

Washington State Accommodations Guidelines for Statewide Assessments



Randy I. Dorn

State Superintendent
of Public Instruction

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Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

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Table of Contents

Washington State Accommodations Guidelines for Statewide Assessments.....	5
Overview of Accommodations	7
Universal Accommodations.....	7
Accommodations for Students with Disabilities	7
ELL Only: Accommodations for English Language Learners.....	8
Accommodation Categories.....	9
Presentation Accommodations.....	9
PRESENTATION Accommodations Specifics	11
Directions reread verbatim.....	11
Students read directions or assessment questions aloud.....	11
Whisper phone.....	12
Audio amplification systems to increase clarity.....	12
Underline or mark assessment directions.....	12
Masking device to isolate questions or clarify print.....	13
Navigating the assessment.....	13
Braille or Large Print.....	13
Low-Vision Devices	14
Signing of Assessment Questions	14
Read Aloud Tools: Text-to-Speech.....	14
Read-Aloud Tools: Human Readers & Read Aloud CDs for the Reading HSPE	15
Read-Aloud Tools: Translated Presentations (for mathematics and science only).....	15

Response Accommodations	16
RESPONSE Accommodations Specifics	17
Response Tools: Provide a No. 2 pencil or computer mouse adapted in size or grip	17
Tracking Tool: Provide student with a strip of heavy paper to assist in tracking.	17
Manipulative Mathematicss	17
Dictionary/Thesaurus	18
Spell Check/ Word Prediction Software	18
Grammar Devices.....	19
Voice Recognition Software: Speech-to-Text.....	19
Scribes.....	19
English Glossaries.....	21
Calculators	21
Setting Accommodations.....	22
SETTING Accommodations Specifics	23
Change a student’s location.....	23
Individual or small group testing for students.....	23
Noise buffers without audio.....	23
Noise buffers with audio.	24
Timing and Scheduling Accommodations.....	24
TIMING AND SCHEDULING Accommodations Specifics	25
Breaks: Multiple or Frequent.....	25
Extended Testing Time(Same Day).....	25
More than One Day for a Test Session.....	26
Issues Related to Fair and Ethical Assessment Administration	26

Student Familiarity with Accommodations	26
Modifying the Criteria Being Tested.....	26
Planning for Accommodations and Coordinating Testing Logistics.....	27
Ethics and Standardization	27
Ethical Testing Practices	28
Standardization	28
Appendix A: Resources for IEP Teams and Students with Disabilities.....	29
Resource 1: Dos and Don'ts When Selecting Accommodations	30
Resource 2: Access Needs that May Require Accommodations.....	31
Resource 3: Accommodations from a Student's Perspective.....	33
Resource 4: Assessment Accommodations Plan.....	34
Resource 5: Logistics Planning Checklist.....	36
Appendix B: Resources Guidebook for English Language Learners	38
Resource 1: ELL Assessment Accommodations Plan.....	39
Resource 2: Access Needs that May Require ELL Accommodations	41
Resource 3: Logistics Planning Checklist.....	42
Appendix C: Scribing Protocol	43
Appendix D: Scribing for American Sign Language or Signing Exact English (SEE)	44
Glossary	46
Acknowledgements	52

Washington State Accommodations Guidelines for Statewide Assessments

This document identifies allowable assessment accommodations for students that provide access to statewide assessments leading to reliable scores without compromising the validity of the testing instrument. The allowable accommodations in this document have been approved by the Office of Superintendent of Public Instruction (OSPI) and include those available to students who take the:

- Measurements of Student Progress (MSP),
- High School Proficiency Exams (HSPE),
- Mathematics end-of-course (EOC) exams,
- Science(biology) end-of course exams, and
- Washington English Language Proficiency Assessment (WELPA).

Allowable assessment accommodations are designated as one of three types: (1) universal accommodations available to any student; (2) accommodations contained in Individualized Education Programs (IEP) or 504 plans for students with disabilities; and (3) accommodations for students eligible for English Language Learning (ELL) services. This document also provides specific guidance for students with disabilities and those eligible for ELL services, along with optional tools to assist IEP, 504 plan, and ELL teams to select the most appropriate accommodation(s) for students participating in the state assessments.

Federal and state legislation requires that all students participate in state and district assessments. Specifically, the 2001 Elementary and Secondary Education Act [also known as “No Child Left Behind” (NCLB)], the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), and Washington state law (i.e., Washington’s Education Reform Act of 1993) each require the participation of all students in the state-level assessment program. In order to meet this requirement, students with disabilities are permitted allowable assessment accommodations if specified in their Individualized Education Program (IEP) or 504 plan. Similarly, English Language Learners (ELLs) may be tested with one or more accommodations to the testing procedures.

The Washington State Assessment System

Table 1 shows the content and grade levels assessed under the Washington State assessment system. For the purpose of this document, HSPE will be used as a term inclusive of the high school reading, and writing assessments, and the end-of-course mathematics and science (biology)

Table 1: Grades and Content Areas Included in State Assessments

Grade-Level	Reading ⁽¹⁾	Writing ⁽¹⁾	Mathematics ⁽¹⁾	Science
3	X		X	
4	X	X	X	
5	X		X	X
6	X		X	
7	X	X	X	
8	X		X	X
High School	X	X	X	X

(1)Content areas currently available to students for retesting in grades 11 and 12

Additionally, students who are receiving or may need to receive English language learning- services are to be assessed annually for gains in English language proficiency. To that end the Washington English Language Proficiency Assessment (WELPA) is used to determine English language levels and student eligibility for English language learning services. The WELPA consists of two tests:

The Placement Test is used to determine initial English language levels and student eligibility for ELL services. The Placement Test is given to all students who answer “yes” to question #2 on the Home Language Survey: “Is your child’s first language a language other than English?”

The Annual Test is given to all students qualified to receive English language services to determine whether the student is eligible for continuation of ELL service.

All students eligible for language services according to the WELPA Placement Test (Levels 1, 2 or 3) must be given the annual WELPA test until they reach Level 4 (Transitional) on the Annual Test. Once a student reaches Level 4 (Transitional) on the WELPA Annual Test, they no longer qualify for language support services.

Overview of Accommodations

Accommodations are strategies that enable a student to demonstrate his or her knowledge and skills through a subject-area assessment leading to reliable scores without compromising the validity of the test. The accommodations provided to a student on a state assessment should be those familiar to the student. Use of an accommodation resulting in assessment scores that are not an accurate reflection of a student's knowledge and skills bring into question the validity of the student's scores.

As previously noted, allowable assessment accommodations are designated as one of three types: universal; IEP/504 plan required and ELL Eligible. An explanation of each type of accommodation is provided below.

Universal Accommodations

Universal accommodations may be used for any student regardless of disability or language status. Universal accommodations are not student specific and their use is consistent with administration practices and guidelines. They are, however, test specific and should be determined based on the construct of the test and assessment questions. Universal accommodations are often considered in the design phase of an assessment and they increase the accessibility of assessments for all students.

Accommodations for Students with Disabilities

The special education eligible student's IEP should document all assessment decisions and include state level assessment accommodations (WAC 392-172A-03090). Likewise, a 504 plan should document accommodations used by a 504 eligible student during assessments. Decisions about assessment accommodations need to be reviewed annually and revised, as necessary, by these respective teams. Appendix A: Resources for IEP/504 Teams and Students with Disabilities provides tools to assist teams with the planning and implementation of allowable assessment accommodations for students receiving special education or 504 plans.

In choosing appropriate accommodations for state assessments, it is important that teams keep the following considerations in mind.

- Accommodations should be considered and discussed individually for each state assessment prescribed for the student's grade-level.
- Students should receive the disability- related accommodation(s) that allow them to access the assessment.
- Students need opportunities to learn which accommodations are most helpful for them in daily classroom instruction prior to district and state assessments.
- Students should have had prior experience with accommodations planned for use during testing.

Students who are eligible for accommodations under Section 504 of the Rehabilitation Act of 1973 are also considered individuals with disabilities. Students with 504 plans may take the MSP/HSPE

and EOC exams with or without accommodations to meet all state assessment requirements. Accommodations to be used by the student during state testing should be determined by the 504 team, documented in the plan and reviewed annually. See information regarding 504 plan development at <http://www.ed.gov/about/offices/list/ocr/504faq.html>.

ELL Only: Accommodations for English Language Learners

An Assessment Accommodations Plan should be written at the beginning of the school year by the teachers of each student qualified for and receiving ELL services. The accommodations will vary according to each student's English language proficiency level, as determined by the WELPA Placement test or the WELPA Annual test and the specific needs of each student.

In selecting the most appropriate assessment for a student who is an English Language Learner, teachers must determine what, if any, accommodations are needed for the student to access the selected assessment. The accommodations provided to a student on any state assessment must be ones with which the student is familiar and already uses in the classroom. While students may not be using the exact accommodations in the classroom, as on the state assessment, students should be utilizing a comparable accommodation on a regular basis. For example, translated mathematics and science CDs would be a logical accommodation for a student who uses electronic translator's human translators, or language dictionaries within the classroom setting.

Eligible students for ELL testing accommodations on the MSP, HSPE, and EOC are English Language Learners who have qualified for English language support services by scoring at **Levels 1, 2, or 3 (Beginning/Advanced Beginning, Intermediate or Advanced)** on the WLPT-II/WELPA placement test or WELPA annual test.

Non eligible students are English Language Learners who have scored **Level 4 (Transitional)** on the WLPT-II/ WELPA placement test or the WELPA annual test and no longer qualify for English language support services. Students who are being monitored for academic success, but no longer qualify to receive English language support services, are not eligible for ELL accommodations.

ELL accommodations should be provided to allow students to overcome barriers caused by an inability to communicate in English. Since the WELPA is designed to identify the level of a student's English language proficiency, it is imperative **that no ELL specific accommodations be used on the WELPA**. The use of ELL accommodations could result in students not receiving language services that they are eligible for, or even result in an invalidation of the test. In regard to the WELPA test, accommodations for eligible ELLs can only be used if the student has a disability with an IEP or 504 plan that specifically addresses the student's need for that accommodation. There is currently no online testing engine for the WELPA All testing accommodations must be implemented for the paper and pencil format of the assessment.

See Appendix B: Resource Guidebook for English Language Learners for tools to assist with the planning and implementation of accommodations for ELLs.

Accommodation Categories

Within the three types of allowable assessment accommodations, there are four general categories of accommodation: (1) presentation (2) response (3) setting and (4) timing and scheduling. Beginning on page 10 of this document, allowable assessment accommodations for each category are listed in a chart by type of accommodation (e.g., ELL only). Immediately following the chart is additional information for each allowable accommodation including:

1. the grade level(s) in which the accommodation is allowed,
2. the type of accommodation (e.g., IEP/504 plan required),
3. any restrictions associated with the accommodation, and
4. paper/online implementation guidance.

For an assessment accommodation not listed in this document, district assessment coordinators are to submit an Exceptional Accommodation form to the OSPI Assessment Operations Office for approval no later than **1 week** before the first day of the testing window. These requests will be reviewed and the outcomes communicated to the district assessment coordinator prior to the first day of the administration window.

For more information, contact the Assessment Operations Office at 360-725-6348 or by email at Assessment@k12.wa.us.

Presentation Accommodations

Presentation accommodations allow students to access standard print. These alternate modes of access include auditory, tactile, visual and a combination of auditory and visual accommodations. Many presentation accommodations are universal and allowed for **all** students taking the MSP, the HSPE, and/or EOC math and science (biology) exams. However, certain presentation accommodations may only be used for ELLs or students with an IEP or 504 plan. Unless otherwise noted, ELL accommodations only apply to the HSPE, MSP and EOC exams; universal and IEP/504 accommodations apply to all state assessments, including the WELPA

Please see next page for a chart that provides a list of assessment options by grade level and type of accommodation. Specific information for each accommodation on application, restrictions and implementation guidance follows the chart.

PRESENTATION	PRESENTATION Accommodations:	Universal	IEP/ 504	ELL	
	1:	Directions reread verbatim.	√		
	2:	General assessment directions in student's primary language.	√		
	3:	Student reads directions or assessment questions aloud.	√		
	4:	Whisper phone.	√		
	5:	Audio amplification systems	√		
	6:	Underline or mark assessment directions.	√		
	7:	Masking device to isolate questions or clarify print.	√		
	8:	Assistance navigating the assessment.	√		
	9:	Braille or Large Print		√	
	10:	Low-Vision Devices		√	
	11:	Sign Language		√	
	12:	Read Aloud Tools: Text to Speech **		√	√
	13:	Read-Aloud Tools: Human Readers and Read-Aloud CDs **		√	√
14:	Read-Aloud Tools: Translated Presentations***			√	

**Content-specific grade-level restrictions apply and are not available for the WELPA

***Content area and language restrictions apply and are not available on the WELPA

PRESENTATION Accommodations Specifics

1: Directions reread verbatim.

Grades: All	Universal Accommodation
Restrictions:	Directions must be read verbatim without clarifying, elaborating or providing assistance with the meanings of words. As determined by the proctor, directions can be read as many times as needed to gain student understanding.
Implementation:	<u>Paper/Online:</u> Proctor will reread the directions from the Direction for Administration (DFA).

2: General assessment directions in student's primary language.

Grades: All	Universal Accommodation
Restrictions:	Not available on the WELPA Directions must be read verbatim, within the constraints of the primary language, without clarifying, elaborating or providing assistance with the meanings of words. As determined by the proctor, directions can be read as many times as needed to gain student understanding.
Implementation:	<u>Paper/Online:</u> Signing [American Sign Language (ASL) or Signing Exact English (SEE)] can be considered a primary language. Directions can be either in the form of an audio CD, spoken or signed.

3: Students read directions or assessment questions aloud.

Grades: All	Universal Accommodation
Restrictions:	None
Implementation:	<u>Paper/Online:</u> Provide an environment to reduce distractions to other students.

4: Whisper phone.

Grades: All	Universal Accommodation
Restrictions:	None
Implementation:	<u>Paper/Online:</u> Provide an environment to reduce distractions to other students.

5: Audio amplification systems.

Grades: All	Universal Accommodation
Restrictions:	<p>If the audio amplification system is used to increase clarity when listening only to the directions, there are no further restrictions.</p> <p>If the audio amplification system is used to listen to anything more than the directions, restrictions relevant to the audio format apply—please see Read-Aloud Tools: Text-to-Speech and Human Readers for more information.</p>
Implementation:	<u>Paper/Online:</u> Either personal or classroom-based systems can be used. Provide an environment to reduce distractions to other students.

6: Underline or mark assessment directions.

Grades: All	Universal Accommodation
Restrictions:	<p>Students may only use a number (No.) 2 pencil to mark assessment directions in test booklets.</p> <p>Writing tools or devices, including pens, crayons, markers, colored pencils, highlighters and/or mechanical pencils are strictly prohibited. This limitation on writing tools is based on the potential of these to compromise the integrity of the booklet for scoring. Please contact the Assessment Operations Office if anything other than a number 2 pencil is used during state testing.</p>
Implementation:	<u>Paper:</u> Students may use only a number 2 pencil to underline, check or circle questions or key words for future reference. Care should be taken not to make any marks near the answer circles of multiple-choice questions. <u>Online:</u> Students may use the underline or highlight function of the online testing engine.

7: Masking device to isolate questions or clarify print.

Grades: All	Universal Accommodation
Restrictions:	None
Implementation:	<u>Paper/Online:</u> Students can use overlays to adjust color backgrounds and cut-outs or other masking devices to isolate print.

8: Navigating the assessment.

Grades: All	Universal Accommodation
	While interacting with instruction or content, some students may need assistance with managing materials or advancing in a computer-based environment.
Restrictions:	Test proctors assisting with navigation must not clarify or read aloud assessment questions, call attention to key words or phrases or cue students toward particular content within test questions.
Implementation:	<u>Paper:</u> Test proctors can provide assistance with turning pages, handling test booklets, etc. <u>Online:</u> Due to limitations with the online testing engine, it may be more appropriate for students who have difficulty manipulating a mouse or standard keyboard to assess with the paper form of the test.

9: Braille or Large Print

Grades: All	IEP/504 Required
Implementation:	<u>Paper:</u> Braille and large print must be ordered for qualifying students through WAMS, prior to testing. <u>Online:</u> The online testing engine has a magnifying tool that can be used to adjust the size of the font and screen resolution. Though less effective, projection of computer image on larger format presentation (projection screen, wall) is a viable alternative. A separate environment may be needed to support this alternative and reduce distractions for other students. Electronic Braille systems are currently not available in the online testing engine.

10: Low-Vision Devices

Grades: All	IEP/504 Required
Restrictions:	None
Implementation:	<u>Paper/Online:</u> Low-vision devices include magnifiers, Closed Circuit TVs (CCTV) or other tools familiar to students. Various tools can be used to modify text backgrounds or display printed material with image enhancements on the screen or monitor.

11: Signing of Assessment Questions

Grades: All	IEP/504 Required
Restrictions:	Interpreters need to translate in the same method of sign language typically used by the student (ASL or SEE). Interpreters must not clarify, elaborate or provide assistance with the meaning of words, intent of assessment questions or responses to assessment questions.
Implementation:	See <i>Appendix D</i> for sign language scribing guidelines.

12: Read Aloud Tools: Text-to-Speech

Grades: All	IEP/504 or ELL Services Eligibility Required
Restrictions:	Text-to-speech software/technology may not be used for the reading assessment in grades 3-8. As an ELL accommodation for the HSPE reading test, text-to-speech may only be used to read the directions; it may not be used for the stimulus materials, scenarios, passages or assessment questions on the reading assessment. Read aloud tools are not allowed on the WELPA as an ELL accommodation.
Implementation:	<u>Print/Paper:</u> As a Special Education accommodation, the assessments must be supplemented with a standard print, Braille or large print version of the test so a student can have access to all the testing materials. Text-to-Speech is currently not available in the online testing engine. All digital copies of test booklets created when using text-to-speech software must be securely deleted upon completion of the testing window.

13: Read-Aloud Tools: Human Readers & Read Aloud CDs for the Reading HSPE

Grades: All	IEP/504 or ELL Services Eligibility Required
Restrictions:	Human readers are not allowed for the reading assessment in grades 3-8 or on any reading section or level of the WELPA. Read aloud CDs are available for high school students taking the reading HSPE and WAAS-DAPE at both the MS (middle school) and ES (elementary school) levels. These CDs should be used in place of a human reader. As an ELL accommodation for the HSPE reading test, human readers are only allowed to read the directions; they cannot read the stimulus materials, scenarios, passages or assessment questions on the reading assessment.
Implementation:	<u>Paper/Online</u> : Have the reader read stimulus materials (such as science scenarios or mathematics problems) and questions verbatim in English during the writing, mathematics and science assessments. Have the reader repeat scenarios and questions verbatim. Have the reader increase wait time among the reading of item stems. Have the reader decrease reading pace. Provide an environment to reduce distractions to other students.

14: Read-Aloud Tools: Translated Presentations (for mathematics and science only)

Grades: All	ELL Service Eligibility Required
Restrictions:	None
Implementation:	<u>Paper/Online</u> : Offer translated presentations (CD's) of the mathematics and science tests. As with any accommodation, only those students who use translations in the classroom (not necessarily in CD form, however) would utilize this tool on the mathematics and science assessments. If the state does not provide translated math and science presentation in the student's native language, the student may have a human translator for those assessments. If the state does provide translated presentations in the student's native language then those CDs are to be used to implement this accommodation.

Response Accommodations

Response accommodations allow students to reply (respond) in different ways to instructional activities or assessment tasks. Many response accommodations are allowed for all students taking the MSP, the HSPE and/or the EOC math and science (biology) exams. However, certain response accommodations may only be used for ELL students or students with an IEP or a 504 plan. Unless otherwise noted, ELL accommodations only apply to the HSPE, MSP and EOC exams; universal and IEP/504 accommodations apply to all state assessments, including the WELPA.

The chart below provides a list of assessment options by grade level and type of accommodation. Specific information for each accommodation on application, restrictions and implementation guidance follows the chart.

RESPONSE	RESPONSE Accommodations:	Universal	IEP/ 504	ELL	
	15:	Provide a No. 2 pencil or computer mouse adapted in size or grip.	√		
	16:	Provide student a strip of heavy paper to assist in tracking.	√		
	17:	Mathematics manipulatives	√		
	18:	Dictionary/ Thesaurus ** ***	√		
	19:	Spell Check/Word Predication Software***		√	√
	20:	Grammar Devices** ***		√	√
	21:	Voice Recognition Software: Speech-to-Text***		√	√
	22:	Scribes***		√	√
	23:	English Glossaries** ***			√
24:	Calculators*	√			

*Grade-Level restrictions apply

** Content-specific restrictions apply

***Not available on the WELPA

RESPONSE Accommodations Specifics

15: Response Tools: No. 2 pencil or computer mouse adapted in size or grip.

Grades: All	Universal Accommodation
Restrictions:	No
Implementation:	The size may be adapted for students who have difficulty using a standard sized pencil or mouse.

16: Tracking Tool: Provide student with a strip of heavy paper to assist in tracking.

Grades: All	Universal Accommodation
Restrictions:	Post-It Notes are not allowed. Graph and scratch paper are not allowed on the reading and science assessments.
Implementation:	<p><u>Paper:</u> For the reading, writing, math (MSP/EOC) and science (MSP/EOC) assessments, students may use a heavy strip of paper to assist with tracking. For the writing assessment, students may use graph and scratch paper. For the math assessment, students may only use graph paper.</p> <p><u>Online:</u> Students may use the highlight function of the online testing engine. For the reading, writing, math and science online assessment, students may use scratch paper. For the math online assessment only, students may use graph paper.</p>

17: Manipulative: Provide student with approved mathematics manipulatives

Grades: All	Universal Accommodation
Restrictions:	Manipulatives can be used to help students think; they are not used to give students answers. Examples of unacceptable manipulatives are Judy Clocks with digital displays; multiplication or addition matrices; number lines with integers, fractions, decimals or marking of multiples, prime and/or composite numbers; and elapsed time rulers. Examples of allowed manipulatives are rulers, protractors, abacuses for visually impaired and blind students, base-ten pieces, graph paper and tiles.

The manipulatives used for the assessment should be those familiar to the students.

Implementation: Paper/Online: The manipulatives should not be distributed to students but can be available in the classroom.

18: Dictionary/Thesaurus

Grades: All **Universal Accommodation**

Restrictions: As a special education accommodation, dictionaries and thesauruses **may not** be used on the reading, mathematics or science assessments at any grade level. On the writing assessment topic --specific dictionaries must be disabled.

As an ELL accommodation, students can use English or bilingual dictionaries/thesauruses on the writing section of the HSPE or MSP but not on the reading, math, or science sections. English Glossaries are available for the math and science sections (see page 21).

Implementation: Paper/Online: For the writing assessment **only**, students may use a commercially published dictionary or thesaurus in print or electronic form. If an electronic dictionary or thesaurus is used, it must not have grammar hints, word prediction software or topic specific dictionaries. Students must **not** use an electronic dictionary/thesaurus to take test questions out of the testing environment. Students who attempt to remove test questions from the room, by any method will have their test scores invalidated. Electronic dictionaries may not be shared during testing, unless the proctor deletes the memory prior to another student's use.

Dictionaries and thesauruses are not available in the online testing engine, but students can use appropriate tools independent of the testing engine to assist with the writing assessment only.

19: Spell Check/ Word Prediction Software

Grades: All **IEP/504 or ELL Service Eligibility Required**

Restrictions: Topic specific dictionaries must be disabled.

Implementation: Paper/Online: Students may use commercially published or electronic spell check or word prediction software. Spell check and word prediction software are currently not available in the online testing engine, but students can use appropriate tools independent of the testing engine.

20: Grammar Devices

Grades: All	IEP/504 or ELL Service Eligibility Required
Restrictions:	Grammar devices may not be used on the writing assessment at any grade level or on the writing section of the WELPA. Topic specific dictionaries must be disabled.
Implementation:	<u>Paper/Online</u> : Students may use the devices that they utilize as a classroom accommodation on the reading, math (MSP/EOC) and science (MSP/EOC) assessments, provided that topic specific dictionaries have been disabled. Grammar devices are currently not available in the online testing engine, but students can use appropriate tools independent of the testing engine to assist with testing.

21: Voice Recognition Software: Speech-to-Text

Grades: All	IEP/504 or ELL Services- Eligibility Required
Restrictions:	A transcriber must transfer student generated answers as well as all work related to those answers verbatim into a standard test booklet. Transcribers may not edit test responses. For ELLs, this is not available for the WELPA or for the writing assessment.
Implementation:	<u>Paper</u> : After students dictate their responses to a computer, a written document is generated that the student edits. When the student is satisfied, the transcriber must copy the answers as well as all work related to those answers verbatim into a standard test booklet. <u>Paper/Online</u> : Students who are using speech-to-text related technology in their classroom and district assessments should apply that same technology when possible for the state assessment. Once printed, transcribed and verified, all students' responses must be deleted from the computer; all printed copies must be immediately and securely shredded.

22: Scribes

Grades: All	IEP/504 Eligibility Required
Restrictions:	As a special education accommodation, a scribe is primarily for those students who have a physical writing disability. In very rare cases, a student who does not

have a physical writing disability but due to other disability factors, may need a scribe for all regular classroom activities and assessments. This student has these complicating factors and the accommodation in his/her IEP and therefore, may use a scribe on the state assessment in all content areas.

Scribing should only be used for students who are not able to write their own responses into the test booklets. In some cases, these students may be able to respond with assistive technology or other means and have their responses transcribed into the test booklet.

Scribing may not be used to compensate for:

- poor handwriting
- poor spelling
- difficulty with writing organization and slow production, or
- students' resistance to performing writing tasks

Students should respond independently whenever possible and use a scribe only when necessary.

In many cases, a student can draw a chart, graphic or provide another constructed response independently.

ELL students often develop English speaking and listening skills before the academic skills of reading and writing. Lack of ability to write a response in English should not prevent a student from responding to test items in reading, mathematics and science.

For the writing assessment, ELL students may use speech-to-text software but not scribes.

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

Implementation: Paper/Online: 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.

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.

Students should edit their printed responses, and the work should be transcribed into the testing booklet.

Students using the word processor for responding should have close proctoring to insure test security.

Transcription need not take place as the student is testing; however, transcription must be completed in a secure school setting.

See Appendix C: Scribing Protocol.

See Appendix D: Scribing for American Sign Language (ASL) or Signing Exact English (SEE).

23 English Glossaries

Grades: All	ELL Service Eligibility Required
Restrictions:	English Glossaries must not be used on the writing, reading, or WELPA assessments.
Implementation:	<u>Paper/Online:</u> English glossaries provided by OSPI of non-technical terms may be used when taking the science or mathematics assessments.

24: Calculators

Grades: All	Universal Accommodation
Restrictions:	For the mathematics MSP assessment, calculation devices are not an allowed accommodation for any student before 7 th grade.
Implementation:	<p>Paper/Pencil: In and after 7th grade, students are allowed to use calculators when taking the mathematics MSP, EOC, HSPE and WAAS-DAPE (form ES and form MS).</p> <p>Calculation devices are allowed in and after 5th grade for all science MSP assessments and the science EOC biology exam.</p> <p>Online: Students may use the calculator function of the online testing engine for the mathematics MSP in grades 7 and 8 and for the science MSP in grades 5 and 8.</p>

Setting Accommodations

Setting accommodations may change the conditions of the assessment and/or the location in which the student participates in an assessment. Along with standardized testing practices (e.g., appropriate materials being available; proper temperature; lighting and ventilation; sufficient tables and chairs; and closed classrooms), there are several universal accommodations available to all students to adjust the setting in which they are tested. However, certain setting accommodations may only be used for students with an IEP or a 504 plan.

The chart below provides a list of assessment options by grade level and type of accommodation. Specific information for each accommodation on application, restrictions and implementation guidance follows the chart.

SETTING	SETTING Accommodations:		Universal	IEP/ 504	ELL
	25:	Change a student's location.	√		
	26:	Individual or small group testing for students.	√		
	27:	Noise buffers without audio.	√		
	28:	Noise buffers with audio.		√	

SETTING Accommodations Specifics

25: Change a student's location.

Grades: All	Universal Accommodation
Restrictions:	<p>The location has to be a secure and safe environment that is monitored and proctored while the assessment is given.</p> <p>For students without a documented plan for separate testing arrangements, districts must work with OSPI's Assessment Operations Office to arrange the specifics of a unique testing site.</p>
Implementation:	<p><u>Paper/Online</u>: Students can change positions within a room or within the school building to reduce distractions.</p> <p>For students prevented from being on campus the day of the testing (possibly due to hospitalization, incarceration or expulsion from the school) arrangements may be made to assess the student in an off-campus location that fits their needs. The district assessment coordinator must submit a Modified Testing Schedule form to the OSPI Assessment Operations Office.</p>

26: Individual or small group testing for students.

Grades: All	Universal Accommodation
Restrictions:	<p>The location has to be a secure and safe environment that is monitored and proctored while the assessment is being given.</p>
Implementation:	<p><u>Print/Online</u>: Students who are easily distracted may be tested individually or in small groups.</p>

27: Noise buffers may be offered without audio.

Grades: All	Universal Accommodation
Restrictions:	None
Implementation:	<p><u>Print/Online</u>: Earphones, earplugs or headphones not connected to any audio device are examples of possible noise buffers</p>

28: Noise buffers may be offered with audio.

Grades: All

IEP/504 Required

Restrictions:

Students may not use any audio device that is connected to a network (cell phone, Wi-Fi or via a cord) during the assessment. Students may use a CD recording on a CD player, tape player or computer; however, the device cannot be capable of transmitting or downloading information.

Implementation:

Print/Online: Students with an IEP or 504 Plan may use a headphone to play ambient noise or other audio recordings that are teacher selected and non-instructional.

Timing and Scheduling Accommodations

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

Changes in schedule may be helpful for some students (e.g., students taking medications or those with varying levels of productivity and engagement during the day).

For students with disabilities, there may be a variety of different reasons for timing and scheduling accommodations. Extra time may be needed to process written text, to write, or to use other accommodations or equipment. Students who cannot concentrate for an extended period 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. A number of timing and scheduling accommodations are allowed for all students taking the MSP, HSPE and/or the EOC math and science (biology) exams. However, certain timing and scheduling accommodations may only be used for students with an IEP or a 504 plan.

The chart on the next page provides a list of assessment options by grade level and type of accommodation. Specific information for each accommodation on application, restrictions and implementation guidance follows the chart.

TIMING		Timing and Scheduling Accommodations:	Universal	IEP/504	ELL
	29:	Breaks: Multiple or Frequent	√		
	30:	Extended Testing Time	√		
	31:	More than One Day for a Test Session		√	

TIMING AND SCHEDULING Accommodations Specifics

29: Breaks: Multiple or Frequent

Grades: All **Universal Accommodation**

Restrictions: Students may not discuss any questions on the assessment. Students may **not** remove any of the secure assessment material from the room during their breaks.

Implementation: Print/Online: Breaks must be given at predetermined intervals or according to the Directions for Administration.

If necessary, a student is allowed to take additional breaks when individually needed.

Refer to the *Assessment Coordinators Manual* and *Directions for Administration* for further test schedule information:

www.k12.wa.us/TestAdministrations/Instrcutions/

Online: Press the pause button on the testing engine when a student takes a break.

30: Extended Testing Time (Same Day)

Grades: All **Universal Accommodation**

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

Implementation: Paper/Online: Extended time is an available accommodation in both testing formats.

31: More than One Day for a Test Session

Grades: All

IEP/504 Required

Restrictions:

Students may have multiple days to complete one testing session (i.e., writing, reading, etc.). However, a student must finish one content area test before beginning the next content area test.

All assessments must be completed within the mandatory testing window, unless a *Modified Testing Schedule* form has been submitted by the district assessment coordinator and approved by OSPI.

Implementation:

Print/Online: If a student must be tested on a different timeline from the mandatory testing window or the district approved testing schedule, the district assessment coordinator must submit a request for a Modified Testing Schedule through the OSPI Assessment Operations Office at Assessment@k12.wa.us.

Refer to the *Assessment Coordinators Manual and the Directions for Administration* for further test schedule information www.k12.wa.us/TestAdministration/Instructions/.

Issues Related to Fair and Ethical Assessment Administration

Accommodations are intended to mitigate the effects of a student's disability or lack of English language ability in the context of assessment. Accommodations do not reduce the assessment expectations for any student. Accommodations must be carefully chosen to ensure they are offering the correct support of the student, the student is familiar with the accommodations, and the accommodation is not inadvertently invalidating the scores of the assessments by modifying criteria that are being tested.

Student Familiarity with Accommodations

The student for whom an accommodation is necessary should be familiar with the accommodation prior to taking the assessment. It is important to provide the selected accommodations during day-to-day instruction and classroom assessment opportunities. Therefore, it is strongly recommended that an accommodation not be used for the first time during state assessments because it could have a negative impact on a student's performance.

Modifying the Criteria Being Tested

Accommodations should not modify what, or the rigor at which, items are being assessed or they will invalidate the test. For example, if the assessment is checking to see if a student is able to decode symbols for the intention of deriving meaning from words (the process of reading text) then providing a human reader would change the criteria being tested. If a human reader was given to a student who

was being tested on math computation skills, the accommodation does not interfere with criteria being assessed and is therefore acceptable.

Planning for Accommodations and Coordinating Testing Logistics

Once decisions have been made by the IEP or 504 teams 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 special education teachers or related services personnel to be given the responsibility of arranging for, coordinating and providing assessment accommodations for the students who may need them. Thus, it is essential that all these individuals know and understand the requirements of district and state assessments, including the appropriate use of accommodations. It is also important to engage these individuals in planning the logistics and provisions of assessment accommodations both prior to and on test day.

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

Assessment coordinators and proctors should also know which specific accommodations must be provided to individual students in advance of the first testing day. In addition, assessment coordinators and proctors must know how to administer the accommodations properly. For example, assessment coordinators and proctors need to know if a student will be allowed extra time to complete the assessment, when the testing time will end, as well as the plan for how the student will continue working. Staff administering accommodations, like a read-aloud accommodation or the scribing/transcribing of student responses, must know and adhere to specific guidelines so student scores are valid. Each building is likely to need separate settings for the administration of some accommodations.

Ethics and Standardization

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Assessment coordinators, administrators, proctors and all other staff involved in preparing for and administering state assessments must adhere to these policies, including but not limited to the following practices:

- Take appropriate test material security precautions before, during and after the administration of the assessment.
- Understand the procedures needed to administer the assessment prior to administration.
- Administer state assessments according to prescribed procedures and conditions and notify appropriate persons if any non-standard or limiting conditions occur.

- Avoid any conditions in the administration 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 knowledge.

Failure to adhere to these practices will 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 Coordinators' Manual and Directions for Administration* for specific policies. These documents may be found at the following website:
www.k12.wa.us/TestAdministration/Instructions/

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of an assessment. Unethical testing practices include inappropriate interactions with students taking the assessment. Unethical practices include but are not limited to the following:

- Providing accommodations that are not approved for state assessments
- Allowing a student to answer fewer questions
- Changing the content by paraphrasing or providing clues in any way
- Offering additional information not provided in the directions for administration or in the test booklet
- Coaching students during testing
- Editing student responses or causing students to change responses

Refer to the *Assessment Coordinators' Manual and Direction for Administration* for specific policies. These documents may be found at the following website:
www.k12.wa.us/TestAdministration/Instrcutions/

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 assessment results reflect actual student learning.

Appendix A: Resources for IEP Teams and Students with Disabilities

These resources are intended to help teams plan for accommodations. All of these resources are optional.

Resource 1: Dos and Don'ts When Selecting Accommodations list considerations when writing accommodations into students' IEPs or 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. The responses to each question can help determine the most appropriate accommodation(s) for students.

Resource 3: Accommodations from the Student's Perspective is a questionnaire that can be given to students to ask them what accommodations support 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.

Resource 4: Assessment Accommodations Plan should be completed for an individual student. Complete one form for each student and amend the form as you try different accommodations and learn what works best for each student. An accommodation removes barriers so that students can show what they know and are able to do. An accommodation should result in a fair assessment of the student's knowledge and skills.

Resource 5: Logistics Planning Checklist is intended to help you plan for providing accommodations during an assessment event

Resource 1: Dos and Don'ts When Selecting Accommodations

Do make accommodation decisions based on individualized needs.

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

Do be certain to document instructional and assessment accommodation(s) on the IEP or 504 plans demonstrate learning

Do 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.

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

Do refer to state accommodations policies and understand implications of selections.

Do evaluate accommodations used by the student.

Do solicit input about accommodations from teachers, parents, and students and use it to make decisions at IEP team or 504 plan meetings.

Do provide accommodations for assessments routinely used for classroom instruction

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

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

Don't select accommodations unrelated to documented student learning needs or are intended to give students an unfair advantage.

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

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

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

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

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

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

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

Don't 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 and 504 teams 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-print 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"/>

Response Accommodations		Y	N	DK /NA
1	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"/>
2	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"/>
3	Can the student use a pencil or writing instrument?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Does the student use a word processor to complete homework assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Does the student use a tape recorder to complete assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Does the student need the services of a scribe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Does the student have a disability that affects that student's ability to spell?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|
| 8 | 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"/> |
|---|--|--------------------------|--------------------------|--------------------------|

-
- | Setting Accommodations | | Y | N | DK
/NA |
|-------------------------------|---|--------------------------|--------------------------|--------------------------|
| 1 | Do others easily distract the student or does that student have difficulty remaining on task? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | 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"/> |
| 3 | Does the student have visual or auditory impairments that require special lighting or acoustics? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | 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"/> |
| 5 | Does the student exhibit behaviors that may disrupt the attention of other students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Do any physical accommodations need to be made for the student in the classroom? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

-
- | Timing and Scheduling Accommodations | | Y | N | DK
/NA |
|---|--|--------------------------|--------------------------|--------------------------|
| 1 | Can the student work continuously for the length of time allocated for standard test administration? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Does the student use other accommodations or adaptive equipment that requires more time to complete assessment questions (e.g., Braille, scribe, use of head pointer to type)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Does the student tire easily due to health impairments? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Does the student have a visual impairment that causes eyestrain and requires frequent breaks? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Does the student have a learning disability that affects the rate at which that student processes written information? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Does the student have a motor disability that affects the rate at which that student writes responses? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Does the student take any type of medication to facilitate optimal performance? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
-

-
- 8 Does the student’s attention span or distractibility require shorter working periods and frequent breaks?
-

Resource 3: Accommodations from a Student’s Perspective

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

2. Explain what you do well in this class.

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

3. Now ask yourself, “What class is hardest?”

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

The things you said were hardest are areas 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
_____	_____
_____	_____
_____	_____
_____	_____

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):

_____, I,

_____,

(Student's name)

needs the following accommodation(s) to take part in this assessment:

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

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

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

(Student signature)

(Date)

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: Logistics Planning Checklist

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

Accommodations throughout the academic year

- Accommodations are documented on student's IEP or 504 plans.
- Student uses accommodations regularly and evaluates use.
- A district and building master accommodation plan data base is updated regularly to reflect the individualized accommodations of students with IEPs and 504 plans.

Preparation for test day

- Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., audio CDs, Braille, large print).
- Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/data base).
- Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with trained substitutes available).
- Trained readers, scribes and sign language interpreters are arranged for individual students (with trained substitutes available).
- Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).
- IT personal are engaged in preparing computers with the specialized software and technologies required for testing.

Accommodations on the Day of the Test

- All eligible students receive accommodations as determined by their IEP or 504 plan.
- Provision of accommodations is recorded by the test administrator.
- Trained substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes).

Considerations after the day of the test

- _ Responses are transcribed to standard test booklets for students using special equipment and adapted test forms and response documents.
- _ All equipment is returned to appropriate locations.
- _ Students who take make-up tests receive needed accommodations.
- _ Effectiveness of accommodations use is evaluated by test administrators and students and plans are made for improvement.

Appendix B: Resources Guidebook for English Language Learners

The resources in this Resources Guidebook are intended to help you plan for accommodations.

Resource 1: Assessment Accommodations Plan is a form to complete while making an accommodations plan for an individual student. Initial completion of the form should be done early in the school year based on student information known at the time. Teachers who work with the student should be provided a copy of the accommodations plan. The form may be amended as attempts with different accommodations lead to better determinations for students on what works best for each.

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. Responses to each question in the checklist should help determine the most appropriate accommodation(s) for the student. The ELL team needs to work as a group to determine the most appropriate accommodation for the student.

Resource 3: Logistics Planning Checklist is intended to help with the actual implementation plan for providing accommodations during an assessment event. The checklist should ensure that processes of assessment flow smoothly.

Resource 1: ELL Assessment Accommodations Plan

Name: _____

WELPA Level: _____

School: _____

Grade: _____

The selected accommodations are necessary to provide this student with equitable access to classroom-based assessments and state assessments:

<p>Presentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Repeat directions VERBATIM in English up to 3 times. <input type="checkbox"/> Repeat scenarios and item stems VERBATIM in English up to 3 times during the Mathematics, Science and Writing tests. <input type="checkbox"/> Allow the student to read the directions aloud as long as it does not distract other students. <input type="checkbox"/> Allow students to underline or mark assessment directions with a No. 2 pencil. <input type="checkbox"/> Audio-record the directions for the student. <input type="checkbox"/> Provide directions in student’s primary language, including SEE or ASL signing <input type="checkbox"/> Use tools to adjust color backgrounds like overlays <input type="checkbox"/> Use translated CD for math and science tests 	<p>Response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dictionary, spell check, grammar device and/or thesaurus in print or electronic form in English and/or native language during the writing assessment. <input type="checkbox"/> Non-technical terms glossary during the math and science test (when provided by OSPI) <input type="checkbox"/> Provide a speech-to-text device and a scribe to record the student’s response.
	<p>Setting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Small, separate testing environment <input type="checkbox"/> Noise buffers without audio
	<p>Timing / Schedule:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Frequent and flexible breaks <input type="checkbox"/> Extended time

Signatures of Responsible Parties

Date: _____

_____	General Ed. Teacher(s):
ELL Teacher	
_____	_____
Student:	
_____	_____
Parent:	
_____	_____

Student & Parent signatures are recommended but not required.

Resource 2: Access Needs that May Require ELL Accommodations

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

	Y	N	DK /NA
1. Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Could the student benefit from an audio CD of both instructions and test stems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can the student follow oral directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Would visually isolating text help the student better focus on passages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the student need extended time on tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student have low or poor reading skills; will the student benefit from having the mathematics, science and/or writing items and stimulus materials read aloud?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Would the student benefit from using a dictionary or glossary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the student need frequent breaks or increased time between tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resource 3: Logistics Planning Checklist

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

Accommodations throughout the academic year		Y	N	NA
1.	Accommodations are documented on students Assessment Accommodations Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Students use accommodations regularly and evaluate use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	A master accommodation plan/data base listing assessment accommodation needs for each student is tested and updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for test day		Y	N	NA
4.	Special testing tools are ordered for individual students based on information contained in master accommodations plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Test administrators/proctors receive a list of accommodation needs for each student they will supervise (list comes from master accommodations plan).	<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 and/or scribes 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"/>

Appendix C: 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 Signing Exact English (SEE).
- Scribes must 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 assessments: Scribes will use correct spelling, add punctuation and capital letters.
- For the writing assessment: Scribe will use correct spelling. No punctuation, capitalization or other edits may be added by the scribe. 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, the scribe may ask clarifying questions regarding the use of classifiers. See Appendix D 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 D 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 to edit the diagram or pictures.

Appendix D: 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 C)
- If ASL/SEE is used, the scribing protocol for deaf students is to be used. (Appendix D)
- 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 she/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 she/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 assessments: Scribes will use correct spelling, add punctuation and capital letters.

- For the writing assessment: Scribe will use correct spelling. No punctuation, capitalization or other edits may be added by the scribe. The student will proofread to add punctuation, 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.

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.

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. AYP is part of the Elementary and Secondary Act, see: <http://www.k12.wa.us/ESEA/AdequateYearlyProgress.aspx>

Basic – Level of proficiency established by a student’s IEP team at Level 2, or Basic, on the state’s annual assessment. This score determination process is accessible for all students on an IEP in grades 3 through 8 and high school. The MSP/HSPE/EOC- Basic cannot be used for federal accountability. At the high school level the HSPE- Basic and EOC-Basic can be used to meet state graduation requirements.

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 assessment.

CIA: Certificate of Individual Achievement. A student is awarded a CIA when she/he meets alternate academic achievement standards in any of the contents areas of 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 an intellectual disability, 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, writing, mathematics, science, 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.

English Language Learner (ELL):
An English Language Learner is a person learning English whose primary language is a language other than English.

Exited Services:
Exited services are the services given to students who have exited the ELL program.

Exempt Students:
Newly arrived English Language Learners (ELLs) are those who first enrolled in a U.S. public school within the past 12 calendar months. New ELLs are not required to take the reading and writing state assessments. New ELLs are required to take the math and science state assessments. For further guidance refer to the Washington State Assessment Coordinators Manual, available for download at www.k12.wa.us/TestAdministration/Instructions/.

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 is reported to OSPI via the Comprehensive Education Data and Research System (CEDARS), which requires a grade-level designation for each student. CEDARS 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.

High School Proficiency (HSPE) and End-of-Course (EOC) Exams: State criterion-referenced assessments aligned to state learning standards in reading, writing, and science. The end-of-course exam is the state exam for mathematics.

HSPE/EOC/MSP-Basic: An assessment option for students in special education capable of participating in the High School Proficiency Exam (HSPE), End-of-Course exams or Measurements of Student Progress (MSP), 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 HSPE, EOC or MSP, but sets *Basic* (Level 2) as the performance standard required for a passing score. For a tenth grade student in special education, HSPE-Basic and EOC-Basic meets the graduation requirement for a Certificate of Individual Achievement (CIA). The Basic may only be used by a student qualified and receiving specially designed instruction applicable to the content area being tested. The HSPE/MSP-Basic does not meet federal AYP requirements for meeting standard in grades 3-8 and 10. It is a Washington State option only.

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 assessment 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.

Home Language Survey:
Survey families complete to determine the primary language spoken by the student.

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, included important reforms that are expected to help teachers, parents and schools ensure that every student with a disability receives a quality education.

Measurements of Student Progress (MSP): A state criterion-referenced assessment aligned to state learning standards in reading, writing, mathematics and science.

The following grade-levels participate in MSP assessments:

- Grades 3 and 6: reading and mathematics

- Grades 4 and 7: reading, mathematics and writing
- Grades 5 and 8: reading, mathematics and science

Monitor Status: Students who exit the ELL program must be monitored for academic progress until they graduate from high school.

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 one grade of high school. Science assessments are required in one grade in elementary school (administered at grade 5), middle school (administered at grade 8) EOC math and science (biology) exams.

Numeric Dictionary:

A dictionary that gives the written spelling that corresponds to each number.

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.

Proficiency Level:

To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998). Identifying a student's proficiency level is the first step in using the Washington State English Language Development Standards to design effective instruction so that all students can access content. There are five proficiency levels (beginning, advanced beginning, intermediate, advanced, transitional) in each of the four language domains (listening, speaking, reading, writing). A fifth domain, Comprehension, is embedded within the four domains and is part of the Washington English Language Proficiency Assessment.

All students who are English Language Learners (ELLs) must participate in all MSP, HSPE tests and EOC exams scheduled for their grades regardless of the number of years they have been in the U.S. The only exception is students who are in their first year of enrollment in U.S. schools. These students are not required to participate in reading or writing tests, but they must attempt the math and science exams. In addition to participating in the MSP, HSPE and EOC, ELLs must annually take the Washington English Language Proficiency Assessment (WELPA) in reading, writing, speaking and listening.

Reliability: the extent to which an assessment is consistent across repeated measures.

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).

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

Special Education Services: Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student eligible for special education, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. A student receiving special education services is an eligible student who has been identified through a comprehensive evaluation as having a disability which adversely affects the educational performance of said student, therefore resulting in and the student in needing specially designed instruction.

Significant Cognitive Challenges: 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.

504 Plan: 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 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: Extent to which an assessment measures what it is intended to measure.

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

WAAS-DAPE: The Washington Alternate Assessment System-Developmentally Appropriate Proficiency Exams. The WAAS-DAPE is a statewide alternate assessment option for students in special education for grades 11 and 12. IEP teams determine the WAAS-DAPE as the most appropriate assessment option for students who have not been successful in previous HSPE/EOC participation up to and including 10th grade. The IEP team selects the grade-level assessment that most closely matches the student's current instructional level. The WAAS-DAPE may be used in the content areas in which the student receives special education services specific to that content area or the nature of the student's disability makes access to the WAAS-DAPE appropriate (i.e., if the student has a documented reading disability then the student can access any of the WAAS_DAPE assessments where reading is determined to be a needed skill for success.

WAAS-Portfolio Assessment: The WAAS –Portfolio is Washington's Alternate Assessment based on alternate achievement standards. The WAAS-Portfolio provides an appropriate method of measuring performance on Grade-Level and Performance Expectations (PEs and GLEs) for students with significant

cognitive challenges who are not able to participate on the general state assessment, even with accommodations. It allows teacher to submit evidence of student growth on teacher selected targets aligned to grade level and performance expectations for the state’s content standards.

Washington English Language Proficiency Assessment Placement Test (WELPA Placement Test): The WELPA placement test is used to measure the English language proficiency level of new students whose first language is a language other than English. The test results determine whether or not a student qualifies for English language learner programs and services. All students who answer —“Yes” to question #2 “Is your child’s first language a language other than English?” on the Home Language Survey must be assessed with the placement test. Parents cannot opt their child out of this assessment.

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