

## Accommodations Available for all Students

These accommodations are available to all students, with or without an IEP or Section 504 Plan.

<b>SCHEDULING</b>
Extended time <ul style="list-style-type: none"><li>• Assessment for students in grades 3-8 occurs at a time of day best suited for the student.</li><li>• Assessment for students in grades 3-8 may be administered across the entire testing window.</li></ul>
Frequent breaks during a test section: <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.</li><li>• Individual breaks when needed.</li></ul>
<b>SETTING</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.
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.
<b>PRESENTATION</b>
Cue student to begin working and stay on task.
Provide assistance in turning pages, handling booklets, etc.
Reread assessment directions verbatim.
Allow the student to read the directions aloud as long as it does not distract other students.
Direct students to underline or mark assessment directions with a No. 2 pencil.
Provide an audio-recording of the directions for the student.
Provide assessment directions in student's primary language, including signing (SEE or ASL).
Use tools to adjust color backgrounds like overlays.
<b>RESPONSE</b>
Student uses an abacus and other manipulatives on the tools day of the mathematics test.
Student uses a No. 2 pencil adapted in size or grip.
Student uses a strip of heavy paper to assist in tracking.

## Accommodations Available to Students with Disabilities

The following WASL accommodations are available if written in the student's Section 504 Plan or Individualized Education Program (IEP).

**DO NOT USE THIS LIST TO MAKE ACCOMMODATIONS DECISIONS FOR ANY STUDENT.**

The **2007-2008 Accommodations Guidelines** are used by Section 504 Plan and IEP teams to select accommodations for each student (<http://www.k12.wa.us/assessment/altassess.aspx>).

Before a test session begins, proctors and district assessment coordinators must check with the provider for each student's IEP or Section 504 Plan to determine what accommodations are to be provided. Assessment accommodations will be documented in the student's IEP or 504 Plan. Note that students are likely to have different accommodations for different content areas.

<b>SCHEDULING</b>
Administer the assessment at a time of day best suited for the student.
Allow students to complete only one test section each day. <b>This accommodation is available at high school; however, all tests must be administered within the testing window.</b>
<b>SETTING</b>
Provide a separate testing location if the student has a human reader, plays audio-recordings without headphones, reads directions and items aloud, uses speech-to-text software, or uses text-to-speech software without headphones.
Provide a separate testing location if the student dictates to a scribe.
Provide headphones if the student plays audio-recordings or uses speech-to-text software.
Provide a specific location if the student needs special equipment, a room with specific conditions, or a room with easy access to assistive technology.
<b>PRESENTATION</b>
Give Braille or large print editions of the assessment.
Provide low vision devices such as magnifiers, closed circuit TV (CCTV), and other tools familiar to students.
Provide tools to modify text backgrounds or display printed material with image enhancements on the screen.
Give directions and items from mathematics, science, and writing tests in sign language including American Sign Language (ASL) or Signing Exact English (SEE). Interpreters use the method of signing that is familiar to the student. Signers must not paraphrase, clarify, elaborate, or provide assistance.
Provide audio amplification devices to increase clarity of orally presented information.
Provide human reader for mathematics, science, and writing directions and items.
Provide an audio CD presentation of mathematics, science, and writing directions and items.
<b>For High School only</b> , provide an audio CD presentation of reading passages and items.
Provide text-to-speech software that allows students to listen to text as it is displayed on a computer screen.
<b>RESPONSE</b>
<b>For High School only</b> , student uses calculation devices including abacus, calculator, arithmetic table, manipulative, number chart on mathematics test sections that allow tools; calculation devices on no-tools sections.
Student uses specialized computer software to generate graphics required by mathematics and science tests. Computer generated graphics are transcribed VERBATIM into a regular test booklet.
<b>For the Writing assessment only</b> , student uses spelling and grammar devices such as electronic dictionaries, thesauruses, and/or spelling devices on any test for which the Section 504 Plan or IEP stipulates the use.
<b>For the Writing assessment only</b> , student uses speech-to-text software or word processor to generate responses to items including writing prompts. Electronically generated responses are transcribed VERBATIM into a regular test booklet. Responses must be deleted from the computer.
Student dictates responses via an assistive communication device, pointing, sign language, or speech. Scribes record students' responses VERBATIM into a regular test booklet.
Student uses visual/graphic organizers such as graph paper, place markers, scratch paper and templates, and semantic mapping software. Responses are transcribed VERBATIM into a regular test booklet.

## Accommodations Available to English Language Learners

The following WASL accommodations are available to English Language Learners (ELL). Except where noted, these accommodations are available to all ELL students, whether or not they are still being served by ESL or Bilingual programs.

Before a test session begins, proctors and district assessment coordinators must check with the ESL/Bilingual specialists to ensure that appropriate accommodations are provided. Note that students are likely to have different accommodations for different content areas.

<b>SCHEDULING</b>
Give students as much time as they need to complete a test section as long as they are working productively and each test section is completed in a single day.
Give students frequent breaks during a test section.
<b>SETTING</b>
Offer small, separate testing environment so students can concentrate.
Offer a separate testing location if the student has a human reader or plays audio-recordings without headphones.
Offer a separate testing location if the student dictates to a scribe.
Provide headphones if the student plays audio-recordings.
<b>PRESENTATION</b>
Have a human reader read directions VERBATIM in English during the Mathematics, Science, and Writing tests
<b>For students in ESL or Bilingual Programs only</b> , have a human reader read stimulus materials (such as science scenarios or mathematics problems) and item stems VERBATIM in English during the Mathematics, Science, and Writing tests.
Have the human reader repeat directions VERBATIM in English up to 3 times during the Mathematics, Science, and Writing tests.
<b>For students in ESL or Bilingual Programs only</b> , have the human reader repeat scenarios and item stems VERBATIM in English up to 3 times during the Mathematics, Science, and Writing tests.
<b>For students in ESL or Bilingual Programs only</b> , have the human reader increase wait time between item stems.
Have the human reader decrease reading pace.
<b>For students in ESL or Bilingual Programs only</b> , provide an audio CD with oral presentation of mathematics, science, and writing directions and items.
Visually isolate text with a ruler, paper, or a piece of paper with a window.
Cue to begin working or to stay on task; non-verbal cueing such as motioning students to move on or verbal cueing such as saying, "Keep going" or "Go to the next page."
<b>RESPONSE</b>
Student uses a dictionary and/or thesaurus in print or electronic form (no spell check) in English, native language, bilingual, numerical, or visual formats during the Writing test.
Student uses a glossary during the Mathematics and Science tests (if provided by OSPI).
Student dictates responses to a scribe. Scribes record students' responses VERBATIM into a regular test booklet.
Student uses speech-to-text software to generate responses to items and writing prompts. Electronically generated responses are transcribed VERBATIM into a regular test booklet.