

# Washington State's Accommodations Guidelines for Students with Disabilities



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# Table of Contents

|  |    |
|--|----|
| <b>Introduction</b> .....  | 1  |
| Equal Access to Grade Level Content .....                                  | 1  |
| Inclusion of Students in Washington State’s Assessment Program.....        | 2  |
| <b>Overview of Accommodations</b> .....                                    | 10 |
| What are accommodations? What are modifications? How do they differ? ..... | 11 |
| Categories of Accommodations .....   | 11 |
| Questions to Guide Accommodation Selection for Individual Students .....   | 12 |
| <b>Presentation Accommodations</b> .....                                   | 14 |
| Presentation Accommodations for All Students .....                         | 14 |
| Presentation Accommodations for Students with Disabilities.....            | 14 |
| <b>Response Accommodations</b> .....                                       | 19 |
| Response Accommodations for all Students.....                              | 19 |
| Response Accommodations for Students with Disabilities .....               | 19 |
| <b>Setting Accommodations</b> .....  | 23 |
| Setting Accommodations for all Students.....                               | 23 |
| Setting Accommodations for Students with Disabilities .....                | 23 |
| <b>Timing and Scheduling Accommodations</b> .....                          | 25 |
| Timing and Scheduling Accommodations for all Students .....                | 25 |
| Timing and Scheduling Accommodations for Students with Disabilities .....  | 25 |
| <b>Appendices</b> .....  | 28 |
| Appendix A. Scribing .....   | 28 |
| Appendix B. Scribing .....   | 30 |
| Appendix C. Questions to Guide Accommodation Selection.....                | 32 |
| <b>Resources Guidebook</b> .....   | 34 |
| Resource 1. Dos and Don’ts when Selecting Accommodations.....              | 35 |
| Resource 2. Access Needs that May Require Accommodations .....             | 36 |
| Resource 3. Accommodations from a Student’s Perspective .....              | 38 |
| Resource 4. Assessment Accommodations Plan .....                           | 39 |
| Resource 5. Assessment Accommodations Agreement.....                       | 40 |
| Resource 6. Logistics Planning Checklist.....                              | 41 |
| Resource 7. Accommodations Journal.....                                    | 42 |
| <b>Glossary</b> .....  | 44 |

# Introduction

This manual is intended to provide support for school administrators, teachers, parents and students so students with disabilities can access the *Washington Assessment of Student Learning* (WASL). Federal, such as 2001 Elementary and Secondary Education Act (also known as “No Child Left Behind” [NCLB]), the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), and Washington state law – Washington’s Education Reform Act of 1993 – require the inclusion of students with disabilities in standards-based instruction and the state-level assessment program. In this document, we present information about the different ways that students with disabilities, including students with Individualized Education Programs (IEPs) and those with Section 504 plans, can participate in Washington state’s assessment program for two assessment purposes: to meet the requirements of No Child Left Behind and to earn the Certificate of Academic Achievement or the Certificate of Individual Achievement for high school graduation.

This manual is mainly focused on testing accommodations that allow students to take the state-level assessments and earn valid scores. In this document, we describe the assessment accommodations available to students who take WASL. We also provide tools to help IEP and Section 504 planning teams select the most appropriate accommodation(s) for those students who take WASL. To ensure that all students with disabilities are included in state assessment programs, IEP and 504 team members must actively engage in a planning process that addresses the provision of accommodations, if needed, to facilitate student access to grade-level state assessments.

The purpose of an accommodation is to remove barriers caused by students’ disabilities, so they can show what they know and are able to do. If an accommodation leads to test scores that do not reflect a student’s knowledge and skills, whether the accommodation artificially raises or lowers the test scores, then the student’s scores are not valid. The student’s IEP or Section 504 plan documents all assessment decisions, including assessment accommodations. Decisions about assessment accommodations should be reviewed and revised annually by the teams. Accommodations may not be provided solely as a way to help ensure proficiency on the standards. The ultimate goal of any accommodation is *meaningful* measurement of what the student has learned.

## Equal Access to Grade-Level Content

The desire to ensure that all students have an opportunity to learn Washington State’s Essential Academic Learning Requirements (EALRs) necessitates equal access to grade-level content standards, which in Washington are the Grade Level Expectations (GLEs). Academic content standards (GLEs) 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.

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

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and by teachers who know how to differentiate instruction for diverse learners.
2. IEPs are developed to establish individual learning goals for students and to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for learning how to read).
3. Appropriate classroom-based instructional accommodations are provided to help students' access grade-level content.
4. Appropriate classroom-based assessment accommodations are provided so that students can demonstrate what they have learned.

Providing appropriate accommodations during instruction and assessment events promotes equal access to grade-level content and higher expectations for students with disabilities. To accomplish this goal of equal access, three events must take place:

1. Every IEP/504 team member must become familiar with the state's GLEs as well as the assessment programs at the state and district levels.
2. Every IEP/504 team member must learn where to locate GLEs and their updates.
3. General and special educators must collaborate to facilitate successful student achievement.

### **Inclusion of Students in Washington State's Assessment Program**

The Washington State Assessment System has two types of assessment tools: state level assessments and classroom-based assessments. Both types of assessment tools are designed to determine whether students have learned the Grade Level Expectations (GLEs) related to the Essential Academic Learning Requirements (EALRs) in each subject area. Classroom-based assessments are tied to the GLEs and help evaluate the success of day-to-day instruction. State-provided classroom-based assessments are available in social studies, visual and performing arts, health and fitness (<http://www.k12.wa.us/assessment/CBAOverview.aspx>) and science (<http://www.k12.wa.us/assessment/WASL/Science/ClassroomAssessments.aspx>).

The state level assessment tools are designed to meet state and national accountability requirements in reading, writing, mathematics and science. WASL tests in reading, mathematics, science, and writing meet state and NCLB accountability requirements. The WASL is a series of standardized tests composed of multiple-choice, short-answer, and extended-response items. Research on the WASL provides strong support for the validity and reliability of WASL scores. The Washington Alternate Assessment System (WAAS) Portfolio Assessment also meets NCLB and state assessment requirements. The WAAS-Portfolio Assessment is an alternate assessment for students with the most significant cognitive disabilities. Students use the WAAS-Portfolio to demonstrate their knowledge and skills through individualized portfolios. The research on WAAS-Portfolios provides strong support for the reliability of scores. Table 1 shows the grade levels and content areas assessed through the WASL and WAAS-Portfolios.

**Table 1: Grades and Content Areas Assessed by WASL and WAAS-Portfolio Assessment**

| <b>Grade Level</b> | <b>Reading</b> | <b>Writing</b> | <b>Mathematics</b> | <b>Science</b> |
|--------------------|----------------|----------------|--------------------|----------------|
| <b>3</b>           | X              |                | X                  |                |
| <b>4</b>           | X              | X              | X                  |                |
| <b>5</b>           | X              |                | X                  | X              |
| <b>6</b>           | X              |                | X                  |                |
| <b>7</b>           | X              | X              | X                  |                |
| <b>8</b>           | X              |                | X                  | X              |
| <b>High School</b> | X              | X              | X                  | X              |

## **Options for Inclusion of Students with Disabilities in Assessments for State Requirements**

The two major uses for state assessment results are:

1. School and district accountability
2. High school graduation requirements

School and district accountability assessment tools are used to evaluate whether schools are helping all students achieve state standards. There are several options that students with disabilities may access to participate in the state accountability program. These differ depending on the assessment purpose and the needs of individual students. Not all of them may be used to meet NCLB requirements.

1. Students with IEPs and Section 504 plans may take the WASL with or without accommodations to meet all state and national assessment requirements.
2. Students with IEPs may take the WAAS Portfolio Assessment to meet state and national assessment requirements. This assessment is appropriate only for a small number of students who have the significant cognitive disabilities and who are expected to achieve curriculum-based alternate achievement standards due to their unique learning needs. A student with significant cognitive disabilities would not be able to participate in the WASL even with the best instructional opportunities and the maximum accommodations. These students are impacted in ALL content areas and are unlikely to participate in a WAAS-Portfolio in one content area and WASL in another content area.
3. Students with IEPs may aim for a Level 2 or Basic score on WASL (WASL-Basic). This option meets state accountability requirements but does not meet federal accountability requirements.

4. Students with Section 504 Plans may not use an alternate assessment like the WASL-Basic, or WAAS-Portfolio to meet state accountability requirements. They may, however, have goals with related accommodations in their 504 Plans.

High school graduation requirements include the Certificate of Academic Achievement (CAA) and the Certificate of Individual Achievement (CIA).

To earn a CAA, students must meet or exceed state standards in the reading, writing, and mathematics on the WASL tests and/or using one or more of the following options:

1. Students may prepare a collection of their work, called a Collection of Evidence or COE, to demonstrate the same level of proficiency as is required by WASL to earn a CAA.
2. Students may earn specific scores (set by the State Board of Education) on an Advanced Placement (AP) exam, the Scholastic Aptitude Test (SAT), or the American College Testing Program's college admissions test (ACT) to earn a CAA.
3. Students may earn a mathematics or language arts grade point average (GPA) that meets or exceeds that of their same-age peers who met standard on WASL to earn a CAA.

Learn more about these options at: <http://www.k12.wa.us/assessment/CAAOPTIONS/default.aspx>.

To earn a CIA, students must meet their individual standards in reading, writing, and mathematics using WASL and/or one of a number of alternate assessments. For high school graduation purposes, several options are available for students with disabilities.

1. Students may take the High School WASL with or without accommodations to earn a CAA.
2. Students may take the High School WASL with or without accommodations aiming for the Basic level (Level 2) performance in one or more content areas to earn a CIA.
3. Students who have the most significant cognitive disabilities participate in the WAAS-Portfolio to earn a CIA.
4. Students in grades 11 and 12 may take the Developmentally Appropriate WASL (WAAS DAW) with or without accommodations to earn a CIA.
5. Students in grade 12 may participate in the Locally Determined Assessment (LDA) after their other graduation requirements have been met. Students who choose the LDA may earn a CIA.
6. Students in grades 11 and 12 who are at the awareness level of cognitive development may have the high school assessment requirement waived through an Awareness Level Waiver application. More information about Awareness Level Waivers is available at the Special Education Assessment website (<http://www.k12.wa.us/assessment/altassess.aspx>).

Students may earn a high school diploma without earning a CIA or CAA. To earn a high school diploma without a CAA, students must meet state standards in reading and writing, earn mathematics credits each year after their 10<sup>th</sup> grade year, and take one of the approved mathematics assessments annually. To earn a high school diploma without earning a CIA, students must meet their individual standards in reading and writing, earn mathematics credits each year after their 10<sup>th</sup> grade year, and take one of the approved mathematics assessments annually.

IEP teams should be aware that the determination of whether a student earns a CAA or a CIA becomes a critical factor in selecting the appropriate assessment. The decision at every grade level is important; the eventual high school assessment options may be affected by IEP decisions made in earlier grades.

For example, if an IEP team sets WASL-Basic (Level 2 performance) as the expected level of achievement for fifth, sixth, seventh, or eighth grades, students are less likely to be taught or challenged to achieve grade-level standards. By the time the student is in high school, they are unlikely to earn a CAA. In addition, an IEP team decision for a student to complete one of the state approved alternate assessments for graduation purposes – WASL-Basic, WAAS-Portfolio Assessment, WAAS-DAW, or LDA – must be based on the unique needs of the individual student and not on a specific disability. Table 2 provides an overview of all of the assessment options available to students and the purposes for which each option may be applied.

The continuum in Table 3 outlines the student behaviors associated with cognitive development. This continuum might assist teams in assessment participation decision-making for students with disabilities.

**Table 2**  
**Statewide Assessments in Reading, Writing, and Mathematics**

|  | Used for NCLB  | Grade Level(s) | High School Graduation | Type of High School Certificate |
|--|--|----------------|------------------------|---------------------------------|
| <b>Assessments Available for All Students</b>                              |  |                |                        |                                 |
| WASL without accommodations  | √<br>Counts toward AYP in grades 3-8 and 10.                             | 3-12           | √                      | CAA                             |
| Collection of Evidence (COE) <sup>1</sup>                                  |  | 10-12          | √                      | CAA                             |
| SAT, ACT, AP Test Scores <sup>1</sup>                                      |  | 10-12          | √                      | CAA                             |
| WASL/Grades Comparison <sup>1</sup>  |  | 12             | √                      | CAA                             |
| <b>Assessments Available for Students with IEPs and Section 504 Plans</b>  |  |                |                        |                                 |
| WASL with or without accommodations  | √<br>Counts toward AYP in grades 3-8 and 10.                             | 3-12           | √                      | CAA                             |
| <b>Assessments Available for Students with IEPs</b>                        |  |                |                        |                                 |
| WASL-Basic with or without accommodations                                  | Counts as a <b>'did not meet standard'</b> for AYP in grades 3-8 and 10. | 3-8, 10-12     | √                      | CIA                             |
| WAAS-Portfolio   | √<br>Counts toward AYP in grades 3-8 and 10.                             | 3-8, 10-12     | √                      | CIA                             |
| Developmentally Appropriate WASL (WAAS-DAW) with or without accommodations |  | 11-12          | √                      | CIA                             |
| Locally Determined Assessment (LDA) <sup>1</sup>                           |  | 12             | √                      | CIA                             |
| "Awareness Level" Waiver <sup>2</sup>                                      |  | 11-12          | √                      | Assessment Requirement Waived   |

<sup>1</sup> Students must have taken WASL once or transferred into Washington from out-of-state.

**Table 3: Student Continuum of Cognitive Development and Washington State Assessment Options**

|   |  |   |
|---|--|---|
| <p><b>Abstract Conceptual:</b> Reads, interprets, and analyzes grade level text; understands and applies grade level mathematics concepts, procedures, and reasoning skills; communicates effectively in writing</p>  |  | <p><b>WASL-Proficient Level for grades 3-12</b></p>   |
| <p><b>Concrete Conceptual:</b> Reads and comprehends adapted grade level text or below-grade level text; masters a limited number of grade level or below grade level mathematics concepts, procedures and thinking skills; communicates ideas in writing</p> |  | <p><b>WASL-Basic (Level 2) for grades 3-8, 10-12</b><br/> <b>Developmentally Appropriate WASL (DAW) for grades 11-12</b><br/> <b>Locally Determined Assessment (LDA) for grade 12</b></p> |
| <p><b>Abstract Symbolic:</b> Reads sight words and picture cues; writes sight words or uses picture symbols to communicate; counts objects and recognizes symbolic numbers; comprehends adaptive texts</p>  |  | <p><b>WAAS-Portfolio for grades 3-8, 10-12</b></p>  |
| <p><b>Early-symbolic:</b> recognizes pictures; may also use a range of pictures/objects to communicate ideas</p>  |  |   |
| <p><b>Pre-symbolic:</b> Uses objects or gestures to communicate; relies on immediate context to use objects to communicate</p>  |  |   |
| <p><b>Awareness:</b> Limited consciousness and/or communication</p>   |  | <p><b>Awareness Level Waiver for grades 11&amp;12</b></p>   |

## **Issues Related to Fair and Ethical Test Administration**

### **Student Familiarity with Accommodations**

The student must be familiar with an accommodation prior to taking the test. It is important to provide the selected accommodations during day-to-day instruction and assessment. An accommodation may **not** be used only during large scale state assessments.

### **Planning for Accommodations and Coordinating Testing Logistics**

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 of arranging for, coordinating, and providing assessment accommodations for the 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.

Each building will have a testing plan which includes the necessary accommodations for individual students on testing days. In addition, each building's Information/Networking Technology expert must be involved in the planning for testing administration.

Test administrators and proctors should know in advance of the first testing day which specific accommodations must be provided to individual students. Work closely with your Building Assessment Coordinator to 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, the plan for how the student will continue working. Staff administering accommodations, such as providing a read aloud accommodation or scribing/transcribing student responses, must adhere to specific guidelines so that student scores are valid. Each building is likely to need separate settings for the administration of some accommodations.

### **Ethics, Standardization, and Security**

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 testing administration must adhere to these policies, including:

- 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.
- Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

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.

Refer to the Assessment Coordinator's Manual and Directions for Administration for further details. These documents may be found at the following website:

[www.k12.wa.us/assessment/TestAdministration/Coordinator.aspx](http://www.k12.wa.us/assessment/TestAdministration/Coordinator.aspx).

### ***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
- Offering additional information not provided in the test booklet or in the directions for administration
- Coaching students during testing
- Editing student responses
- Providing clues in any way
- *Providing accommodations on the state test that are not provided in day-to-day instruction and/or assessment.*

### ***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 which is critical in ensuring the integrity and validity of test scores. Careful attention to test security is essential when accommodated 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 must:

- Keep testing materials in a secure, locked, limited access storage area to prevent unauthorized access.

- Maintain confidentiality concerning secure assessment items, reading passages, student responses to items and tasks, and individual student results.
- Sign and submit a security report as detailed in the Assessment Coordinator’s Manual and Directions for Administration
- Return all materials as instructed in the Assessment Coordinator’s Manual and Directions for Administration
- Review the Assessment Coordinator’s Manual and the Directions for Administration for additional security requirements  
[www.k12.wa.us/assessment/TestAdministration/Coordinator.aspx](http://www.k12.wa.us/assessment/TestAdministration/Coordinator.aspx).

## Overview of Accommodations

Accommodations are practices and procedures that allow students to demonstrate their knowledge and skills through a subject area assessment to obtain valid scores. For each student with disabilities, a separate decision regarding the appropriate assessment must be made for each subject area scheduled for testing. These decisions must be reviewed and revised yearly as the IEP team convenes. In selecting the most appropriate assessment for a student receiving special education services, IEP /504 Plan teams must determine what, if any, accommodations are needed for the student to access the assessment. The accommodations provided to a student on a state assessment must be ones that the student is familiar with in day-to-day instruction and that are used on classroom and local assessments.

The accommodations described in this document are available for WASL administration. Selection of accommodations must be based on an individual student’s needs. In choosing appropriate accommodations for large scale assessments, it is important that IEP teams keep in mind:

- Accommodations must be considered and discussed individually for each state assessment mandated for the student’s grade level and should not be broadly assigned across all assessments.
- Students should receive the accommodations they need in order to participate in the assessment, but should not be given more accommodations than are necessary to participate meaningfully.
- Accommodations are not to be used to compensate for a student’s lack of knowledge and skills.
- Students need opportunities to learn which accommodations are most helpful for them in day-to-day classroom instruction and assessment as well as on large scale assessments.
- The more input students have in selecting their accommodations, the more likely the accommodations will be used.

- The use of any accommodation must be considered in light of the student’s disability and must be required by the student to access the test because of his/her disability. Accommodations may not be provided solely as a way to help ensure proficiency on the standards. The team must be sure that the accommodation(s) recommended for each student in each subject area are providing access not advantage.

## **Accommodations or Modifications: How do they differ?**

*Accommodations* are different from modifications. Accommodations are intended to reduce or even eliminate the effects of a student’s disability; they do not reduce learning expectations and should not give a false picture of what a student knows and can do. For example, suppose a student is taking a mathematics problem-solving test and has a significant reading disability. An appropriate accommodation would be to read a test question, wait until the student works through his/her answer to the question, read the next question, and so forth. Since the intent of the test is to measure mathematics problem-solving and not reading skills, the resulting scores would be valid as long as the reader does not coach the student in his/her responses. Accommodations are different from modifications.

*Modifications* actually change what is assessed; therefore, they affect the validity of scores. For example, suppose the same student (described above) is taking a mathematics problem-solving test and has a significant reading disability. An example of a modification would be to adjust the test questions to lessen the content demands of the problem (e.g., use whole numbers rather than fractions) and to provide scaffolding for the student so that he/she works through the problems one step at a time.

The goal of the Washington State Assessment System is to assure that all students have the opportunity to demonstrate knowledge of grade-level content on the WASL without providing a special advantage. Therefore, each of the accommodations described in this guide can be used to provide support without changing the meaning of the assessment results.

## **Categories of Accommodations**

There are four general categories of accommodation:

- **Presentation Accommodations** allow students to access instruction and assessments in ways that assist them when reading standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.
- **Response Accommodations** allow students to complete activities, assignments and assessments in different ways or to solve or organize problems using some type of assistive technology, device or organizer.
- **Setting Accommodations** change the location in which a test or assignment is given or the conditions of the assessment setting.
- **Timing and Scheduling Accommodations** increase the allowable length of time to complete an assessment or assignment or change the way the time is organized.

Each of these accommodation categories provides equitable access and is integrally intertwined during instruction and assessments for students with disabilities. Typically, accommodations do not begin and end in school. Students should see accommodations as adding value to their daily lives, not only in school, but also for their postsecondary, career and community lives.

## **Questions to Guide Accommodation Selection for Individual Students**

Selecting accommodations for assessment is the role of a student's IEP or Section 504 Plan team. The questions below can guide the selection of appropriate accommodations for students receiving special education services or on a 504 plan. Consider each question for each individual student.

- What are the student's learning strengths? How can you use those strengths to help the student access the assessment? For example, if a student with reading disabilities is a good listener, reading the test's mathematics questions aloud might be an appropriate accommodation.
- How do the student's learning needs affect the achievement of grade-level content standards? For example, if the student relies heavily on mathematics tools such as a calculator, abacus or manipulatives to solve problems, making certain that these tools are available during testing might be an appropriate accommodation.
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards? For example, if the student uses graphic organizers to organize his thinking when doing mathematics problems, encouraging the student to draw graphic organizers while solving problems on the test might be an appropriate accommodation.
- How can you increase the student's access to instruction and assessment by reducing the effect of the student's disability? For example, if a student has good ideas during writing workshops but struggles to get his ideas into written form, voice-to-text software might be an appropriate accommodation.
- What accommodations are regularly used by the student during classroom instruction and assessment? How can these accommodations be made available during state level assessment events? For example, if the student is easily distracted in large groups and works well when in a quiet, small space, part of the building plan should be to ensure that there is an appropriate location for the student to complete the test.
- What are the results for assignments and assessments when accommodations were used or when they were not used? For example, if you find that a student's performance increases when a particular accommodation is available but decreases when the accommodation is removed, then it may be an appropriate accommodation. On the other hand, if all students' performances increase with the accommodation, it may be that the accommodation is changing what is assessed.
- What is the student's perception of how well an accommodation "is working"? What difficulties did the student experience when using accommodations? For example if the student finds that having a scribe is awkward and uncomfortable, then the scribe is "not

working” for the student, is not likely an appropriate accommodation, and might be a disadvantage for the student.

- Are there effective combinations of accommodations? For example, if a student with attention deficit disorder also has difficulties reading complex scientific text, it might be appropriate to provide several breaks during the assessment, provide a way to mask irrelevant information during testing, and have science test questions read aloud.
- What are the perceptions of parents, teachers, and other specialists about how the accommodation is working? For example, suppose an accommodation was provided during classroom assessments, however in the judgment of parents, teachers, and specialists, the student has begun to use the accommodation as a crutch. In this case, the accommodation may not be appropriate.
- Should the student continue to use an accommodation, are changes needed or should the use of the accommodation be discontinued? For example, suppose a student uses voice-to-text software during elementary assessments, but as he/she develops better motor and writing skills, he/she writes well in class without voice-to-text software. Then, it may be time to eliminate the voice-to-text software during the state testing event.

Based on the answers to the above questions, the team then decides to:

- Continue using an accommodation *as is*.
- Use an accommodation with changes.
- Have an accommodation discontinued.
- Begin using a new accommodation.

When selecting the accommodations that match the student’s needs, be sure to consider:

- The student’s willingness to use the accommodation.
- Opportunities to learn how to use/practice the accommodation in classroom settings.
- Whether use of the accommodation is appropriate on state assessments. Not all classroom accommodations can be used on large scale assessments.

**Note:** IEP/504 case managers must work closely with the building assessment coordinator to ensure that each student receives that appropriate accommodation(s). Some accommodations may require personal contacts between the IEP/504 providers, the testing proctors, and/or the building IT or network specialist. Each building’s testing plan should delineate the communication required among all of the professionals involved in testing administration.

These questions can also be found in Appendix C on page 26 for use during IEP team meetings.

# Presentation Accommodations

Presentation accommodations allow students to access instruction and assessments in ways that assist them when reading standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.

## Presentation Accommodations for All Students

The following presentation accommodations are available for all students in all grades:

- Reread assessment directions verbatim.
- Allow the student to read the directions or test items aloud as long as it is read in a separate location so it does not distract other students.
- Allow students to use a whisper phone.
- Allow the students to use personal or classroom based audio amplification systems to increase clarity.
- Allow students to underline or mark assessment directions with a No. 2 pencil.
- Allow students to use a cut-out, overlay (used to adjust color backgrounds) or other masking device to isolate items or clarify print.
- Provide assistance in turning pages, handling booklets, etc.
- Provide an audio-recording of the general assessment directions.
- Provide general assessment directions in student's primary language, including signing (SEE or ASL). Directions must be presented without clarifying, elaborating or providing assistance with the meanings of words.

## Presentation Accommodations for Students with Disabilities

Presentation accommodations provide access to students with print disabilities, defined as difficulty or inability to visually read standard print or graphics because of a physical, sensory, or cognitive disability. For students with disabilities, they may use any of the accommodations listed above as well as additional presentation accommodations listed below as documented in their IEPs or 504 plans. The following chart presents the accommodations allowable for students with disabilities taking the WASL.

### **Presentation Accommodations for Students with Disabilities**

#### **Braille and Large Print**

To access Braille or large print editions for registered students, please refer to the Assessment Coordinator's Manual available on the Test Admin Web site in January [www.k12.wa.us/assessment/TestAdministration/Coordinator.aspx](http://www.k12.wa.us/assessment/TestAdministration/Coordinator.aspx)

## Presentation Accommodations for Students with Disabilities (Cont.)

### Low-Vision Devices

Low-vision devices include magnifiers, Closed Circuit TV (CCTV), or other tools with which students are familiar. Various tools can be used to modify text backgrounds or display printed material with image enhancements on the screen.

### Sign Language

Sign language interpreters may be required for students who are deaf or hard of hearing. Sometimes an interpreter is only needed or allowed to sign instructions and to assist in communication. Some students may need all print materials signed while learning to read print. Interpreters need to be able to translate in the same method of sign language typically used by the student (e.g., American Sign Language, ASL or Signing Exact English, SEE). Interpreters must not clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items. See Appendix B for scribing guidelines for sign language.

### Read Aloud Tools: Electronic (DVDs)

High School subject area WASL tests are pre-recorded into an electronic format that a student accesses by listening with a computer. These electronic tests (CDs or DVDs) are available for High School only in all content areas. The tests must be supplemented with a print, Braille, or large print version of the text so a student can have access to all the testing materials. Headphones should be used to reduce the distraction to other students.

- High school students with documented reading disabilities may use this accommodation for the WASL reading test in addition to the writing, mathematics, and science tests.
- Separate DVDs can also be ordered for 11<sup>th</sup> and 12<sup>th</sup> graders who have documented reading disabilities and are participating in the DAW.
- District Assessment Coordinators order the DVDs via WAMS for their high school students who need this accommodation.
- Only the state supplied electronic reader (DVDs) may be used on the state assessments. No other text-to-speech software/technology can be used.
- Some students with visual impairments may require software like JAWS. DACs should request this exceptional accommodation by contacting the WASL hotline and requesting an exceptional accommodations form. See page 21 for more information about requesting exceptional accommodations.
- **Text-to-speech software/technology may NOT be used for reading the reading test for grades 3-8.**

## Presentation Accommodations for Students with Disabilities (Cont.)

### **Human Readers**

Human readers may be used for grades 3-8 and can be used for high school if the electronic accommodation fails or is not available. Students who have human readers should be in a separate testing location to eliminate distraction to other students.

#### **For Mathematics, Science and Writing ONLY:**

- Have the reader read stimulus materials (such as science scenarios or mathematics problems) and items Verbatim in English during the Writing, Mathematics, and Science tests.
- Have the reader repeat scenarios and items VERBATIM in English up to 3 times during the Writing, Mathematics, and Science tests.
- Have the reader increase wait time between item stems.
- Have the reader decrease reading pace.
- **Students in Grades 3-8** may have human readers in writing, mathematics, and science. No electronic versions (DVDs) of the WASL will be available for grades 3-8.
- **Students in Grades 3-8 may not have human readers for the reading test.**
- This accommodation is available to all IEP/504 students in grades 3-8 who have documented reading disabilities that affect their performance in writing, mathematics, and science.

The charts on the following pages display the presentation accommodations for grades 3-8 and high school and include the presentation accommodations for all students as well as for students with IEP/504 plans.

| 3 – 8 Grade | <b>PRESENTATION Accommodations: Grades 3-8</b>   | <b>All</b> | <b>IEP/504</b> |
|-------------|--|------------|----------------|
|             | Assessment directions can be reread verbatim.  | √          | √              |
|             | Student can read the directions or test items aloud as long as it does not distract other students. Students may use a whisper phone.  | √          | √              |
|             | Some students may require personal or classroom based audio amplification systems to increase clarity. A teacher should use an amplification system to meet that need.   | √          | √              |
|             | Students may underline or mark assessment directions with a No. 2 pencil.  | √          | √              |
|             | Student can be cued to begin work and stay on task.  | √          | √              |
|             | Students may also use a cut-out, overlay (color background), or other masking devices to isolate items or clarify print.   | √          | √              |
|             | Assistance can be provided in turning pages, handling booklets, etc.   |            |                |
|             | Directions can be audio-recorded for the student.  | √          | √              |
|             | Assessment directions can be provided in student’s primary language, including signing (SEE or ASL). Directions must be presented without clarifying, elaborating or providing assistance with the meaning of words. | √          | √              |
|             | Braille or large-print editions of the assessment and low vision devices can be used.  |            | √              |
|             | Sign Language: ASL or SEE may be used. Interpreters must not clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items.                              |            | √              |
|             | Human Readers may be used for <u>Writing, Mathematics, and Science only</u> . No other text-to-speech technology can be used unless validated through an exceptional accommodation procedure.                        |            | √              |

| High School  | <b>PRESENTATION Accommodations: High School</b>  | <b>All</b> | <b>IEP/504</b> |
|--|--|------------|----------------|
|  | Assessment directions can be reread verbatim.  | √          | √              |
|  | Student may read the directions or test items aloud as long as it does not distract other students or invalidate the test. Students may use a whisper phone.   | √          | √              |
|  | Some students may require personal or classroom based audio amplification systems to increase clarity. A teacher should use an amplification system to meet that need.   | √          | √              |
|  | Students may underline or mark assessment directions with a No. 2 pencil   | √          | √              |
|  | Students may also use a cut-out, overlay (color background), or other masking devices to isolate items or clarify print.   | √          | √              |
|  | Student may be cued to begin work and stay on task.  | √          | √              |
|  | Assistance may be provided in turning pages, handling booklets, etc.   | √          | √              |
|  | Directions can be audio-recorded for the student.  | √          | √              |
|  | Assessment directions may be provided in student's primary language, including signing (SEE or ASL). Directions must be presented without clarifying, elaborating or providing assistance with the meaning of words. | √          | √              |
|  | Sign Language: ASL or SEE is used. Interpreters must not clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items.                                  |            | √              |
| Read aloud DVDs may be used for <u>Reading, Writing, Mathematics and Science</u> . Human Readers may be utilized if the technology is not available. No other text-to-speech technology can be used unless validated through an exceptional accommodation procedure. |  | √          |                |

# Response Accommodations

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

## Response Accommodations for All Students

The following response accommodations are available for all students in all grades:

- Provide the student with No. 2 pencil adapted in size or grip.
- Provide student a strip of heavy paper to assist in tracking. Use masking, graph paper, scratch paper for writing tests,
- Provide an abacus for visually impaired/blind students. The abacus can be used on any session of the mathematics test and is not considered a special accommodation to be delineated on the student demographic page. See glossary for definition
- Manipulatives can be used to help students think not to give them answers. The manipulatives used for the test should be those familiar to the students and should not be distributed to students but can be available in the classroom. Note: More information on manipulatives that can be used for response accommodations will be posted in the future.

## Response Accommodations for Students with Disabilities

Response accommodations can provide access to students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization). For students with disabilities, the following response accommodations documented in their IEP/504 plans may be used in the state assessment.

### Response Accommodations for Students with Disabilities

#### Mathematics Tools

- High School students with a mathematics disability (dyscalculia) and who have IEPs/504 plans that stipulate the use of a calculation device (e.g., calculator, arithmetic table, number line that only includes integers) as a regular part of assessment are allowed to use those tools on both sessions of the WASL Mathematics test.
- Elapsed time rulers may not be used. Calculators may be adapted with large keys or voice output.
- Visually impaired/blind students may also use specialized computer software to create graphics required on the state test.
- A scribe must transcribe answers, as well as all work related to those answers, VERBATIM into the test booklet.

## **Response Accommodations for Students with Disabilities (Cont.)**

### **Spelling Checks, Grammar Devices , Dictionaries, Thesauruses, and Word Prediction Software**

- Students who have IEP/504 plans that stipulate the use of an electronic dictionary, grammar device, thesaurus and/or spelling device, and/or word prediction software as a regular part of assessment may use the allowable tools on the state assessments with the following provisions:
- **WASL Reading, Mathematics, and Science:** Students may NOT use any print or electronic dictionary or thesaurus. However, the student MAY use spell, grammar, and word prediction software with topic specific dictionaries disabled if written in the IEP/504 Plans.
- **WASL Writing** – Students may use NOT use grammar check tools. However, the students may use a commercially published print or electronic dictionary or thesaurus, spell check and word predication software with topic specific dictionaries disabled, if written in the IEP/504 Plans.

### **Speech Recognition/ Speech-to-Text Software for Student Responses to Test Items.**

Speech recognition or Speech-to-Text software (e.g., Naturally Speaking) allows students to dictate their responses to a computer which generates a written document. Students then edit their responses before the responses are transcribed into the testing booklet. Students who are using word processing related technology (e.g., speech-to-text) in their classroom and district assessments should use that same technology for the WASL. Students must be familiar with the speech recognition software before using it on a state assessment.

A scribe must transcribe speech recognition software generated answers as well as all work related to those answers VERBATIM into a regular test booklet.

***IMPORTANT NOTE: Once printed and transcribed, all students' responses must be deleted from the computer and all printed copies of those responses must be shredded.***

## Response Accommodations for Students with Disabilities (Cont.)

### **Scribe**

A scribe is only available for those students who have a writing disability. If the student qualifies, he/she may use a scribe in all content areas of the WASL. Students must be familiar with the scribe and the scribing process. In addition, the qualifying student must be receiving this accommodation in their day-to-day classroom instruction and assessment.

A scribe must be skilled and have extensive practice and training. Scribes must allow the student to review and edit what the scribe has written. Individuals who serve as scribes must prepare carefully to know the vocabulary involved and to understand the boundaries of the assistance to be provided. A scribe may not edit or alter student work and must record VERBATIM what the student has dictated.

Scribing should only be used for students who are not able to write their own responses in the WASL tests booklet. Scribing should not be used to compensate for:

- Poor handwriting
- Poor spelling
- Difficulty with writing organization and slow production, or
- Students' resistance to performing writing tasks

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

**Note:** Students who use technology (word processor) to respond on a day-to-day basis in the classroom and for assessments, and who have the appropriate documentation on their IEP/504 plans, should use technology in lieu of a scribe for the state assessments. The students should edit their printed responses, and the work should be transcribed into the testing booklet. Transcription need not take place as the student is testing; however, students using the word processor for responding should have close proctoring to insure test security.

Scribing Protocol for WASL can be found in Appendix A on page 22.

Scribing Protocol for Students with WASL presented in Sign Language (ASL/SEE) can be found in Appendix B on page 24.

The charts on the following pages display the response accommodations available for students in grades 3-8 and high school. The charts include the response accommodations for all students as well as for students with IEP/504 plans.

| 3 – 8 Grade                     | <b>RESPONSE Accommodations: Grades 3-8</b>  | <b>All</b> | <b>IEP/504</b> |
|---------------------------------|---|------------|----------------|
|                                 | Provide assistance in turning pages, handling booklets, etc.  | √          | √              |
|                                 | Provide the student with No. 2 pencil adapted in size or grip.  | √          | √              |
|                                 | Provide student a strip of heavy paper to assist in tracking. Use masking, graph paper or scratch paper for writing tests.  | √          | √              |
|                                 | Abacus for visually impaired/blind students.  | √          | √              |
|                                 | Mathematics manipulatives.  | √          | √              |
|                                 | <u>For Reading, Mathematics, and Science:</u> Students may <u>not</u> use any print or electronic dictionaries or Thesaurus. Students may use spell check, grammar check tools and word prediction software <u>with topic specific dictionaries disabled.</u> |            | √              |
|                                 | <u>For Writing:</u> Students may <u>not</u> use grammar check tools. Students may use a print or electronic dictionary or thesaurus, spell check and word prediction software <u>with topic specific dictionaries disabled.</u>                               |            |                |
|                                 | Speech Recognition (Speech-to-Text) Software  |            | √              |
| Scribe (See appendices A and B) |   | √          |                |

| High School                     | <b>RESPONSE Accommodations: High School</b>  | <b>All</b> | <b>IEP/504</b> |
|---------------------------------|--|------------|----------------|
|                                 | Provide assistance in turning pages, handling booklets, etc.   | √          | √              |
|                                 | Provide the student with No. 2 pencil adapted in size or grip.   | √          | √              |
|                                 | Provide student a strip of heavy paper to assist in tracking. Use masking, graph paper or scratch paper for writing tests.   | √          | √              |
|                                 | Abacus for visually impaired/blind students.   | √          | √              |
|                                 | Mathematics manipulatives.   | √          | √              |
|                                 | Calculation Devices on mathematics test both days.   |            | √              |
|                                 | <u>For Mathematics, Science and Reading:</u> Students may <u>not</u> use any print or electronic dictionaries or Thesaurus. Students may use spell check, grammar check tools and word prediction software <u>with topic specific dictionaries disabled.</u> |            | √              |
|                                 | <u>For Writing:</u> Students may <u>not</u> use grammar check tools. Students may use print or electronic dictionaries or Thesaurus, spell check and word prediction software <u>with topic specific dictionaries disabled.</u>                              |            |                |
|                                 | Speech Recognition (Speech-to-Text) Software   |            | √              |
| Scribe (See appendices A and B) |  | √          |                |

# Setting Accommodations

Setting accommodations change the location in which a student receives instruction or participates in an assessment. A setting accommodation may also change the conditions of the assessment setting.

## Setting Accommodations for All Students

The following setting accommodations are available to all students in all grades:

- Provide good lighting and ventilation, a comfortable room temperature and as much freedom as possible from noise, traffic, and other interruptions.
- Provide comfortable chairs and tables set at an appropriate height with sufficient room for materials.
- Make sure that all needed materials, equipment, and tools are available and in good condition.
- Change a student's location within a room. For example, a student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students.
- Provide individual or small group testing for students who are easily distracted.
- Use physically enclosed classrooms (classrooms with four walls) rather than open classrooms or provide study carrels for students who are easily distracted.
- Offer noise buffers such as earphones, earplugs, or headphones that are not connected to any audio device.

## Setting Accommodations for Students with Disabilities

For students with disabilities, setting accommodations can provide access to students with physical or sensory disabilities. The following settings accommodations that are documented in students 504 plans or IEPs may be used in the state assessment.

### Setting Accommodations for Students with Disabilities

#### Separate Testing Location

Non School Based Setting:

Students who are tested outside the normal school setting such as home based, hospital or other may have a unique testing location.

#### Headphones

Students may have access to headphones if they require a noise buffer.

Students may use headphones to play ambient noise or other audio recordings that are teacher selected and non instructional.

Students may not use MP3 players; students may use a CD recording on a CD player or computer, however, the device cannot be capable of transmitting or downloading information.

The following chart displays the setting accommodations available for students in grades 3-8 and high school. It includes the setting accommodations for all students as well as for students with IEP/504 plans.

| <b>3 – 8 Grade and High School</b> | <b>SETTING Accommodations: Grades 3-8 and High School</b>  | <b>ALL</b> | <b>IEP/504</b> |
|------------------------------------|--|------------|----------------|
|                                    | Provide good lighting and ventilation, a comfortable room temperature, and as much freedom as possible from noise, traffic, and other interruptions.         | √          | √              |
|                                    | Provide comfortable chairs and tables set at an appropriate height with sufficient room for materials.   | √          | √              |
|                                    | Make sure that all needed materials, equipment, and tools are available and in good condition.   | √          | √              |
|                                    | Change a student’s location within a room.   | √          | √              |
|                                    | Provide individual or small group testing for students who are easily distracted.  | √          | √              |
|                                    | Use physically enclosed classrooms (classrooms with four walls) rather than open classrooms or provide study carrels for students who are easily distracted. | √          | √              |
|                                    | Offer noise buffers such as earphones, earplugs or headphones that are not connected to any audio device.  | √          | √              |
|                                    | Separate testing location: home based, hospital or other (available for all students submitting a Medical Exemption request)                                 |            | √              |
|                                    | Headphones with ambient sound: no MP3 players may be used.   |            | √              |

# Timing and Scheduling Accommodations

Timing and scheduling accommodations change the allowable length of time to complete assignments, assessments, and activities. These accommodations may also change the way the time is organized. Timing accommodations give students the time and breaks they need to complete activities, assignments, and assessments.

Scheduling changes might also be helpful for students on medications that affect their ability to stay alert or who have more and less 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 diminishing energy levels. For example, students may need to maintain blood sugar levels by eating several times a day at prescribed times. If students fatigue easily, they may need to take some academic classes and tests before rather than after a physical education class or recess.

## Timing and Scheduling Accommodations for All Students

The following timing and scheduling accommodations are available for all students in all grade levels:

### Multiple or Frequent Breaks

- Breaks of 15 minutes or less may be given at predetermined intervals or after completion of assignments, tests, or activities.
- If necessary, a student is allowed to take breaks when individually needed.

### Extended Time

- The WASL is not a timed test; however, no one test session can be extended beyond the end of one regular school day.
- According to the school testing plan, approved by the District Assessment Coordinator, students are allowed to take tests over multiple days—completing one session each day. Students must complete a session in the same day that the test session is given. i.e., Day one of writing must be completed on day 1 of writing.

Refer to the Assessment Coordinator's Manual and the Directions for Administration for further test schedule information [www.k12.wa.us/assessment/TestAdministration/Coordinator.aspx](http://www.k12.wa.us/assessment/TestAdministration/Coordinator.aspx).

## Timing and Scheduling Accommodations for Students with Disabilities

There may be a variety of different reasons for timing and scheduling changes for students with disabilities. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audiotape, scribe).

Students who cannot concentrate for an extended period or who become frustrated or stressed easily may need frequent or extended breaks. It may also help to provide a morning schedule for those classes and tests that require the greatest concentration for students who have difficulty

concentrating and staying on task as the day progresses. For students with disabilities, additional timing and scheduling accommodations used in instruction and assessment and documented in their IEP/504 plans may be used in the state assessment.

## Timing and Scheduling Accommodations for Students with Disabilities

### More than One Day for a Test Session

Students may need to have their test sessions broken into smaller segments to work on a single content session over multiple days. Students must complete one entire session for a content area (over multiple days) before beginning the next testing session. Students in grades 3-8 and high school can access this extended time accommodation, however, the assessment must be completed within the testing window or a formal communication must be received by the District Assessment Coordinator (DAC).

Note: No testing may begin early for this accommodation.

For grades 3-8 and high school, if a student must to be tested at a different time from the mandatory testing schedule OR the schedule of the school that had been approved by the District Assessment Coordinator, the DAC must submit a Modified Testing Schedule to OSPI.

The chart on the following page displays the timing/setting accommodations available for students in grades 3-8 and high school. The chart includes the timing/scheduling accommodations for all students as well as for students with IEP/504 plans.

| 3 – 8 Grade and High School | <b>SETTING Accommodations: Grades 3-8 and High School</b> |  | <b>ALL</b> | <b>IEP/504</b> |
|-----------------------------|---|--|------------|----------------|
|                             | <b>Multiple or Frequent Breaks</b>                        | <ul style="list-style-type: none"> <li>Breaks of 15 minutes or less may be given at predetermined intervals or after completion of assignments, tests or activities. Refer to the Directions for Administration manual.</li> <li>If necessary a student is allowed to take breaks when individually needed.</li> </ul>   | √          | √              |
|                             | <b>Extended Time</b>                                      | <ul style="list-style-type: none"> <li>The WASL is not a timed test; however, no one test session can be extended beyond the end of one regular school day.</li> <li>Assessment for students in grades 3-8 may be administered across the entire three-week WASL window as long as that day's session is completed by the end of the day. Assessment for students in grades 3-8 occurs according to your approved school testing schedule</li> </ul> | √          | √              |
|                             | <b>More than One Day for a Test Session</b>               | Students may need to have their test sessions broken into smaller segments to work on a single content session over multiple days. Students should complete one entire content session (over multiple days) before beginning another. <u>Note:</u> No testing may start early for this accommodation.  |            | √              |

## **Accommodations for Exceptional Situations**

*For an accommodation not listed above, District Assessment Coordinators submit an **Exceptional Accommodation form for approval before the state-mandated testing dates.***

- For fall 2008 testing, exceptional accommodations requests must be faxed to the assessment office before October 31.
- For spring 2009, the Accommodations Review panel will meet to review special requests on the following dates:

For High School Reading and Writing Assessment and WAAS-DAW:

- February 20, 2009
- March 6, 2009

For High School Mathematics and Science Assessment:

- April 3, 2009

For Grades 3-8 Reading, Writing, Mathematics, and Science Assessment:

- April 17, 2009

- All exceptional accommodations requests will be reviewed in the above meeting dates.

*For more information, contact the Assessment Department at 360-725-6348*

# Appendix A: Scribing

## Scribing Protocol

### Choosing a Scribe

- It is preferable for the scribe to be a familiar person such as the teacher or teaching assistant who is typically responsible for scribing during regular instruction.
- For students who are deaf, the scribe must be fluent in receptive and expressive American Sign Language (ASL) and/or English.
- Scribes will review the Test Security policy and will sign all statements required of testing proctors including the security certifications.

### Scribing Process

- Student will dictate sentences or paragraphs in the same manner used during instruction.
- For reading, mathematics, and science tests: Scribes will use correct spelling, add punctuation and capital letters.
- For the writing test: Scribe will use correct spelling, but the student will proofread to add punctuation and capital letters and other edits.
  - Student may punctuate as they dictate. For example, when stating the sentence “The cat ran,” the student will say, “The cat ran period.”
  - Student may dictate more than one sentence at a time and add punctuation after the fact when given the scribed sentences to proofread.
  - Scribe may also read back the dictation for proofreading.
- When ASL/SEE is being used during scribing, the scribe may ask clarifying questions regarding the use of classifiers. See Appendix B for more clarifications for ASL/SEE scribing.
- Scribe will write exactly what is heard. Probing or clarifying questions are not allowed except in the case of classifiers for students using ASL/SEE. See Appendix B for more clarifications for ASL/SEE scribing.
- Students may proofread to edit punctuation and may change any capitalization or spelling they wish even if it is incorrect.
- Scribes may not question or correct student choices.
- The student may dictate changes to the scribe, and scribe will make those changes exactly as dictated by student.
- A scribe may hand write, type, or use a laptop to record the student’s work. The work must then be transcribed into the student test booklet(s).

- For an accuracy check, scribes may record the session on audio or videotape for play back.
- Scribes may draw diagram or pictures described by the student if the student is unable to draw the diagram or picture. Scribe should then ask the student for input or to edit the diagram or pictures.

## **Appendix B: Scribing for American Sign Language or Signing Exact English (SEE)**

For an ASL/SEE student who receives the scribing accommodation:

- ASL/SEE and written English are the language of instruction. Spoken English support is provided as needed for understanding and responses.
- In the classroom, the staff use one language at a time and expect students to do the same.
- In the IEP, if the scribe accommodation is listed, it is necessary to provide a clear rationale for using the accommodation.
  - If spoken English is used, the general scribe protocol is to be used. (Appendix A)
  - If ASL/SEE is used, the scribing protocol for deaf students is to be used. (Appendix B)
- In the classroom, students who prefer to use spoken English will have opportunities to practice using both accommodations (spoken English scribe and ASL/SEE/English scribe).
- If the student signs and talks simultaneously, the scribe will follow the general scribe protocol.

### **Choosing a Scribe:**

For students who are deaf, the scribe should be proficient in receptive and expressive American Sign Language (ASL) and/or Signing Exact English (SEE) and in English.

It is preferable for the scribe to be a familiar person such as the teaching assistant who is typically responsible for scribing during regular instruction.

Scribes will review the Test Security policy and sign a Test Security Assurance Form.

### **Scribing Process:**

- Student will use ASL/SEE to explain their answers in the same manner used during instruction.
- The scribe will make conceptual translations from ASL/SEE to English.
- Student indicates when s/he is satisfied with the work.
- The student and scribe are to be familiar with the scribing process prior to testing.
- Student signs their answer first. Scribe takes notes.
- Scribe asks student to re-sign parts as needed.
- Scribe signs written answer back to student.

- Scribe makes changes per student correction or clarification.
- Scribe will restate the written ASL/SEE translation to the student in English.
- Student will indicate when s/he is ready to move on to the next question.
- Scribe can only ask clarifying questions about concepts or classifiers that are signed by the student.
- Scribes may not question or correct student answers.
- For reading, mathematics, and science tests: Scribes will use correct spelling, add punctuation and capital letters.
- For the writing test: Scribe will use correct spelling but the student will proofread to add punctuation and capital letters and other edits.
- If the student chooses to respond in spoken English, or signs and talks simultaneously, the general scribe protocol will be used and the scribe will write exactly what the student says, word for word. For the writing test: The scribe will use correct spelling, but the student will be responsible for punctuation and capitalization. For reading, mathematics, and science tests: The scribe will spell correctly, add punctuation and capital letters.

# Appendix C

## Questions to Guide Accommodation Selection for Individual Students

Selecting accommodations for assessment is the role of a student's IEP or Section 504 Plan team. The questions below can guide the selection of appropriate accommodations for students receiving special education services or on a 504 plan. Consider each question for each individual student.

- What are the student's learning strengths? How can you use those strengths to help the student access the assessment? For example, if a student with reading disabilities is a good listener, reading the test's mathematics questions aloud might be an appropriate accommodation.
- How do the student's learning needs affect the achievement of grade-level content standards? For example, if the student relies heavily on mathematics tools such as a calculator, abacus or manipulatives to solve problems, making certain that these tools are available during testing might be an appropriate accommodation.
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards? For example, if the student uses graphic organizers to organize his thinking when doing mathematics problems, encouraging the student to draw graphic organizers while solving problems on the test might be an appropriate accommodation.
- How can you increase the student's access to instruction and assessment by reducing the effect of the student's disability? For example, if a student has good ideas during writing workshops but struggles to get his ideas into written form, voice-to-text software might be an appropriate accommodation.
- What accommodations are regularly used by the student during classroom instruction and assessment? How can these accommodations be made available during state level assessment events? For example, if the student is easily distracted in large groups and works well when in a quiet, small space, part of the building plan should be to ensure that there is an appropriate location for the student to complete the test.
- What are the results for assignments and assessments when accommodations were used or when they were not used? For example, if you find that a student's performance increases when a particular accommodation is available but decreases when the accommodation is removed, then it may be an appropriate accommodation. On the other hand, if all students' performances increase with the accommodation, it may be that the accommodation is changing what is assessed.
- What is the student's perception of how well an accommodation "is working"? What difficulties did the student experience when using accommodations? For example if the student finds that having a scribe is awkward and uncomfortable, then the scribe is "not working" for the student, is not likely an appropriate accommodation, and might be a disadvantage for the student.

- Are there effective combinations of accommodations? For example, if a student with attention deficit disorder also has difficulties reading complex scientific text, it might be appropriate to provide several breaks during the assessment, provide a way to mask irrelevant information during testing, and have science test questions read aloud.
- What are the perceptions of parents, teachers, and other specialists about how the accommodation is working? For example, suppose an accommodation was provided during classroom assessments, however in the judgment of parents, teachers, and specialists, the student has begun to use the accommodation as a crutch. In this case, the accommodation may not be appropriate.
- Should the student continue to use an accommodation, are changes needed or should the use of the accommodation be discontinued? For example, suppose a student uses voice-to-text software during elementary assessments, but as he/she develops better motor and writing skills, he/she writes well in class without voice-to-text software. Then, it may be time to eliminate the voice-to-text software during the state testing event.

Based on the answers to the above questions, the team then decides to:

- Continue using an accommodation *as is*.
- Use an accommodation with changes.
- Have an accommodation discontinued.
- Begin using a new accommodation.

When selecting the accommodations that match the student's needs, be sure to consider:

- The student's willingness to use the accommodation.
- Opportunities to learn how to use/practice the accommodation in classroom settings.
- Whether use of the accommodation is appropriate on state assessments. Not all classroom accommodations can be used on large scale assessments.

**Note:** IEP/504 case managers must work closely with the building assessment coordinator to ensure that each student receives that appropriate accommodation(s). Some accommodations may require personal contacts between the IEP/504 providers, the testing proctors, and/or the building IT or network specialist. Each building's testing plan should delineate the communication required among all of the professionals involved in testing administration.

# Resources Guidebook

The resources in this Resources Guidebook are intended to help teams plan for accommodations. All of these resources are optional.

**Resource 1: Dos and Don'ts When Selecting Accommodations** gives two lists of considerations when writing accommodations into students' IEPs or Section 504 Plans. These lists are intended to help IEP teams consider different issues related to planning accommodations for individual students.

**Resource 2: Access Needs that May Require Accommodations** provides a checklist that can be used to consider the needs of individual students related to presentation, response, setting, and timing/scheduling accommodations. As you respond to each question in the checklist, your response can help you determine the most appropriate accommodation(s) for the student. You may want to make multiple-copies of Resource 3: Access Needs that May Require Accommodations and work with the IEP team to determine the most appropriate accommodation for the student.

**Resource 3: Accommodations from the Student's Perspective** is a questionnaire that you can give to students to ask them what assistance seems to help them. Use the 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. Be sure to work with the student so that she or he knows what accommodations are available before the student completes question 5.

**Resource 4: Assessment Accommodations Plan** is a form for you to complete once you have made an accommodations plan for an individual student. Complete one form for each student the best you can early in the school year. You may amend the form as you try different accommodations and learn what works best for each student. Remember that an accommodation removes barriers so that students can show what they know and are able to do. An accommodation should result in a more fair assessment of the student.

**Resource 5: Assessment Accommodations Agreement** is a form on which each of the accommodations is listed. By signing the form, students acknowledge that they believe the accommodation will help them do their best when responding to the test questions.

**Resource 6: Logistics Planning Checklist** is intended to help you plan for providing accommodations during an assessment event. The checklist will help you make certain that process of assessment flows smoothly.

**Resource 7: Planning an Accommodations Journal** is intended to help you plan for an accommodations journal so that your students can keep track of what accommodations work for them. 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.

## Resource 1

### Do's and Don'ts When Selecting Accommodations

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

A separate decision must be made for each content area scheduled for testing and may be revised each time the team convenes.

## Resource 2

### Access Needs that May Require Accommodations

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

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

---

#### Presentation Accommodations

|  | Y                        | N                        | DK/NA                    |
|--|--------------------------|--------------------------|--------------------------|
| 1. Does the student have a visual impairment that requires large-type or Braille materials?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is the student able to read and understand written directions?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Can the student follow oral directions from an adult or audiotape?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the student need directions to be repeated frequently?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Are assistive technology devices indicated on the student's IEP?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Has the student been identified as having a reading disability?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Does the student have low or poor reading skills that may require the reading of mathematics or science tests in order to demonstrate knowledge of subject areas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Does the student have a hearing impairment that requires an interpreter to sign directions?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Does the student have a hearing impairment and need a listening device?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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#### Response Accommodations

|  | Y                        | N                        | DK/NA                    |
|--|--------------------------|--------------------------|--------------------------|
| 10. Does the student have difficulty tracking from one page to another and maintaining that student's place?               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Does the student have a disability that affects the ability to record that student's responses in the standard manner? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Can the student use a pencil or writing instrument?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Does the student use a word processor to complete homework assignments or tests?                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Does the student use a tape recorder to complete assignments or tests?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Does the student need the services of a scribe?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Does the student have a disability that affects that student's ability to spell?                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Does the student have a visual or motor disability that affects that student's ability to perform math computations?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Student Name:

Date:

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**Setting Accommodations**

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

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**Timing and Scheduling Accommodations**

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

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## Resource 3

### Accommodations from a Student's Perspective

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

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2. Explain what you do well in this class.

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The things you said you can do well 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?"

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

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The things you said were hardest are areas where you may need some extra support to do well in school. For example, you might have listed paying attention, reading, taking tests, listening, staying in your seat, remembering new information, doing homework, or working in groups. These are all things in which an accommodation or extra support may be helpful for you.

5. An accommodation is a way to help you show what you know and can do. Write down the classes you have. Next to each class, write what accommodations you think might help you.

#### Class List

**Classes**

**Accommodations**

| Classes | Accommodations |
|---------|----------------|
| <hr/>   | <hr/>          |
| <hr/>   | <hr/>          |
| <hr/>   | <hr/>          |
| <hr/>   | <hr/>          |

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.

## Resource 4

# 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):

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

## Resource 5

### Assessment Accommodations Agreement

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

I, \_\_\_\_\_,

*(Student's name)*

need the following accommodations to take part in this assessment:

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

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

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

\_\_\_\_\_  
*(Student signature)*

\_\_\_\_\_  
*(Date)*

## Resource 6

### 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).*

| <b>Accommodations throughout the academic year</b>   | <b>Y</b>                 | <b>N</b>                 | <b>NA</b>                |
|--|--------------------------|--------------------------|--------------------------|
| 1. Accommodations are documented on student's IEP or 504 plans.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Student uses accommodations regularly and evaluates use.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

  

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

  

| <b>Accommodations on the Day of the Test</b>   | <b>Y</b>                 | <b>N</b>                 | <b>NA</b>                |
|--|--------------------------|--------------------------|--------------------------|
| 9. All eligible students receive accommodations as determined by their IEP or 504 plan.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Provision of accommodations is recorded by test administrator.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Plans are made to replace defective equipment.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

  

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

## Resource 7

# Accommodations Journal

This document will help you plan an accommodations journal for each student. Just think how much easier it would be for an IEP team to decide which accommodations to document on a student's IEP if the student came to the IEP meeting with a journal documenting all of these:

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

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

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

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

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3. With whom would the student share journal entries, and when would the student share the journal?

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

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# Glossary

**Abacus**, also called a **counting frame** is a manual computing device used for performing arithmetic processes. Abaci usually consist of a frame holding parallel rods strung with movable counters.

**Accommodation:** An accommodation is any variation in the assessment environment or process. Accommodations include variations in scheduling, setting, presentation, and response format(s). These variations should not alter the level, content, or performance criteria and should not change the reliability (dependability) and validity (truth) of the assessment. Accommodations must not be used for the first time on a state assessment. Students should be familiar with accommodations before they are used for any high stakes purpose. Accommodations are made to provide a student access not advantage to the assessment.

**Alternate Assessment:** Alternate assessments are tools used to evaluate the performance of students who are unable to participate in regular state assessments even with accommodations. Alternate assessments provide a mechanism for students with the most significant cognitive disabilities and for other students who may need alternate assessments formats to be included in the accountability system.

**Alternate Assessment based on Grade-Level Achievement Standards:** Achievement standards for alternate assessments based on grade-level achievement standards must be equivalent to those on the general assessment. Setting alternate achievement standards based on grade-level content standards is a challenging but rewarding process, and requires the active participation of test company partners, measurement experts, curriculum and special education state leadership, as well as educators, parents, and higher education standard-setting panelists.

**Assessment Accommodation:** Accommodations are changes in testing materials or procedures that enable students to participate in assessments in a way that allows abilities to be assessed rather than disabilities. They are provided to “level the playing field.” Without accommodations, the assessment may not accurately measure the student’s knowledge and skills.

**AYP:** Adequate Yearly Progress is the federal law that requires the state of Washington to report annually the number of students meeting standards on the state assessment. Though ALL students assessed using the WAAS-Portfolio may access this assessment option through the IEP process, federal law sets a cap of 1% of students tested in any grade level who pass the alternate assessment to be reported for AYP as meeting standard.

**CAA:** Certificate of Academic Achievement. A student is awarded a CAA when he/she meets academic achievement standards in reading, writing and math on the high school Washington Assessment of Student Learning (WASL).

**CIA:** Certificate of Individual Achievement. A student is awarded a CIA when he/she meets alternate academic achievement standards in reading, writing and mathematics in the high school Washington Alternate Assessment System (WAAS).

**Disability:** According to IDEA 2004, the term ‘child with disability’ means a child – “(i.e.) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as ‘emotional disturbance’), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and(ii) who, by reason thereof, needs special education and related services. (B) Child aged 3 – 9 (or any subset of that age range, including ages 3 – 5), may at the discretion of the State and the local educational agency, include a child – (i.e.) experiencing developmental delays, as defined by the State and measured by appropriate diagnostic instruments and procedures, in 1 or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and (ii) who, by reason thereof, needs special education and related services.”

**EALR:** Essential Academic Learning Requirements (EALRs) are the set of state standards developed in the content areas of Reading, Mathematics, Science, Writing, Communication, Social Studies, Arts, and Health and Fitness. The EALRs articulate the state’s expectations and learning standards at three benchmark levels: elementary, middle and high school.

**Elementary and Secondary Education Act (ESEA):** First enacted in 1965, this is the principal federal law affecting education from kindergarten through grade 12. The No Child Left Behind Act is the most recent reauthorization of the ESEA.

**GLE:** Grade Level Expectations (GLEs) provides specific learning standards for students in grades K-10. The GLEs clarify the skills and strategies for all students to demonstrate proficiency in each content area at each grade level.

**Grade Level Student Being Assessed:** Enrollment data are reported to OSPI via the Core Student Records System (CSRS) which requires a grade level designation for each student. CSRS is used to determine which specific grade each student is assigned. That enrolled grade level assignment determines the specific statewide assessment for that student. All students participating in statewide assessments must be enrolled in a school district and assigned to a grade in which a statewide assessment is given. A student in special education in a non-graded program should be assigned to the grade level that most closely matches the chronological age of the majority of students in that grade level.

**Home-based students:** Home-based students are those whose parents have declared responsibility for their child’s instruction per RCW 28A.200. Children declared by their parents as home-based, and properly registered as such by the district, are exempt from mandatory participation in the WASL regardless of the amount of time the student spends in home-based instruction. Home-based students should not be confused with homebound students, who are students receiving basic and/or special education services in a home or hospital setting.

**IDEA:** The Individuals with Disabilities Education Act (IDEA) is a federal law that requires each state to ensure that a free appropriate public education (FAPE) is available to all eligible children with disabilities residing in that state. In 2004, the Individuals with Disabilities Education Improvement Act built on the bipartisan education reforms in the No Child Left Behind Act, and includes important reforms that are expected to help teachers, parents, and schools ensure that every student with a disability receives a quality education.

**Modification:** A modification is an alteration of the assessment content or the assessment instrument that affects the validity (meaning) of the scores and the reliability (dependability) of the results.

**No Child Left Behind (NCLB):** The most recent reauthorization of the ESEA. Its assessment provisions require that all students be tested every year in reading and math at grades three through eight and in on eight school grade. Science assessments will be required by 2007 – 2008.

**Portfolio:** A portfolio is a collection of student evidence which matches targeted skills in content areas where the student is served in his/her IEP. The portfolio is an option for students with significant cognitive disabilities. IEP teams determine that the portfolio is the most appropriate assessment option for students.

**Reliability:** Reliability is the measure of consistency or dependability of scores from an assessment instrument. On state level assessments, a score is considered reliable if a student is likely to earn about the same score if the assessment tool is given more than once and the student has not learned anything between the first and second assessment event.

**Special Populations:** Special populations include students in special education, students with disabilities who have a 504 plan, and students who are English Language Learners (ELL).

**Standard –based Assessments:** Assessments that are closely aligned with and measure student achievement of academic content standards and grade-level expectations.

**Standard –based achievement tests:** Tests that measure the degree to which students are achieving the content standards and performance standards.

**Standard –based IEP:** A process and document that is framed by the state standards and that contains goals aligned with, and chosen to facilitate the student’s achievement of, state grade-level academic standards.

**Student in Special Education:** A student in special education is any eligible student who has been identified through an appropriate evaluation as having a disability, whose disability adversely affects educational performance, and therefore, needs specially designed instruction and assessments.

**Student with a Significant Cognitive Disability:** A student in special education who has a significant cognitive disability requires intensive, highly individualized, specially designed instruction, and who by reason of the disability, requires multiple opportunities to acquire and generalize knowledge and skills.

**Student with a Section 504 Plan:** Section 504 refers to a component of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of a disability for persons who are otherwise able to participate in federally funded programs or activities. A student with a Section 504 plan is considered to be disabled, but he/she does not meet the eligibility criteria for the receipt of special education and related services because the disability can be reasonably accommodated without the need for specially designed instruction. A 504 plan is not an Individualized Education Program (IEP) as is required for special education students.

**Validity:** Validity refers to the extent to which the scores from an assessment tool have can be used to make appropriate inferences about student learning. A valid score on a Washington State level assessment suggests that the score reflects what the student knows and is able to do relate to the EALRs and GLEs.

**WAAS:** The Washington Alternate Assessment System. WAAS provides a variety of methods of assessment for students with disabilities.

**WAAS-DAW:** Developmentally Appropriate WASL. The DAW is a statewide alternate assessment option for students in special education for grades 11 and 12. IEP teams determine the DAW as the most appropriate assessment option for students who have not been successful in previous WASL participation up to and including 10th grade. The IEP team selects the grade level WASL that most closely matches the student’s current instructional level. The DAW may only be used in content areas in which the student receives special education services.

**WAAS-Portfolio Assessment:** The Washington Alternate Assessment System is designed for students in special education who are unable to participate in general state assessments even with accommodations. These students have identifiable, significant, cognitive disabilities and persistent academic disabilities. The IEP team determines the appropriate statewide assessment format for these students. Students with significant cognitive disabilities are impacted in all content areas and cannot participate on paper and pencil state tests even with intensive instruction and extensive accommodations. The WAAS-Portfolio is one option in the state assessment system and is open to all students, grades 3-8 and high school.

**WASL:** The Washington Assessment of Student Learning (WASL) is a state criterion referenced assessment program aligned with state standards which are defined by EALRs and GLEs in reading, writing, mathematics, and science. The following grade levels participate in WASL assessments:

- Grades 3 and 6: Reading and math
- Grades 4 and 7: Reading, math and writing
- Grades 5 and 8: Reading, math and science
- Grades 10: Reading, math, writing and science
- Grades 11 and 12: Reading, math and writing

**WASL-Basic:** The Washington Assessment of Student Learning – Level 2. WASL-Basic is an assessment option for students in special education who can perform on the WASL, but whose IEPs indicate meeting standard at a basic level (2) is the appropriate assessment option. This option allows students to access the grade level WASL, but sets Level 2 (Basic) as the performance standard required to earn a passing score. For a tenth grade student in special education, WASL-Level 2 meets the graduation requirement for a Certificate of Individual Achievement (CIA). The Basic may only be used in content areas in which the student receives special education services. The WASL-Basic does not meet federal AYP requirements for meeting standard in grades 3-8 and 10. It is a Washington State option only.