Test Administrator to read over the students shoulder during testing and is limited to small group or individualized testing. Test directions, test items, and answer choices may be read verbatim • Sign Language Interpretation may be accomplished by using a separate test booklet • Simplification/repetition/signage of directions • Student may ask for clarification of directions • Provide cues (arrows, stop signs) on answer form • Use masking or templates to reduce the amount of visible print • Secure paper to work area with tape or magnets • Student may read the test/assignment aloud or sign the test/assignment to himself or herself • Placeholders, templates, or markers to maintain place • Access to audio or video of reading material	• P1 Alternate Formats • P1a Large-print Version • P1b Contracted Braille Version • P1c Large-print through Online Testing Client • P2 Reverse Color Contrast • P3 Use of assistive technology (AT) devices or supports: e.g. color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning • P4 Text-to-Speech, Human Reader, or Sign Language Interpreter • P4a Text-to-Speech is built into the online testing client and requires the use of ear phones and may be administered individually, small groups, or regular setting • P4b Human Reader requires the Test Administrator to read over the students shoulder during testing and is limited to small group or individualized testing. Test directions, test items, and answer choices must be read verbatim • P4c Sign Language Interpretation may be accomplished by using a separate test booklet • P6 Simplification/repetition/signage of directions • P6a Student may ask for clarification of directions • P10 Provide cues (arrows, stop signs) on answer form • P11 Use masking or templates to reduce the amount of visible print • P12 Secure paper to work area with tape or magnets • P13 Student may read the test aloud or sign the test to himself or herself • P14 Placeholders, templates, or markers to maintain place

Response	• A student marks answers in test book and not on answer document, for later transfer by a Test Administrator to an answer document • Scribe Reading/ELA, Mathematics, Science, or Social Studies test • Student dictates or signs responses to a scribe who records responses on a multiple choice answer document or Online Testing Client by Test Administrator • Use computer or other assistive technology device to respond • Student utilizes word processor, computer, or electronic keyboard without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet • Student tapes or records response for a writing portion of the test for verbatim transcription by Test Administrator/Proctor, teacher, or evaluator • The Test Administrator or teacher monitors the placement of student responses on the answer document or the online test client • Use graphic organizer, templates, teacher/student notes, and oral/written instructions to ease understanding of reading material	• R1 A student marks answers in test book and not on answer document, for later transfer by a Test Administrator to an answer document • R2 Scribe Reading/ELA, Mathematics, Science, or Social Studies test • R2a Student dictates or signs responses to a scribe who records responses on a multiple choice answer document or Online Testing Client by Test Administrator/Proctor. • R3 Use computer or other assistive technology device to respond • R3a Student utilizes word processor, computer, or electronic keyboard without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet • R3b Student tapes or records response for a writing portion of the test for verbatim transcription by Test Administrator/Proctor • R4 The Test Administrator monitors the placement of student responses on the answer document or the online test client
Setting	• Individual testing • Small group (5 or less) testing • Preferential seating • Separate location • Provide special lighting	• S1 Individual testing • S2 Small group (5 or less) testing • S3 Preferential seating • S4 Separate location • S5 Provide special lighting
Timing and Scheduling	• Flexible schedule same day • Administer subject area test/assignments over several sessions • Allow frequent breaks • Extended time • Time of day when student is most responsive	• T1 Flexible schedule same day • T2 Administer subject area test over several sessions (except Writing tests or extended response sections) • T3 Allow frequent breaks during testing

	STUDENT CHARACTERISTIC: MATHEMATICS DISABILITY	
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	- Use of an Abacus - Use a calculator on OCCT Grade 3-8 Mathematics & 5th Grade Science Audio calculator and class assignments - Audio calculator - Use of manipulatives (i.e. place value blocks, linking cubes, clock, etc.) - Use of templates/visual organizers (i.e. place value chart) - Math tables and formula sheets - Access teacher/student notes highlighting steps in a process - Utilize mnemonic devices to learn formulas or steps in a process	- P8 Use of an Abacus - P9 Use a calculator on OCCT Grades 3-8 Mathematics & 5th Grade Science - P15 Audio calculator
Response	- Use templates to record response (i.e. graphing paper) - Use manipulatives to identify a response (i.e. clock to represent time)	
Setting	- Individual testing - Small group (5 or less) testing - Preferential seating - Separate location	- S1 Individual testing - S2 Small group (5 or less) testing - S3 Preferential seating - S4 Separate location
Timing and Scheduling	- Flexible schedule same day - Administer test/assignments over several sessions - Allow frequent breaks - Extended time - Time of day when student is most responsive	- T1 Flexible schedule same day - T2 Administer subject area test over several sessions (except Writing tests or extended response sections) - T3 Allow frequent breaks during testing

	STUDENT CHARACTERISTIC: PHYSICAL DISABILITY	
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Large-print Version • Large-print through Online Testing Client • Use of assistive technology (AT) devices or supports: e.g. color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning • Text-to-Speech is built into the online testing client and requires the use of ear phones and may be administered individually, small groups, or regular setting • Human Reader requires the Test Administrator to read over the students shoulder during testing and is limited to small group or individualized testing. Test directions, test items, and answer choices may be read verbatim • Sign Language Interpretation may be accomplished by using a separate test booklet • Simplification/repetition/signage of directions • Provide cues (arrows, stop signs) on answer form • Use masking to reduce the amount of visible print • Secure paper to work area with tape or magnets • Students may read the test/assignment aloud or sign the test/assignment to himself or herself • Placeholders, templates, or markers to maintain place	• P1a Large-print Version • P1c Large-print through Online Testing Client • P3 Use of assistive technology (AT) devices or supports: e.g. color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning • P4 Text-to-Speech, Human Reader, or Sign Language Interpreter • P4a Text-to-Speech is built into the online testing client and requires the use of ear phones and may be administered individually, small groups, or regular setting • P4b Human Reader requires the Test Administrator to read over the students shoulder during testing and is limited to small group or individualized testing. Test directions, test items, and answer choices must be read verbatim • P4c Sign Language Interpretation may be accomplished by using a separate test booklet • P6 Simplification/repetition/ signage of directions • P10 Provide cues (arrows, stop signs) on answer form • P11 Use masking or templates to reduce the amount of visible print • P12 Secure paper to work area with tape or magnets • P13 Students may read the test aloud or sign the test to himself or herself • P14 Placeholders, templates, or markers to maintain place
Response	• Student marks answers in test book and not on answer document, for later transfer by a Test Administrator to an	• R1 A student marks answers in test book and not on an answer document, for later transfer by a

	answer document • Scribe Reading/ELA, Mathematics, Science, or Social Studies test • Student dictates or signs responses to a scribe who records responses on a multiple choice answer document or Online Testing Client by Test Administrator • Use computer or other assistive technology device to respond • Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox) • Slant board or wedge for positioning • Pencil grip • Speech-to-text conversion device • Student utilizes word processor, computer, or electronic keyboard without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet • Student tapes or records response for a writing portion of the test/assignment for verbatim transcription by Test Administrator/Proctor, teacher or evaluator • Test administrator monitors the placement of student responses on the answer document • Use written notes, outlines, and instructions	Test Administrator to an answer document • R2 Scribe Reading/ELA, Mathematics, Science, or Social Studies test • R2a Student dictates or signs responses to a scribe who records responses on a multiple choice answer document or Online Testing Client by Test Administrator/Proctor. • R3 Use computer or other assistive technology device to respond • R3a Student utilizes word processor, computer, or electronic keyboard without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet • R3b Student tapes or records response for a writing portion of the test for verbatim transcription by Test Administrator/Proctor • R4 The Test Administrator monitors the placement of student responses on the answer document or the online testing client.
Setting	• Individual testing • Small group (5 or less) testing • Preferential seating • Separate location • Change location to increase physical access • Change location to access special equipment	• S1 Individual testing • S2 Small group (5 or less) testing • S3 Preferential seating • S4 Separate location
Timing and Scheduling	• Flexible schedule same day • Administer subject area test/assignments over several sessions (except Writing tests or extended response sections) • Allow frequent breaks during testing/assignments • Extended time • Time of day when student is most responsive	• T1 Flexible schedule same day • T2 Administer subject area test over several sessions (except Writing tests or extended response sections) • T3 Allow frequent breaks during testing

	STUDENT CHARACTERISTIC: EASILY DISTRACTED; SHORT ATTENTION SPAN	
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	- Reverse Color Contrast or color overlays to reduce glare - Use of assistive devices supports, magnifier, auditory amplification devices, such as hearing aids or noise buffers - Text-to-Speech, Human Reader, or Sign Language Interpreter - Text-to-Speech is built into the online testing client and requires the use of ear phones and may be administered individually, small groups, or regular setting - Human Reader requires the Test Administrator to read over the students shoulder during testing and is limited to small group or individualized testing. Test directions, test items, and answer choices may be read verbatim - Sign Language Interpretation may be accomplished by using a separate test booklet - Simplification/repetition/signage of directions - Student may ask for clarification of directions - Turn off Universal Tools/Accessibility Features - Provide cues (arrows, stop signs) on assignments/answer form - Use masking to reduce the amount of visible print - Students may read the test aloud or sign the test to himself or herself - Placeholders, templates, or markers to maintain place - Give short and simple directions with examples - Have student repeat and explain directions to check for understanding - Use visual organizers - Highlight key words in directions	- P2 Reverse Color Contrast - P3 Use of assistive technology (AT) devices or supports: e.g. color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning - P4 Text-to-Speech, Human Reader, or Sign Language Interpreter - P4a Text-to-Speech is built into the online testing client and requires the use of ear phones and may be administered individually, small groups, or regular setting - P4b Human Reader requires the Test Administrator to read over the students shoulder during testing and is limited to small group or individualized testing. Test directions, test items, and answer choices must be read verbatim - P4c Sign Language Interpretation may be accomplished by using a separate test booklet - P6 Simplification/repetition/ signage of directions - P6a Student may ask for clarification of directions - P7 Turn off Universal Tools/Accessibility Features - P10 Provide cues (arrows, stop signs) on answer form - P11 Use masking to reduce the amount of visible print - P13 Students may read the test aloud or sign the test to himself or herself - P14 Placeholders, templates, or markers to maintain place
Response	A student marks answers in test book and not on answer document, for later transfer by a Test Administrator to an answer document Use computer or other	R1 A student marks answers in test book and not on answer document, for later transfer by a Test Administrator to an answer

	assistive technology device to respond • Scribe Reading/ELA, Mathematics, Science, or Social Studies test • Student dictates or signs responses to a scribe who records responses on a multiple choice answer document or Online Testing Client by Test Administrator • R3 Use computer or other assistive technology device to respond • R3a Student utilizes word processor, computer, or electronic keyboard without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet • The Test Administrator monitors the placement of student responses on the answer document or the online testing client Use materials or devices to solve or organize responses • Use template, graphic organizers to record responses • Use graph paper to keep numbers in proper columns	document • R2 Scribe Reading/ELA, Mathematics, Science, or Social Studies test • R2a Student dictates or signs responses to a scribe who records responses on a multiple choice answer document or Online Testing Client by Test Administrator/Proctor. • R3 Use computer or other assistive technology device to respond • R3a Student utilizes word processor, computer, or electronic keyboard without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet • R4 The Test Administrator monitors the placement of student responses on the answer document or the online testing client
Setting	• Individual testing • Small group (5 or less) testing • Preferential seating • Separate location • Provide special lighting • Provide adaptive or special furniture	• S1 Individual testing • S2 Small group (5 or less) testing • S3 Preferential seating • S4 Separate location • S5 Provide special lighting • S6 Provide adaptive or special furniture
Timing and Scheduling	• Flexible schedule same day • Administer subject area test over several sessions (except Writing tests or extended response sections) • Allow frequent breaks during testing and assignments • Schedule tests at time of day when student is most responsive • Cue student to begin working and stay on task • Change testing schedule or order of subtests (adhering to test protocol) • Limit reading periods • Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon • Divide long-term assignments into shorter more manageable tasks	• T1 Flexible schedule same day • T2 Administer subject area test over several sessions (except Writing tests or extended response sections) • T3 Allow frequent breaks during testing

Appendix: Fact Sheet 2
DO'S AND DON'TS WHEN SELECTING ACCOMMODATIONS

|	
Do…make accommodation decisions based on individualized needs.	**Don't**…make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).
Do…select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.	**Don't**…select accommodations unrelated to documented student learning needs or give the student an unfair advantage.
Do…be certain to document instructional and assessment accommodation(s) on the IEP or 504 plans.	**Don't**…use an accommodation that has not been documented on the IEP or 504 plans.
Do…be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	**Don't**…assume that all instructional accommodations are appropriate for use on assessments.
Do…be specific about the "Where, When, Who, and How" of providing accommodations.	**Don't**…simply indicate an accommodation will be provided "as appropriate" or "as necessary."
Do…refer to state accommodations policies and understand implications of selections.	**Don't**…check every accommodation possible on a checklist simply to be "safe."
Do…evaluate accommodations used by the student.	**Don't**…assume the same accommodations remain appropriate year after year.
Do…get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP team or 504 planning committee meetings.	**Don't**…make decisions about instructional and assessment accommodations alone.
Do…provide accommodations for assessments routinely used for classroom instruction.	**Don't**…provide an assessment accommodation for the first time on the day of a test.
Do…select accommodations based on specific individual needs in each content area.	**Don't**…assume certain accommodations, such as extra time, are appropriate for every student in every content area.

Appendix: Fact Sheet 3

GUIDELINES FOR ADMINISTERING SPECIFIC ACCOMMODATIONS

Individuals may access the "OSTP Accommodations for students with an IEP or Section 504 Plan." It is a document that is included as part of the Test Administration procedures for the Oklahoma State Testing Program for administering specific accommodations. Reference to approved Oklahoma testing procedures is addressed, including standard accommodations (setting, timing/scheduling, response, and presentation) and nonstandard (unique, ELA/reading test read aloud). The URL is:

http://ok.gov/sde/documents/2014-08-11/ostp-accommodations-placeholder
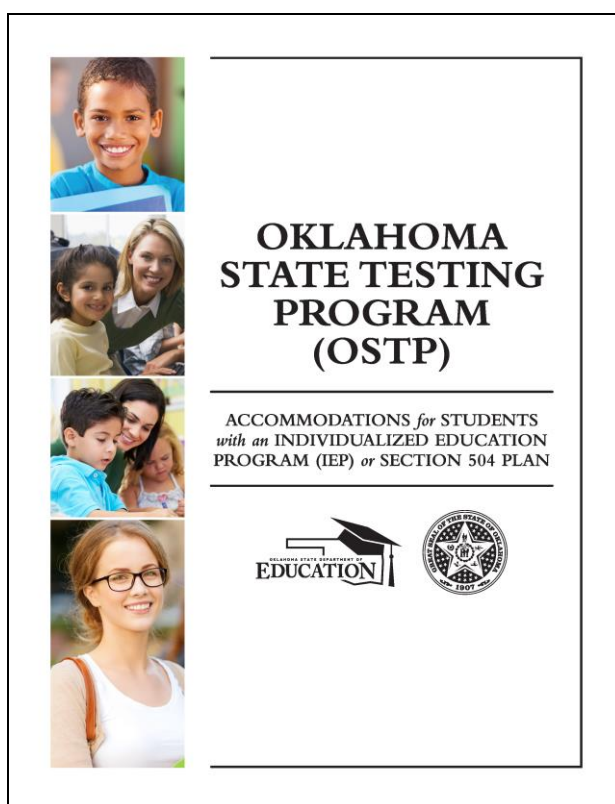
Teacher Tool 1

ACCESS NEEDS THAT MAY REQUIRE ACCOMMODATIONS

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

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

SETTING ACCOMMODATIONS

		Y	N	DK/NA
18	Do others easily distract the student or does that student have difficulty remaining on task?	☐	☐	☐
19	Does the student require any specialized equipment or other accommodations that may be distracting to others?	☐	☐	☐
20.	Does the student have visual or auditory impairments that require special lighting or acoustics?	☐	☐	☐
21.	Can the student focus on the student's own work in a setting with large groups of other students?	☐	☐	☐
22.	Does the student exhibit behaviors that may disrupt the attention of other students?	☐	☐	☐
23.	Do any physical accommodations need to be made for the student in the classroom?	☐	☐	☐

TIMING AND SCHEDULING ACCOMMODATIONS

24.	Can the student work continuously for the length of time allocated for standard test administration?	☐	☐	☐
25.	Does the student use other accommodations or adaptive equipment that require more time to complete test items (e.g., Braille, scribe, use of head pointer to type)?	☐	☐	☐
26.	Does the student tire easily due to health impairments?	☐	☐	☐
27.	Does the student have a visual impairment that causes eyestrain and requires frequent breaks?	☐	☐	☐
28.	Does the student have a learning disability that affects the rate at which that student processes written information?	☐	☐	☐
29.	Does the student have a motor disability that affects the rate at which that student writes responses?	☐	☐	☐
30.	Does the student take any type of medication to facilitate optimal performance?	☐	☐	☐
31.	Does the student's attention span or distractibility require shorter working periods and frequent breaks?	☐	☐	☐

Teacher Tool 2

ACCOMMODATIONS FROM THE STUDENT'S PERSPECTIVE

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

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

   _____

2. Explain what you do well in this class.

   _____

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

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

   _____

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

   _____

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

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

Class List

Classes

_____

_____

_____

_____

_____

_____

_____

_____

Accommodations

_____

_____

_____

_____

_____

_____

_____

_____

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

Teacher Tool 3
ASSESSMENT ACCOMMODATIONS PLAN

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

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

Accommodations   Date Arranged:

1. _____   _____

2. _____   _____

3. _____   _____

4. _____   _____

Comments:

_____

Person responsible for arranging accommodations and due date:

Person Responsible   Due Date:

1. _____   _____

2. _____   _____

3. _____   _____

4. _____   _____

Comments:

_____

Room assignment for assessment: _____

Planners for this process (signatures): _____

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

Teacher Tool 4
ASSESSMENT ACCOMMODATIONS AGREEMENT

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

I, _____,
<div align="center">(Student's name)</div>

need the following accommodations to take part in this assessment:

_____

_____

_____

_____

_____

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

_____
<div align="center">(Name of special education teacher, parent, principal, and/or related service provider)</div>

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

_____   _____
(Student signature)   (Date)

Teacher Tool 5
LOGISTICS PLANNING CHECKLIST

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for an individual student. 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 IEP or 504 plan.	☐	☐	☐
2. Student uses accommodations regularly and evaluates use.	☐	☐	☐
3. A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly.	☐	☐	☐

PREPARATION FOR TEST DAY

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

ACCOMMODATIONS ON THE DAY OF THE TEST

	Y	N	NA
9. All eligible students receive accommodations as determined by their IEP or 504 plan.	☐	☐	☐
10. Provision of accommodations is recorded by test administrator.	☐	☐	☐
11. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes)	☐	☐	☐
12. Plans are made to replace defective equipment.	☐	☐	☐

CONSIDERATION AFTER THE DAY OF THE TEST	Y	N	NA
13. Responses are transferred to scannable answer sheets for students using special equipment and adapted test forms and response documents	☐	☐	☐
14. All equipment is returned to appropriate locations.	☐	☐	☐
15. Students who take make-up tests receive needed accommodations	☐	☐	☐
16. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.	☐	☐	☐

Teacher Tool 6

ACCOMMODATIONS JOURNAL

One way to keep track of what accommodations work for a student is to support the student in keeping an "accommodations journal." The journal lets the student be "in charge" and could be kept up to date through regular consultation with a special education teacher or other staff member. Just think how much easier it would be for an IEP team or Section 504 team to decide which accommodations to document on a student's IEP or Section 504 Plan if the student came to the meeting with a journal documenting all of these things:

- accommodations used by the student in the classroom and on tests;

- test and assignment results when accommodations are used and not used;

- student's perception of how well an accommodation "works";

- effective combinations of accommodations;

- difficulties of accommodations use; and

- perceptions of teachers and others about how the accommodation appears to be working.