

Access Supports and Accommodations Guidelines

FOR STATE ASSESSMENTS

2013-2014

Guidelines for personnel who oversee the decisions that are made in instruction, assessments, and administration of accommodations.



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This material is available in alternate format upon request.

Contact the Resource Center at (888) 595-3276, TTY (360) 664-3631.

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Introduction

Purpose of the 2013-14 Access Supports and Accommodations Guidelines

A testing accommodation is a change in test administration process resulting in a fair and accurate estimate of a student's knowledge and skills. Use of an allowable accommodation does not compromise the validity of the test. The accommodations provided to a student on a state assessment should be familiar to the student.

When selecting an appropriate accommodation, it is important to evaluate whether the student needs the accommodation to access the assessment. The goal of selecting appropriate accommodations is to allow the student access, not to improve a student's score. Although some accommodations may be appropriate for instructional use, they may not be appropriate or allowable on the state assessment.

Use of an accommodation that results in an assessment score that is not an accurate reflection of a student's knowledge and skills must be avoided.

The purpose of the *Access Supports and Accommodations Guidelines* for state assessments is to:

- Assist schools in providing students with the best opportunity to show what they know within the state assessment environment.
- Make information available to assessment staff and other administrators who oversee the decisions that are made in instruction and assessments. Information should be used in training personnel involved in the administration of accommodations.
- Assist teams in making appropriate accommodation choices for students and understanding what, if any, consequences are attached to their decisions.
- Provide assessment staff and administrators with a way to evaluate the effectiveness of assessment accommodations.
- Ensure that a uniform process is followed for administering the provision of accommodations for eligible students.

This document identifies assessment accommodations for eligible students that provide access to state

assessments and lead to reliable scores without compromising the validity of the testing instrument. The accommodations in this document have been approved by the Office of Superintendent of Public Instruction (OSPI) and include those approved for use by students taking the following assessments:

- Measurements of Student Progress (MSP)
- High School Proficiency Exams (HSPE)
- End-of-Course (EOC) exams
- Washington English Language Proficiency Assessment (WELPA)

These accommodations and access supports are also approved for students eligible for special education whose IEP teams (1) establish a proficiency score at Level 2 for the regular state assessment (HSPE, MSP, EOC-Basic) or (2) determine the student should participate in the Washington Alternate Assessment System – Developmentally Appropriate Proficiency Exam (WAAS-DAPE) for graduation purposes.

Allowable assessment accommodations are designated as one of three types:

1. Accommodations contained in Individualized Education Programs (IEP) or 504 plans for students with disabilities.
2. Accommodations for students who are identified English language learners in the state Transitional Bilingual Instructional Program (TBIP).
3. Access supports (previously called “universal accommodations”) available to any student with or without IEP/504 or English language learner designation.

This document contains specific guidance regarding accommodations for students with disabilities and English language learners, and includes optional tools to assist IEP, 504 plan, and ELL teams to select the most appropriate access supports and accommodations for students participating in 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 Act of 2004

(IDEA 2004) and Washington’s Education Reform Act of 1993 require the participation of all students in the state-level assessment program. Students with disabilities are permitted access supports and allowable assessment accommodations if identified in their Individualized Education Program (IEP) or 504 plans. Similarly, English language learners, with documentation in the student’s record (use of an ELL plan is recommended), may be tested with one or more access supports and accommodations to the testing procedures.

This document, however, is intended to supplement, not supplant, test administration information contained in the *Assessment Coordinators Manual* for each assessment, bulletins and accompanying documents, guidance from the U.S. Department of Education, Rules for the Provision of Special Education (chapter 392-172A WAC), the Individuals with Disabilities Education Act of 2004 (34 CFR Part 300); Section 504 of the Rehabilitation Act of 1973 (34 CFR Part 104); Discrimination Prohibition (chapter 28A.642 RCW); and Equal Educational Opportunity (WAC 392-190); Title II of the Americans with Disabilities Act (28 CFR Part 35); and state Transitional Bilingual Instructional Program (TBIP regulations [WAC 392-160]). These materials should be viewed and applied by users according to specific needs. ***This document should be used as guidance and is not intended to be interpreted as legal advice.***

Key Changes to the 2013–14 Access Supports and Accommodations Guidelines

Carefully review the following key changes to the format, terminology, and/or content of the *Access Supports and Accommodations Guidelines* for state assessments. All changes will be implemented for the 2013–14 testing year.

- 1. Universal accommodations have been renamed access supports:** Access supports continue to be defined as testing tools available to all students. Access supports are discussed beginning on [page 8](#).
- 2. Descriptions for implementation of online and paper-pencil versions of the test have been clarified:** The information under each access support and accommodation includes a clearer description of how each is implemented for online () as well as for paper-pencil () versions of the test.
- 3. Read-Aloud Tools:** “Human Reader” has been renamed “Oral Presentation by a Human Reader”.
- 4. Read-Aloud Tools:** “Translation Presentation” has been renamed and split into two categories, “Translation CD” and “Translation Oral”.
- 5. Tracking Tool:** has been renamed to Guide: Line Reader.
- 6. Translation Device:** A Bilingual Word-to-Word Dictionary.
- 7. Hyperlinks:** have been embedded throughout this document. This allows electronic users to quickly access the related section of the document or external websites.
- 8. Scribing Protocol:** Scribing Protocols have been revised to clarify the implementation and restrictions related to this accommodation.
- 9. Security Protocol:** has been added as a resource
- 10. Translation Protocol:** has been added as a resource.
- 11. Transcribing Protocol:** has been added as a resource
- 12. Assessing students in their native language:** English language learners taking the mathematics and science assessments may be tested in their native language, if necessary, for three years with or without additional accommodations. After that time, all assessments must be conducted in English (Title I, 115 STAT. 1451). Districts may apply annually for continued use of native-language mathematics and science assessments for a period not to exceed 2 additional years.. Refer to [Page 7](#); Accommodations for English Language Learners, for additional information.

Further information about the state curriculum and assessment, and relevant federal and state legislation can be found online:

- Washington Essential Academic Learning Requirements (EALRS): www.k12.wa.us/CurriculumInstruct/learningstandards.aspx
- No Child Left Behind Act of 2001 (NCLB): www.k12.wa.us/ESEA
- Individuals with Disabilities Education Improvement Act of 2004 (IDEA): idea.ed.gov/explore/home
- Rule for the Provision of Special Education WAC 392-172A: www.k12.wa.us/SpecialEd/pubdocs/WAC_392-172A.pdf
- Section 504 of the Rehabilitation Act 1973: www.k12.wa.us/Equity/Families/Section504.aspx
- Washington Comprehensive Assessment Program: www.k12.wa.us/Assessment
- State Transitional Bilingual Instructional Program (WAC 392-160): apps.leg.wa.gov/WAC/default.aspx?cite=392-160
- Discrimination Prohibition: apps.leg.wa.gov/rcw/default.aspx?cite=28A.642
- Equal Educational Opportunity: apps.leg.wa.gov/WAC/default.aspx?cite=392-190

Applicability of Assessment Access Supports and Accommodations

Washington Comprehensive Assessment Program

The Washington Comprehensive Assessment Program (WCAP) encompasses the entire state testing program and is comprised of a set of standards-based assessments. The assessments are developed specifically to measure student progress toward meeting the Essential Academic Learning Requirements (EALRs), Grade-Level Expectations (GLEs), and Performance Expectations (PEs). Table 1 displays the content and grade levels of the state assessments that are part of the WCAP.

Grade	Reading	Mathematics	Writing	Science	Language Proficiency	Early Learning
K					WELPA	WaKIDS
1–2					WELPA	
3	MSP, Portfolio	MSP, Portfolio			WELPA	
4	MSP, Portfolio	MSP, Portfolio	MSP, Portfolio		WELPA	
5	MSP, Portfolio	MSP, Portfolio		MSP, Portfolio	WELPA	
6	MSP, Portfolio	MSP, EOC, Portfolio		EOC	WELPA	
7	MSP, Portfolio	MSP, EOC, Portfolio	MSP, Portfolio	EOC	WELPA	
8	MSP, Portfolio	MSP, EOC, Portfolio		MSP, EOC, Portfolio	WELPA	
9		EOC		EOC	WELPA	
10	HSPE, Portfolio	EOC, Portfolio	HSPE, Portfolio	EOC, Portfolio	WELPA	
11–12	HSPE, DAPE, Portfolio, COE	EOC, DAPE, Portfolio, COE	HSPE, DAPE, Portfolio, COE	EOC, DAPE, Portfolio	WELPA	

MEASUREMENTS OF STUDENT PROGRESS

The Measurements of Student Progress (MSP) is the state’s assessment for students in grades 3-8. The MSP measures student progress in reading, mathematics, writing, and science. The MSP is offered in both paper-pencil (reading, writing, math, science) and online (reading, math, science) modes: www.k12.wa.us/Assessment/StateTesting/MSP.aspx.

HIGH SCHOOL PROFICIENCY EXAMS

The High School Proficiency Exam (HSPE) measures the proficiency of high school students in reading and writing. The HSPE is only offered in paper-pencil mode: www.k12.wa.us/assessment/StateTesting/HSPE.aspx.

END-OF-COURSE EXAM

End-of-course (EOC) exams are given in two subjects: mathematics and biology. The mathematics and biology EOC exams are given to students on specific course content. The mathematics EOC exams are available for mathematics year 1 (algebra 1/integrated 1) and mathematics year 2 (geometry/integrated 2). The mathematics and biology EOC exams are state and federal accountability exams. Therefore, exams are given to all students in 10th grade, regardless of enrollment in a course, unless the student previously passed the exam(s). The mathematics EOC exams also serve as the high school exit exam in mathematics; students in the classes of 2013 and beyond must pass one of the mathematics EOC exams to graduate. The biology EOC exam is a graduation requirement for the class of 2015 and beyond www.k12.wa.us/assessment/EndofCourse.aspx.

COLLECTION OF EVIDENCE

The Collection of Evidence (COE) is an assessment option for the High School Proficiency Exam (HSPE) in reading and writing and end of course (EOC) exams for mathematics year 1 (algebra 1/integrated 1), mathematics year 2 (geometry/integrated 2), and biology. The COE option is an evaluation of a set of work samples based on classroom work prepared by the student: www.k12.wa.us/assessment/CAAoptions/CollectionofEvidence.aspx.

WASHINGTON ALTERNATE ASSESSMENT SYSTEM-PORTFOLIO

The Washington Alternate Assessment System-Portfolio (WAAS-Portfolio) is the state's alternate assessment for a small percentage of special education-eligible students with the most significant cognitive challenges. The student's IEP team determines if the WAAS-Portfolio is the appropriate assessment for each student, based on the student's individual needs: www.k12.wa.us/Assessment/AlternativeAssessment/Portfolio.aspx.

WASHINGTON ALTERNATE ASSESSMENT SYSTEM-DEVELOPMENTALLY APPROPRIATE PROFICIENCY EXAM

The Washington Alternate Assessment System-Developmentally Appropriate Proficiency Exam (WAAS-DAPE) is an off-grade-level assessment available to students with disabilities in grades 11 and 12 for the purpose of meeting state graduation requirements. The IEP team determines the grade-band at which the student will be assessed based on the student's individual needs: www.k12.wa.us/Assessment/AlternativeAssessment/WAAS-DAPE.aspx.

WASHINGTON ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

The Washington English Language Proficiency Assessment (WELPA) consists of two tests. The Placement Test is used to determine initial English language levels and student eligibility for English Language Development services. The Annual Test is given to all students qualified to receive English Language Development services to determine whether the student is eligible for continuation of services. Once a student scores at Level 4 (Transitional) on the

WELPA Annual Test, he/she no longer qualifies for English Language Development services: www.k12.wa.us/Assessment/EL.

WASHINGTON KINDERGARTEN INVENTORY OF DEVELOPING SKILLS

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is currently required in all state-funded, full-day kindergartens (unless a district has received a waiver). It is a process that helps teachers tailor instruction to the individual needs of each child. The "whole-child" assessment (Teaching Strategies GOLD) component of WaKIDS is administered during the first seven weeks of the school year. It assesses students in six areas: social/emotional, physical, cognitive and language development; mathematics; and literacy: www.k12.wa.us/WaKIDS.

Who can use Assessment Access Supports and Accommodations?

Allowable assessment accommodations are designated as one of three types: (1) accommodations for students with disabilities; (2) accommodations for English language learners; and (3) access supports available for any student with or without IEP/504 or ELL designation.

An explanation of each type of accommodation and student use is provided below.

Accommodations for students with disabilities:

For the purposes of the Washington Comprehensive Assessment Program (WCAP), a student with a disability is defined as having an Individualized Education Program (IEP) consistent with the Individuals with Disabilities Education Act (IDEA) of 2004, or a plan provided under Section 504 of the Vocational Rehabilitation Act of 1973. Students with IEPs or 504 plans are expected to participate in the state's approved testing program to meet all state assessment requirements. The following link provides information on selecting an appropriate assessment for students with IEPs or 504 plans: www.k12.wa.us/assessment/AlternativeAssessment/Portfolio.aspx. A student's IEP or 504 plan should document all assessment decisions, including the selection of appropriate accommodations. Decisions about assessment accommodations need to be reviewed at

least annually and be revised by the respective IEP or 504 plan team, as necessary.

In choosing appropriate assessment accommodations for students taking state assessments, IEP and/or 504 plan teams should keep the following in mind:

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

Reminders:

- Accommodations are supports that enable students to demonstrate their knowledge and skills without compromising the validity of the tests.
- Accommodations for students with disabilities are intended to mitigate the effects of a disability in order to provide students the opportunity to demonstrate knowledge and skills on state assessments and must be listed in the student's IEP or 504 plan.
- Decisions about the assignment of accommodations for individual students are made by an IEP or 504 team for a student with a disability (depending on student eligibility).

Accommodations for English Language Learners:

For the purposes of the WCAP, an English language learner is defined as qualified for receiving instructional supports through the state Transitional Bilingual Instructional Program (TBIP), WAC 392-160. These are students who have qualified for English language support services by scoring at Levels 1, 2, or 3 (Beginning/Advanced Beginning, Intermediate or Advanced) on the WELPA Placement Test or WELPA Annual Test.

English language learners, including those with disabilities, must participate in all state assessments

given at their grade level, regardless of the number of years they have been enrolled in U.S. schools. English language learners who are in their first year of enrollment in U.S. schools are not required to participate in state reading and writing assessments. However, decisions about non-participation for high school students should be very carefully considered, as all high school students, including English language learners, must pass the state reading and writing assessments to meet graduation requirements.

Guidance for serving and accommodating English language learners who also have a disability can be found: www.k12.wa.us/SpecialEd. If further assistance is needed, information for directly contacting the Department of Special Education is also located at this site.

The decision-making process regarding accommodations for English language learners should include consideration of at least these four factors:

- Student characteristics (e.g., overall language proficiency and literacy levels, English language proficiency assessment results, schooling history and accommodations used in classroom instruction/assessments to access and perform in academic standards and state tests).
- Individual test characteristics (i.e., knowledge about what tasks are required on state assessments and ways to remove barriers to a student's ability to perform those tasks).
- State accommodation policies for the assessment and implications of decisions regarding selection of accommodations.
- Selection of language best suited to yield results demonstrating a student's true knowledge and skills in the academic area. Use of native language may be taken into consideration based on the guidance listed below.

If necessary, English language learners taking the mathematics and science assessments may be tested in their native language for three years with or without additional accommodations. After that time, all assessments must be conducted in English (Title I, 115 STAT. 1451). Districts may apply annually for continued use of native-language mathematics and science assessments for a period not to exceed two additional years or a total of five years. Each petition will be evaluated on a case-by-case basis. District assessment coordinators must submit requests for

extensions electronically through WAMS, under the Assessment Reporting Management System (ARMS) <https://eds.ospi.k12.wa.us>. Refer to Appendix G, *Optional Resources*, for a hard copy template of the form and plan: www.k12.wa.us/Assessment/StateTesting. Requests must be submitted at least three weeks before the beginning of the relevant test window.

Students who have scored at Level 4 (Transitional) on the WELPA Placement Test or the WELPA Annual Test are not eligible for ELL-specific accommodations.

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**. Inappropriate use of ELL-specific accommodations may yield invalid WELPA test results. Allowable accommodations can be provided to English language learners with a disability on the WELPA only if the student's disability is documented in an IEP or 504 plan, which should describe the student's need for that accommodation.

Reminders:

- Accommodations are supports that enable students to demonstrate their knowledge and skills without compromising the validity of the tests.
- Accommodations for English language learners are intended to mitigate the effects of limited language proficiency in order to provide students the opportunity to demonstrate knowledge and skills on state assessments and should be documented.
- Decisions about the assignment of accommodations for English language learners should be made by a team of instructional staff.

Access supports:

Any student may use access supports if the use is consistent with administration practices and guidelines of the assessment. Access supports are often considered in the design phase of an assessment to increase the accessibility of an assessment for all students. These supports, however, must be test specific and should be determined based on the construction of the test. Although data associated with the use of access supports are not collected during the administration of

state assessments, thoughtful planning and preparation for the test-taking experience should include consideration of these supports for individual students, including how and when they can be used appropriately. Additionally, access supports may be included in student's IEP or 504 plan as required accommodations; consequently, IEP and 504 teams should be involved in the discussions and decisions regarding the use of access supports.

Do not forget:

Assessment accommodations should be decided by an IEP or 504 team. Accommodations should not give an advantage, as they are meant to remove barriers that may exist due to a student's learning needs, disability, and/or language proficiency. A student should have had experience using an access support or accommodation during routine instruction or test-taking in the classroom prior to its use on a state assessment.

A list of optional resources is available for teachers and administrators developing assessment plans and to help with assigning access supports and accommodations for students with disabilities or English language learners. Form templates allow teams to collect information about a student in order to determine the most appropriate accommodations to meet individual student need(s). See Appendix G, *Optional Resources*, for a list of resources and templates.

For more information:

- **Assessment Operations Office**
(360) 725-6348 or assessment@k12.wa.us

The Assessment Operations Office provides information and assistance to district assessment coordinators regarding administration procedures for state assessments (paper-pencil and online testing), score appeals, parent requests to view, and support for the Washington Assessment Management System.

- **Bilingual Education Program Office**
(360) 725-6147 or BilingualEducation@k12.wa.us

The Bilingual Education Program provides information and assistance regarding supplemental instructional programs for English language learners, as well as guidance regarding state and federal laws that govern identification, instruction, and assessment of English language learners.

- **Equity and Civil Rights Office**
(360) 725-6162 or equity@k12.wa.us

The Equity and Civil Rights Office provides information and assistance regarding state and federal nondiscrimination laws, including Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability.

- **Special Education Office**
(360) 725-6075 or SpecEd@k12.wa.us

The Special Education Office provides information and assistance regarding state and federal laws regarding the provision of special education services to children ages three to 21 years, including IDEA 2004, WAC 392-172A, and other related regulations.

- **Washington Alternate Assessment Office**
(360) 725-6089 or WAAS@k12.wa.us

The WAAS Office provides information and assistance regarding the assessment of students with significant cognitive challenges, use of accommodations for students receiving special education services, and available assessment alternatives for students receiving special education services in supporting graduation requirements.

- **Washington English Language Proficiency Assessment Office**
(360) 725-6338 or WELPA@k12.wa.us

The WELPA Office provides information and assistance regarding the assessment of English language proficiency.

Assessment Access Supports and Accommodations Charts

Introduction to the Charts

Within the three types of allowable state assessment accommodations (accommodations for students with disabilities, accommodations for English language learners, and access supports), there are four general categories:

- **Presentation access supports and accommodations:** A change that allows students to access information in various formats. These alternate modes of access may include auditory, multi-sensory, tactile, and visual modes. An example of a presentation access support is using colored overlays. Other examples of presentation accommodations include Read-Aloud CDs and braille versions of the assessment.
- **Response access supports and accommodations:** A change that allows students to complete assessments in different ways or to solve or organize problems using some type of assistive tool. An example is the use of a dictionary on the writing assessment.
- **Setting access supports and accommodations:** A change in the location in which an assessment is completed or a change to the conditions of the setting. Administering an assessment in a small group is an example of a setting access support.
- **Timing and Scheduling access supports and accommodations:** A change to increase the standard length of time to complete an assessment or to alter the way the time is organized. Providing additional breaks during a test is an example of an access support. Allowing more than one day to complete an assessment is an example of a timing and scheduling accommodation.

Starting on [page 12](#), allowable assessment access supports and accommodations for each category are listed in a chart. Each assessment access support and accommodation listed in the chart is followed by specific information regarding the implementation, restrictions, and for which assessment (e.g., MSP, HSPE) and platform (online or paper-pencil) the assessment is available. Additionally, in the far right column, a [Category Code](#) is hyperlinked for use when the manual

is viewed online. It can also be used as an index when using a print version of the manual to locate the expanded explanation..

While access supports are available for all students, they should be selected and used based on individual student characteristics and preferences, with input from instructional staff. If the student has an IEP or 504 plan, the respective team would select any access supports the student needs as well as any accommodations necessary for testing.

Presentation Access Supports and Accommodations

Presentation access supports and accommodations allow students to access standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations. Certain presentation accommodations may only be used for English language learners or students with an IEP or 504 plan. Unless otherwise noted, ELL accommodations apply only to the MSP, HSPE, EOC, and WAAS-DAPE exams.

The table on [page 12](#) provides a brief description of presentation access supports and accommodations.

Complete details on the use, implementation, and restrictions for presentation access supports and accommodations are available on [page 13](#) through 20.

To propose the use of an assessment accommodation not listed in this document, contact your school/district assessment coordinator to complete a *Non-Standard Accommodations Use* form.

(Specific details are available by clicking the Category Code hyperlink)

	Name of Support	Description	Online	Paper-Pencil	Category Codes
PRESENTATION — ACCESS SUPPORTS AVAILABLE FOR ALL STUDENTS	Audio: Amplification	Audio/sound amplification devices (e.g., headphones, FM system) used to increase the volume of recorded text	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PAS 1</u>
	Color Contrast	Overlays or transparencies; selection of background and font colors	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PAS 2</u>
	Directions: Repeat	General assessment directions reread verbatim from the Directions for Administration	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PAS 3</u>
	Directions: Primary/Native Language	General assessment directions given in student’s primary or native language	MSP	MSP, HSPE, EOC, WAAS-DAPE	<u>PAS 4</u>
	Directions: Student Reads Aloud	Student reads directions or assessment questions aloud with or without an acoustical feedback system (e.g., whisper phone)	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PAS 5</u>
	Guide: Line Reader	Use of a guide to assist in tracking (e.g., heavy strip of paper)	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PAS 6</u>
	Magnification	A lens or system that enhances visual function (e.g., eye-glass mounted magnifier, large computer monitors)	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PAS 7</u>
	Masking	Student can use masking devices, cut-out, or other means to maintain visual attention, and/or isolate print	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PAS 8</u>
	Navigating: Assessments	Assist students in tracking from one test question to the next, or by redirecting the student’s attention to test	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PAS 9</u>
	Organization Tools: Mark Key Words	Students can mark, underline, or highlight key words	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PAS 10</u>
PRESENTATION — ACCOMMODATIONS AVAILABLE FOR SPECIAL POPULATIONS	Braille	Braille print booklets		MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PA 1</u>
	Large-Print	Large-print booklets (18-point font), screen projectors		MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PA 2</u>
	Low-Vision: Devices	Closed Circuit TV (CCTV) or other tools familiar to students	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PA 3</u>
	CD Program: Read-Aloud	Read-Aloud CD program to read directions, questions, and answer choices to students on reading assessments		HSPE, WAAS-DAPE	<u>PA 4</u>
	Oral Presentation by Human Reader: Read-Aloud	Human Readers to read directions, questions, and answer choices to students	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PA 5</u>
	Sign Language	Trained interpreter signs the test for hearing-impaired students	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PA 6</u>
	Text-to-Speech: Read-Aloud	Text-to-speech software/technology reads directions, questions, and answer choices	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>PA 7</u>
	Translation: CD	Translation CD program reads directions, questions, and answer choices to the student in the student’s native language.		MSP, EOC, WAAS-DAPE	<u>PA 8</u>
	Translation: Oral	Human Reader or a word-to-word translation device reads directions, questions, and answer choices to the student in his/her native language	MSP	MSP, EOC, WAAS-DAPE	<u>PA 9</u>

Pages 13 through 20 provide specific information about the use, restrictions, and implementation of Access Supports and Accommodations for the category of Presentation.

PRESENTATION — ACCESS SUPPORTS

PAS 1	Audio: Amplification				
Students:	✓ Available to all students				
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA
Implementation:		Audio amplification systems can be used to increase clarity and volume when listening only to the student assessment directions. Classroom-based systems can be used (e.g., headphones, FM system).			
Restrictions:		An environment must be provided to reduce distractions to other students. If the audio amplification system is used to listen to anything more than the directions, restrictions relevant to the audio format apply —reference Read-Aloud and Translation PA 4 , PA 5 , PA 6 , PA 7 , PA 8 , and PA 9 sections for more information.			
PAS 2	Color Contrast				
Students:	✓ Available to all students				
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA
Implementation:		Students taking the online assessment can change the color of the background.			
		Students can use overlays to adjust color backgrounds.			
Restrictions:		Test proctors must account for all color contrasts provided during the assessment by following the school's <i>Secure Test Material Handling Plan</i> and OSPI guidance. Students must not make notes on these papers.			
PAS 3	Directions: Repeat				
Students:	✓ Available to all students				
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA
Implementation:		Proctor will reread the directions word-for-word from the <i>Directions for Administration</i> (DFA). As determined by the proctor, directions can be read as many times as needed for the student to understand them.			
Restrictions:		Directions must be read verbatim without clarifying, elaborating, or providing assistance with the meanings of words.			

PRESENTATION — ACCESS SUPPORTS

PAS 4	Directions: Primary / Native Language				
Students:	✓ Available to all students				
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	
Implementation:		<p>Give directions in the native language as close to verbatim as the native language allows. Signing (American Sign Language [ASL] or Signing Exact English [SEE]) can be considered a primary language.</p> <p>Directions can be either in the form of an audio CD, spoken, or signed.</p> <p>As determined by the proctor, directions can be read as many times as needed for the student to understand them.</p> <p>Use of this access support will likely be in conjunction with a small group or individual test setting (refer to SAS 2).</p>			
Restrictions:		<p>Directions must be read as close to verbatim as the native language allows, without clarifying, elaborating, or providing assistance with the meanings of words.</p> <p>The prompt, specific to the writing assessment, is considered a secure item and may not be replicated on an audio CD. The writing prompt may be read and reread aloud by the proctor as part of the directions.</p> <p>Not available on the WELPA for primary or native languages, except for ASL or SEE.</p>			
PAS 5	Directions: Student Reads Aloud				
Students:	✓ Available to all students				
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA
Implementation:		<p>Student reads directions or assessment questions aloud with or without an acoustical feedback system (e.g., whisper phone).</p> <p>Use of a whisper phone will likely be in conjunction with a small group or individual test setting (refer to SAS 2).</p>			
Restrictions:		An environment must be provided to reduce distractions to other students.			
PAS 6	Guide: Line Reader				
Students:	✓ Available to all students				
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA
Implementation:		Students may use the Highlight or Line Guide functions of the online testing engine.			
		Students may use a guide to assist in tracking (e.g., heavy strip of paper). It provides focus on a single line of text. It can be moved up or down within a single block of text.			
Restrictions:		Test proctors must account for all guided-line readers provided during the assessment by following the school's <i>Secure Test Material Handling Plan</i> and OSPI guidance. Students may not make notes or do work on line readers.			

PRESENTATION — ACCESS SUPPORTS

PAS 7	Magnification				
Students:	✓ Available to all students				
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA
Implementation:		Students can use the magnifier tool in the online testing engine.			
		This is a lens or system that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, or computers with screen-enlargement programs.			
Restrictions:		Security protocols must be followed when using computers equipped with screen-enlargement programs. See Appendix F: <i>Security Protocol!</i>			
PAS 8	Masking				
Students:	✓ Available to all students				
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA
Implementation:		Students can use the Line Guide function of the online testing engine.			
		Students can use cut-outs or other masking devices to isolate print. Test proctors must account for all masking devices provided during the assessment by following the school's <i>Secure Test Material Handling Plan</i> and OSPI guidance.			
Restrictions:		Students may not make notes or do work on overlays or masking paper.			
PAS 9	Navigating: Assessments				
Students:	✓ Available to all students				
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA
Implementation:		Test proctors can provide assistance in navigating the online test engine by helping students log into a testing session, advance computer screens, or to locate a toolbar.			
		While interacting with instruction or content, some students may need assistance with managing material. Test proctors can provide assistance with turning pages, handling test booklets, or redirecting the student's attention to the test.			
Restrictions:		During testing, proctors may not help students determine which tools, features, or functions to use for a given test question.			
		Test proctors assisting with navigation must not clarify or read aloud assessment questions, call attention to key words or phrases, or cue students toward specific content within test questions.			
PAS 10	Organization Tools: Mark Key Words				
Students:	✓ Available to all students				
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA
Implementation:		Student may use the underline, highlight, or sticky note functions of the online testing engine.			
		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.			
Restrictions:		Writing tools or devices other than number 2 pencils are strictly prohibited. Contact the school/district coordinator if a tool other than a number 2 pencil is used.			

PRESENTATION — ACCOMMODATIONS

PA 1		Braille				
Students:	✓ IEP/504					
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA	
Implementation:		At this time, braille is not an option in the online test engine. Schools participating in online testing can order a paper braille test form for qualified students.				
		Braille forms must be ordered for a qualifying student through your district assessment coordinator. For grades 2-12 there is a WELPA annual and placement test in braille. At completion of testing, transcription must be entered into a standard print test form.				
Restrictions:		Braille material is secure. Refer to your school's <i>Secure Test Material Handling Plan</i> . Braille forms are not an option for grades K - 1 of the WELPA Placement Test or grades K - 1 of the WELPA Annual Test.				
PA 2		Large Print				
Students:	✓ IEP/504					
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA	
Implementation:		The online testing engine has a magnifying tool that can be used to magnify the font. Technology coordinators will also be able to adjust the screen resolution. When a large-print test form is required for qualified students, schools participating in online testing must order a paper large-print test form.				
		Large-print forms must be ordered through your district assessment coordinator. At completion of testing, responses must be transcribed into a standard print test form.				
Restrictions:		Large-print material is secure. Refer to your school's <i>Secure Test Material Handling Plan</i> . At date of release of this document, large-print forms are not an option for grades K–12 of the WELPA Placement Tests. Notify your district assessment coordinator if you have a student who requires a paper large-print version of the WELPA Placement Test; the district assessment coordinator will contact OSPI for guidance on supporting the student's testing needs.				

PRESENTATION — ACCOMMODATIONS

PA 3		Low-Vision: Devices				
Students:	✓ IEP/504					
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA	
Implementation:		<p>The online testing engine has a magnifying tool that can be used to magnify the font. Technology coordinators will also be able to adjust the screen resolution. Though less effective, projection of a computer image on larger format presentation (projection screen, wall) is an option.</p>				
		<p>Low-vision devices include Closed Circuit TV (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, wall, or monitor.</p> <p>Use of this accommodation will likely be in conjunction with a small group or individual test setting (refer to SAS 2).</p>				
Restrictions:		<p>Refer to your school's <i>Secure Test Materials Handling Plan</i> and the <i>Calculator and Electronic Device Policy</i> for restrictions and security protocol.</p>				
PA 4		CD Program: Read-Aloud				
Students:	✓ IEP/504					
Assessments:	✓ HSPE		✓ WAAS-DAPE			
Implementation:		<p>Read-Aloud CDs are available for high school students taking the reading HSPE and reading WAAS-DAPE at both the MS (middle school) and ES (elementary school) levels. These CDs should be used in place of oral presentation (human reader).</p> <p>The CD reads verbatim all stimulus materials (e.g., reading passages, test questions, and answer choices) in English.</p> <p>Provide an environment to reduce distractions to other students.</p> <p>Read-aloud CD material kits must be ordered through the district assessment coordinator for a qualified student.</p>				
Restrictions:		<p>No Read-Aloud CDs are permitted for the reading assessments in grades 3–8 or on any reading section of the WELPA, regardless of grade level</p> <p>Security protocols must be followed when using the Read-Aloud CD program. Refer to your school's <i>Secure Test Material Handling Plan</i> and Appendix F: <i>Security Protocol</i>.</p>				

PRESENTATION — ACCOMMODATIONS

PA 5		Oral Presentation by Human Reader: Read-Aloud				
Students:	✓ IEP/504 or ✓ ELL					
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA	
Implementation:		Oral presentation by a human reader is permitted during online testing. At this time the online testing engine does not have a read-aloud function.				
		Human readers may read aloud the following assessments: <ul style="list-style-type: none"> • Math (MSP, EOC, and WAAS-DAPE) • Science (MSP, EOC, and WAAS-DAPE) • Writing (MSP, HSPE, and WAAS-DAPE) • Reading (HSPE, WAAS-DAPE) - preference is to use the PA 4 Read-Aloud CD program. For the writing, mathematics, and science assessments, the oral presentation will include reading verbatim all stimulus materials, such as science scenarios, mathematics problems, test questions, writing prompts, and answer choices, in English. <p>If signing, interpreters need to translate in the same method of sign language typically used by the student (ASL or SEE).</p>				
Restrictions:		Human readers or sign interpreters are not allowed for the reading assessment in grades 3–8, on any reading section or level of the WELPA, or for the HSPE/WAAS-DAPE reading assessments for English language learners. <p>Oral presentation protocols must be followed when using the human reader read-aloud presentation. Appendix A: <u>Oral Presentation by a Human Reader (Read-Aloud) Protocol</u> and Appendix D: <u>Scribing for American Sign Language (ASL) and Signed Exact English (SEE)</u>.</p> <p>Security protocols must be followed when using the Read-Aloud CD program. Appendix F: <u>Security Protocol</u>.</p>				
PA 6		Sign Language				
Students:	✓ IEP/504					
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA	
Implementation:		Interpreters sign the stimulus materials (e.g., science scenarios, mathematics problems, test questions, and answer choices) during the assessments. <p>Interpreters need to translate in the same method of sign language typically used by the student (ASL or SEE). See Appendix A: <u>Oral Presentation by a Human Reader (Read-Aloud) Protocol</u> and Appendix D: <u>Scribing for American Sign Language (ASL) and Signed Exact English (SEE)</u>.</p> <p>For both the Annual and Placement WELPA, an interpreter may sign into English directions as well as listening and speaking items that are presented orally.</p>				
Restrictions:		Signed interpretation is not allowed for the MSP reading assessments in grades 3–8 or for reading items, regardless of grade level, on the WELPA. <p>Interpreters must not clarify, elaborate, or provide assistance with the meaning of words, intent of assessment questions, or responses to assessment questions.</p> <p>Security protocols must be followed when using sign language. See Appendix F: <u>Security Protocol</u>.</p>				

PRESENTATION — ACCOMMODATIONS

PA 7		Text-to-Speech: Read-Aloud				
Students:	✓ IEP/504 or ✓ ELL					
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA	
Implementation:		Text-to-speech technology is currently not available in the online testing engine.				
		<p>For students with a documented need in an IEP or 504 plan, the assessment must be supplemented with a standard print, braille, or large-print version of the test so a student can have access to all testing materials.</p> <p>For the writing, mathematics, and science assessments, the digital copy reads verbatim all stimulus materials (e.g., reading passages [high school only], science scenarios, mathematics problems, test questions, answer choices) in English.</p> <p>All digital copies of test booklets created when using text-to-speech software must be securely deleted upon completion of transcription into a paper test booklet.</p>				
Restrictions:		<p>Text-to-speech software/technology may not be used for the reading assessment in grades 3–8, on any reading section or level of the WELPA, or for the HSPE/WAAS-DAPE reading assessments for English language learners.</p> <p>Security protocols must be followed when using text-to-speech software technology. See Appendix F: <i>Security Protocol</i>.</p>				
PA 8		Translation: CD				
Students:	✓ ELL					
Assessments:	✓ MSP	✓ EOC	✓ WAAS-DAPE			
Implementation:		At this time the online testing engine does not have a translation function.				
		<p>Translated presentations (CDs) are available for the mathematics and science tests. The CD presentation will be accompanied by a paper test booklet.</p> <p>If the state does not provide translated math and science presentations in the student’s native language, the student may have a human translator for the paper or online assessments.</p> <p>Students may also use a word-to-word translation device to translate directions and stimulus materials (e.g., science scenarios, mathematics problems, test questions, answer choices) in the student’s native language.</p>				
Restrictions:		<p>English language learners may be assessed in their native language in math and science, if necessary, for up to three years, with or without additional accommodations. After that time, all assessments must be conducted in English, unless a request for extension has been submitted to OSPI and approved. The need for translation should be documented.</p> <p>Security protocols must be followed when using the translated presentation. See Appendix F: <i>Security Protocol</i>.</p>				

PRESENTATION — ACCOMMODATIONS

PA 9		Translation: Oral				
Students:	✓	ELL				
Assessments:	✓	MSP	✓	EOC	✓	WAAS-DAPE
Implementation:		At this time the online test engine does not have a translation function. A human translator presentation is permitted during online testing.				
		If the state does not provide translated math and science presentation CDs in the student's native language, the student may have a human translator for the paper or online assessments. Students may also use a word-to-word translation device to translate directions and stimulus materials, such as science scenarios, mathematics problems, test questions, answer choices in the student's native language.				
Restrictions:		English language learners may be assessed in their native language in math and science, if necessary, for up to three years, with or without additional accommodations. After that time, all assessments must be conducted in English, unless a request for extension has been submitted to OSPI and approved. The need for translation should be documented. Refer to Appendix B: <i>Translation Protocol</i> . Security protocols must be followed when using a human translator. See Appendix F: <i>Security Protocol</i> .				

Response Access Supports and Accommodations

Response access supports and accommodations allow students to complete assessment tasks in different ways or to solve or organize problems using some type of assistive device or organizer. Response accommodations can benefit students with physical, sensory, or learning disabilities, including difficulties with memory, sequencing, directionality, alignment, and organization, as well as students with particular English language learning needs. Certain response accommodations may only be used for English language learners or students with an IEP or 504 plan. Unless otherwise noted, ELL accommodations apply only to MSP, HSPE, EOC, and WAAS-DAPE exams.

The table on [page 22](#) provides a brief description of available response access supports and accommodations.

Complete details on the use, implementation, and restrictions for response access supports and accommodations are available on [pages 23](#) through 28.

To propose the use of an assessment accommodation not listed in this document, contact your school/district assessment coordinator to complete a *Non-Standard Accommodations Use* form.

(Specific details are available by clicking the Category Code hyperlink)

	Name of Support	Description	Online	Paper-Pencil	Category Codes
RESPONSE — ACCESS SUPPORTS AVAILABLE FOR ALL STUDENTS	Checklists	Writing checklists provided by the state for the student to use in prewriting and writing of first and final drafts		MSP, HSPE, WAAS-DAPE	<u>RA 1</u>
	Dictionary and Thesaurus: Print Form	Student may use a commercially published English/bilingual dictionary and thesaurus in print form only, for writing assessment only		MSP, HSPE, WAAS-DAPE	<u>RA 2</u>
	Glossaries	Non-mathematics and non-science terms glossaries provided by the state for the student to use in math and science assessments	MSP	MSP, EOC, WAAS-DAPE	<u>RA 3</u>
	Response Tools: Pencil or Computer Mouse	For example, use of a number 2 pencil or computer mouse adapted in size and grip	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>RA 4</u>
	Tools: Calculators and Electronic Devices	Student may use approved assistive devices such as calculators (grade-level specific)	MSP	MSP, EOC, WAAS-DAPE	<u>RA 5</u>
	Tools: Manipulatives	Approved tools used to help students think, not to give students answers (e.g., number lines, abacuses, charts)	MSP	MSP, EOC, WAAS-DAPE	<u>RA 6</u>
RESPONSE — ACCOMMODATIONS AVAILABLE FOR SPECIAL POPULATIONS	Braille	Device used by sight-impaired students to create responses to test items using the student’s braille skills		MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>RA 1</u>
	Dictionary and Thesaurus: Electronic	Student receiving services may use an electronic dictionary and thesaurus on the writing assessment only		MSP, HSPE WAAS-DAPE	<u>RA 2</u>
	Grammar Devices	Students may use the grammar devices that they utilize as a classroom accommodation	MSP	MSP, HSPE, EOC, WAAS-DAPE	<u>RA 3</u>
	Recorder: Tape or Digital	Device used by student to capture oral responses and then provided to proctor for transcription into applicable test format	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>RA 4</u>
	Scribes	Trained staff member who writes responses as directed by student	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>RA 5</u>
	Sign Language	Hearing-impaired students sign answers to test questions typical of oral response back to the proctor to scribe	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>RA 6</u>
	Speech-to-Text	Voice recognition software that converts students’ speech to text	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>RA 7</u>
	Spell-Check and Word-Prediction Software	Portable electronic spelling device, spell check on a computer, or word-prediction software (without definitions and synonyms)	MSP	MSP, HSPE, EOC, WAAS-DAPE	<u>RA 8</u>
	Translation: Bilingual Word-to-Word Dictionary	Bilingual word-to-word dictionaries that assist students; dictionaries must not include definitions that would aid the student with identifying or generating correct responses	MSP	MSP, HSPE, EOC, WAAS-DAPE	<u>RA 9</u>

Pages 23 through 28 provide specific information about the use, restrictions, and implementation of Access Supports and Accommodations for the category of Response.

RESPONSE — ACCESS SUPPORTS

RAS 1		Checklists
Students:	✓	Available to all students
Assessments:	✓ MSP	✓ HSPE
		✓ WAAS-DAPE
Implementation:		Students use writing checklists provided by the state for prewriting and writing of first and final drafts.
Restrictions:		Students may only use state provided checklists on writing assessments.
RAS 2		Dictionary and Thesaurus: Print Form Only
Students:	✓	Available to all students
Assessments:	✓ MSP	✓ HSPE
		✓ WAAS-DAPE
Implementation:		For the writing assessment only, students may use a commercially published dictionary or thesaurus in print form.
Restrictions:		Dictionaries and thesauruses shall not be used on the reading, mathematics, or science assessments, at any grade level. English language learners may use English or bilingual dictionaries only on the MSP, HSPE, and WAAS writing assessments.
RAS 3		Glossaries
Students:	✓	Available to all students
Assessments:	✓ MSP	✓ EOC
		✓ WAAS-DAPE
Implementation:		The online testing engine includes the math and science glossaries.
		For the mathematics and science assessments, students may only use state-provided English glossaries of non-technical terms.
		Test proctors must account for all Glossaries provided during the assessment by following the school's <i>Secure Test Material Handling Plan</i> and OSPI guidance.
Restrictions:	 	English glossaries may not be used on the writing, reading, or WELPA assessments. Students may not make notes or do work on glossary paper.

RESPONSE — ACCESS SUPPORTS

RAS 4	Response Tools: Pencil or Computer Mouse				
Students:	✓ Available to all students				
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA
Implementation:		The size or grip of the computer mouse may be adapted for students who have difficulty using a standard-size mouse.			
		The size or grip of the number 2 pencil may be adapted for students who have difficulty using a standard-size pencil.			
Restrictions:		When paper testing, students may only use a number 2 pencil. Use of any other writing tool may compromise the integrity of the booklet for scoring. If any other writing tool is used, immediately contact your school/district assessment coordinator.			
RAS 5	Tools: Calculators and Electronic Devices				
Students:	✓ Available to all students				
Assessments:	✓ MSP		✓ EOC	✓ WAAS-DAPE	
Implementation:		Students may use the calculator function of the online testing engine or approved calculators for the math MSP (grades 7 & 8 only) and for the science MSP in grades 5 & 8.			
		Students are allowed to use approved calculators when taking the math MSP (grades 7 & 8 only), EOC, and WAAS-DAPE (forms ES & MS).			
		Proctors must read and implement procedures according to the <i>Calculator and Electronic Device Policy</i> : www.k12.wa.us/TestAdministration/Trainings .			
Restrictions:		For the grades 3-6 math MSP assessments, calculators are not an allowed accommodation.			
		Security protocols must be followed when using calculators and other electronic devices. See Appendix F: <i>Security Protocol</i> .			
RAS 6	Tools: Manipulatives				
Students:	✓ Available to all students				
Assessments:	✓ MSP		✓ EOC	✓ WAAS-DAPE	
Implementation:		Manipulatives can be used to help students think; they are not used to give students answers.			
		Examples of allowed manipulatives are rulers, protractors, base-ten pieces, abacuses, graph paper, and tiles. For a list of approved tools and manipulatives for each assessment: www.k12.wa.us/TestAdministration/TestProctorResources.aspx .			
		The manipulatives used for the assessment should be familiar to the student.			
		The manipulatives should not be distributed to students, but should be available in the classroom for use during testing. Visually impaired students should have individual access to abacuses, as needed.			
Restrictions:		Examples of unacceptable manipulatives include, but are not limited to, Judy Clocks with digital displays; multiplication or addition matrices; number lines with decimals, or marking of multiples, prime, and/or composite numbers; and elapsed-time rulers.			
		Any manipulative not specifically approved on the list of approved tools and manipulatives should be considered not approved.			

RESPONSE — ACCOMMODATIONS

RA 1		Braille								
Students:	✓	IEP/504								
Assessments:	✓	MSP	✓	HSPE	✓	EOC	✓	WAAS-DAPE	✓	WELPA
Implementation:		A certified test proctor must transcribe the brailled responses into a regular response booklet.								
Restrictions:		Through an alternative computer port, newer braille can simultaneously act as a speech synthesizer that reads the text displayed on the screen when paired with a screen reading program. This function may only be activated if read-aloud is assigned for the student and meets the guidance provided in this document; see PA 4 and PA 5 .								
RA 2		Dictionary and Thesaurus: Electronic								
Students:	✓	IEP/504								
Assessments:	✓	MSP	✓	HSPE	✓	WAAS-DAPE				
Implementation:		For the writing assessment only, students may use a commercially published dictionary or thesaurus in electronic form. Print-form dictionaries and thesauruses are an access support; see RAS 2 .								
Restrictions:		Dictionaries and thesauruses shall not be used on the reading, mathematics, or science assessments at any grade level or on any subtest on the WELPA. Security protocols must be followed when using electronic dictionaries and thesauruses. See Appendix F: Security Protocol . Prior to administering state assessments, proctors must read and implement procedures according to the <i>Calculator and Electronic Devices Policy</i> : www.k12.wa.us/TestAdministration/Trainings .								
RA 3		Grammar Devices								
Students:	✓	IEP/504 or ✓ ELL								
Assessments:	✓	MSP	✓	HSPE	✓	EOC	✓	WAAS-DAPE		
Implementation:		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. Students may use the grammar devices they use in instruction on the reading, math, and science assessments.								
Restrictions:		Grammar devices shall not be used on any writing assessment at any grade level or on any subtest of the WELPA. Security protocols must be followed when using grammar devices. See Appendix F: Security Protocol .								
RA 4		Recorder: Tape or Digital								
Students:	✓	IEP/504								
Assessments:	✓	MSP	✓	HSPE	✓	EOC	✓	WAAS-DAPE	✓	WELPA
Implementation:		The student's recorded responses must be transferred into the test. See See Appendix E: Transcribing Protocol for step-by-step implementation.								
Restrictions:		Limited to students with documented inability to write or keyboard their responses or to use assistive technology/devices that are part of the student's communication system.								

RESPONSE — ACCOMMODATIONS

RA 5		Scribes								
Students:	✓	IEP/504								
Assessments:	✓	MSP	✓	HSPE	✓	EOC	✓	WAAS-DAPE	✓	WELPA
Implementation:		<p>Scribing should be used only for students who are not able to input their own responses in test booklets (e.g., writing, keyboarding, assistive technology). See <i>Appendix C: <u>Scribing Protocol: General.</u></i></p> <p>A student’s need for a scribe must be documented in his/her IEP or 504 plan. In rare cases, a student who does not have a physical writing disability may need a scribe for all regular classroom activities and assessments due to other documented disabilities. This accommodation must be documented in the student’s plan for use on state assessments.</p> <p>Students must be allowed to edit the printed responses. The work must be transcribed into the applicable testing mode (booklet or online).</p> <p>Transcription does not need to not take place as the student is testing; however, transcription must be completed in a secure setting. See Appendix E: <i><u>Transcribing Protocol.</u></i></p> <p>The scribe accommodation is available for general education students with a recent short-term injury (e.g., broken arm) who cannot produce a written document. Contact your district assessment coordinator for direction prior to test administration.</p>								
Restrictions:		<p>Scribing may not be used to compensate for:</p> <ul style="list-style-type: none"> • opportunity to learn • poor handwriting • poor spelling • difficulty with writing organization and slow production • student resistance to performing writing tasks <p>Students who use assistive technology (e.g., word processor) or other means 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.</p> <p>Students who use a word processor for responding must have close proctoring to ensure test security.</p>								
RA 6		Sign Language								
Students:	✓	IEP/504								
Assessments:	✓	MSP	✓	HSPE	✓	EOC	✓	WAAS-DAPE	✓	WELPA
Implementation:		<p>Students with hearing impairment may sign (ASL or SEE) answers to test questions back to the proctor for scribing. See Appendix D: <i><u>Scribing Protocol: American Sign Language (ASL) and Signed Exact English (SEE).</u></i></p> <p>For the annual WELPA, students may sign responses to the speaking subtests.</p>								
Restrictions:		<p>Students may not sign responses to questions in reading and writing assessments for grades 3-8, or to questions in the reading, listening, and writing subtests of the WELPA.</p> <p>Interpreters must not clarify, elaborate, or provide assistance with the meaning of words, or intent of responses to assessment questions.</p>								

RESPONSE — ACCOMMODATIONS

RA 7		Speech-to-Text				
Students:	✓ IEP/504					
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	✓ WELPA	
Implementation:		<p>Students who use speech-to-text technology in their classrooms and district assessments should apply that same technology when possible for the state assessments.</p> <p>After the student dictates his/her response 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. See <i>Appendix C: <u>Scribing Protocol: General</u></i> and <i>Appendix D <u>Scribing Protocol: American Sign Language (ASL) and Signed Exact English (SEE)</u></i>.</p> <p>Once printed, transcribed, and verified, all student responses must be deleted from the computer and all printed copies must be immediately returned to the school assessment coordinator according to your school's <i>Secure Test Material Handling Plan</i>.</p> <p>Security protocols must be followed when using speech-to-text.</p>				
Restrictions:		<p>Transcribers may not edit test responses.</p> <p>Students shall not use electronic speech-to-text products 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.</p>				
RA 8		Spell-Check and Word-Prediction Software				
Students:	✓ IEP/504					
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE		
Implementation:		<p>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.</p>				
Restrictions:		<p>Computers may not have internet connectivity without prior approval from OSPI. Contact your district assessment coordinator to submit a request for use.</p> <p>Not available on the WELPA.</p>				

RESPONSE — ACCOMMODATIONS

RA 9		Translation: Bilingual Word-to-Word Dictionary			
Students:	✓ ELL				
Assessments:	✓ MSP	✓ HSPE	✓ EOC	✓ WAAS-DAPE	
Implementation:		Word-to-word Bilingual Dictionaries are most appropriate for students with intermediate level or above proficiency in English. Additional references to appropriate word-to-word translation dictionaries can be found in Appendix G: <i>Optional Resources</i> . It is likely that this accommodation will be bundled with the corresponding presentation accommodation: see PA 8 and PA 9 .			
Restrictions:		Bilingual word-to-word dictionaries will not include synonyms or definitions that would aid the student with identifying or generating correct responses. Not available for the WELPA.			

Setting Access Supports and Accommodations

Setting access supports and accommodations change the conditions of the assessment and/or the location in which the student participates in an assessment. Along with standardized testing practices, changes in conditions include appropriate materials being available; proper temperature; lighting and ventilation; sufficient tables and chairs; and closed classrooms. Setting accommodations can benefit students by establishing an environment familiar and comfortable to students which may enhance the testing experience. Certain setting accommodations may only be assigned by an educator or educational team for English language

learners or students with an IEP or 504 plan. Unless otherwise noted, ELL accommodations apply only to the MSP, HSPE, EOC, and WAAS-DAPE exams.

The table below provides a brief description of setting access supports and accommodations.

Complete details on the use, implementation, and restrictions for setting access supports and accommodations are available on [page 30](#).

To propose the use of an assessment accommodation not listed in this document, contact your school/district assessment coordinator to complete a *Non-Standard Accommodations Use* form.

(Specific details are available by clicking the Category Code hyperlink)

	Name of Support	Description	Online	Paper-Pencil	Category Codes
SETTING — ACCESS SUPPORTS <small>AVAILABLE FOR ALL STUDENTS</small>	Noise Buffers	Student may use earphones, earplugs, or headphones not connected to any audio device	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>SAS 1</u>
	Specified Area	Changing a student’s location or providing individual/small group testing location	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>SAS 2</u>
SETTING — ACCOMMODATIONS <small>AVAILABLE FOR SPECIAL POPULATIONS</small>	Auditory Calming	Earphones or headphones to reduce ambient noise that provide non-instructional audio recordings	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	<u>SA 1</u>

The following information provides specifics on the use, restrictions, and implementation of Access Supports and Accommodations for the category of Setting.

SETTING — ACCESS SUPPORTS

SAS 1		Noise Buffers
Students:	✓	Available to all students
Assessments:	✓ MSP	✓ HSPE
	✓ EOC	✓ WAAS-DAPE
		✓ WELPA
Implementation:		Noise buffers are devices that block ambient noise. Examples of allowable noise buffers include earphones, earplugs, or headphones not connected to any audio device.
Restrictions:		Noise buffers may not be connected to any audio devices.
SAS 2		Specified Area
Students:	✓	Available to all students
Assessments:	✓ MSP	✓ HSPE
	✓ EOC	✓ WAAS-DAPE
		✓ WELPA
Implementation:		<p>Students may change positions within a room or within the school building to reduce distractions, access special equipment, increase physical access, or provide extra bright or very low lighting, for both online and paper-pencil modes.</p> <p>For students prevented from being on campus the day of the testing (for example, due to hospitalization, incarceration, or expulsion from the school) arrangements may be made to assess the student in an off-campus location that fits his/her needs. The district assessment coordinator must work with OSPI’s state test coordinator to arrange the details of an off-site testing situation.</p>
Restrictions:		The location must be a secure and safe environment that is monitored and proctored while the assessment is given. Testing protocols must be followed.

SETTING — ACCOMMODATIONS

SA 1		Auditory Calming
Students:	✓	IEP/504
Assessments:	✓ MSP	✓ HSPE
	✓ EOC	✓ WAAS-DAPE
		✓ WELPA
Implementation:		Students with an IEP or 504 plan may use headphones to play ambient noise or other audio recordings that are teacher-selected and non-instructional.
Restrictions:		<p>Students shall not use any audio device during the assessment that can access or connect to a network through Wi-Fi or physical connection (cord). Students may use a CD recording on a CD player, tape player, or computer; provided that the device is not capable of capturing, transmitting, or downloading information.</p> <p>This accommodation should not be assigned to students using Read-Aloud or Translation accommodations.</p> <p>Not available for the listening and speaking subtests of the WELPA.</p> <p>Some examples of prohibited devices include cell phones, iPods, and MP3 players.</p>

Timing and Scheduling Access Supports and Accommodations

Timing and scheduling access supports and accommodations change the allowable length of time to complete tests and may also change the way the time is organized. Extra time may be needed to process written text, write, or use other accommodations or specialized equipment. Schedule changes may include the particular time of day, the day of the week, or the number of days over which a specific test takes place as a way of accommodating students with disabilities. Timing and Scheduling accommodations can benefit students by acknowledging variations in how students interact with a testing activity. Modifying timing and sequencing can positively reinforce the testing experience. Certain setting accommodations may only be assigned by an educator or educational team for English language

learners or students with an IEP or 504 plan. Unless otherwise noted, ELL accommodations apply only to the MSP, HSPE, EOC, and WAAS-DAPE exams.

The table below provides a brief description of timing and scheduling access supports and accommodations.

Complete details on the use, implementation, and restrictions for timing and scheduling access supports and accommodations are available on [page 32](#).

To propose the use of an assessment accommodation not listed in this document, contact your school/district assessment coordinator to complete a *Non-Standard Accommodations Use* form.

(Specific details are available by clicking the Category Code hyperlink)

	Name of Support	Description	Online	Paper-Pencil	Category Codes
TIMING — ACCESS SUPPORTS <small>AVAILABLE FOR ALL STUDENTS</small>	Additional Time	If student is actively engaged in test taking, arrangement must be made for the student to complete testing on same day testing began	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	TAS 1
	Breaks	Breaks are provided at predetermined intervals. This support allows for more frequent breaks based on individual student need	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	TAS 2
TIMING — ACCOMMODATIONS <small>AVAILABLE FOR SPECIAL POPULATIONS</small>	More than One Day: For a Test Session or Subtest	Provide student multiple days to complete a single testing session	MSP	MSP, HSPE, EOC, WAAS-DAPE, WELPA	TA 1

The following provides specific information about the use, restrictions, and implementation of Access Supports and Accommodations for the category of Timing.

TIMING — ACCESS SUPPORTS

TAS 1		Additional Time
Students:	✓	Available to all students
Assessments:	✓ MSP	✓ HSPE
	✓ EOC	✓ WAAS-DAPE
		✓ WELPA
Implementation:		For both online and paper testing, schools should establish a plan for students who may need additional testing time (same day). Each assessment or subtest must be completed within the scheduled day on which it was begun.
Restrictions:		Proctors must follow their school's <i>Secure Test Material Handling Plan</i> for students requiring additional time.

TAS 2		Breaks
Students:	✓	Available to all students
Assessments:	✓ MSP	✓ HSPE
	✓ EOC	✓ WAAS-DAPE
		✓ WELPA
Implementation:		Press the pause button on the testing engine when a student takes a break.
		Breaks must be given at predetermined intervals, according to the <i>Directions for Administration</i> . If necessary, a student is allowed to take additional breaks when individually needed. Refer to the <i>Assessment Coordinators Manual</i> and <i>Directions for Administration</i> for further test schedule information: www.k12.wa.us/TestAdministration/Instructions
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.

TIMING — ACCOMMODATIONS

TA 1		More than One Day: For a Test Session or Subtest
Students:	✓	IEP/504
Assessments:	✓ MSP	✓ HSPE
	✓ EOC	✓ WAAS-DAPE
		✓ WELPA
Implementation:		Students may have multiple days to complete one testing session (e.g., writing, reading) if documented in their IEP or 504 plan. However, a student must finish one content-area test before beginning the next content-area test. It is important to consider allocating additional staffing, time, and location for this accommodation.
Restrictions:		In grades 3-8 and for EOC and DAPE testing, the additional time granted by this accommodation must fall within the test administration window or a <i>Modified Testing Schedule</i> form must be approved by the state. For the HSPE reading and writing assessments, students may have up to an additional three days without requiring a <i>Modified Testing Schedule</i> .

Test Security, Policies, and Procedures Related to Accommodations

General Overview

State and local laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all other staff involved in test administration must adhere to these policies. Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become compromised when alternate test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, human reader, scribe).

STUDENT FAMILIARITY WITH ACCOMMODATIONS

Students assigned accommodations for use in testing, should be familiar with each accommodation prior to taking the assessment. Therefore, where appropriate, 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

Assessment accommodations should not modify the items being assessed, as this may invalidate the test results. For example, if the assessment's objective is 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 skill being tested. On the other hand, providing a read-aloud accommodation to a student testing for math computation skills would not compromise the assessment of skills being tested and would therefore be acceptable.

Test Security Policy and Procedures

Security protocols must be developed and followed to ensure that computers used for testing are secure and internet connectivity is restricted or disabled. Student monitoring must be maintained throughout testing.

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 proficiency in the context of assessment. Accommodations do not reduce the assessment expectations for the student. Accommodations must be carefully chosen to ensure they offer the correct support for the student; the student is familiar with use of the accommodations; and the accommodation is not inadvertently invalidating the scores of the assessments by modifying skills being tested.

Ethics and Standardization

State and local laws and policies specify practices to ensure 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 test 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 students' 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: www.k12.wa.us/TestAdministration/Instructions

ETHICAL TESTING PRACTICES

Ethical testing practices must always be maintained during the administration of an assessment. Unethical testing practices involve inappropriate interactions with students taking the assessment, including, but 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 to the student or test booklet.
- Coaching students during testing.
- Editing student responses or causing students to change responses.

Refer to the *Assessment Coordinators Manual and Directions for Administration* for specific policies: www.k12.wa.us/TestAdministration/Instructions.

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.

Planning for Accommodations and Coordinating Testing Logistics

Once accommodation decisions have been made by the IEP, 504, and/or ELL teams, the logistics of providing the accommodations during state assessments must be mapped out. It is not uncommon for special education and ELL teachers or related services personnel to be given the responsibility of arranging for, coordinating, and providing assessment accommodations for students during district and state assessments. Thus, it is essential that 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 of assessment accommodations, both prior to and on the testing day.

Each building is advised to have a testing day plan that includes methods for ensuring that each student designated to receive accommodations has access to them during testing.

Assessment coordinators and proctors should 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 in advance 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 to ensure that student scores are valid. Each building is likely to need separate settings for the administration of some accommodations.

Evaluating and Improving the Use of Accommodations

Collecting and analyzing data on the use and effectiveness of accommodations helps ensure meaningful participation of students in state assessments. Analysis of the data by district, building, and assessment administrators may indicate areas in which educators need additional training and support. In addition, teachers can use the data to make instructional changes at the student level. The data may support the continued use of some accommodations for a student or require the rethinking of others. It is critical to stress that evaluation is not the responsibility of just one individual. Various educators should contribute to the information-gathering and decision-making processes. Below are some guiding questions administrators and teachers can consider to evaluate and improve the use of accommodations.

Questions for Administrators:

1. Are students with disabilities or English language learners receiving accommodations as documented?
2. Are plans in place to ensure that staff are prepared to correctly provide accommodations during state assessments? For example, prior to test day, training should be provided to school district staff who provide an oral read-aloud administration.
3. How well do students who receive accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it because they did not have access to the necessary instruction, did not receive necessary accommodations, and/or received accommodations that were not effective?

Questions for Teachers:

1. What accommodations are used by the student during instruction and assessments?
2. What difficulties are encountered in the use of accommodations?
3. What are the perceptions of teachers and others about how an accommodation appears to be working?
4. What is the student's perception of how well the accommodation(s) worked?
5. What are the results of classroom assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it because he/she did not have access to the necessary instruction, did not receive appropriate accommodations, and/or received accommodations that were ineffective?

Appendices

Appendix A: **Oral Presentation by a Human Reader (Read-Aloud) Protocol**

Appendix B: **Translation Protocol**

Appendix C: **Scribing Protocol: General**

Appendix D: **Scribing Protocol: American Sign Language and Signed Exact English**

Appendix E: **Transcribing Protocol**

Appendix F: **Security Protocol**

Appendix G: **Optional Resources**

Appendix H: **Glossaries**

Appendix A

ORAL PRESENTATION BY A HUMAN READER (READ-ALOUD) PROTOCOL¹

The following guidelines will assist in the use of a human reader as an accommodation during testing.

- Characteristics of a Good Reader
- General Information for Readers
- Special Considerations for Multiple-Choice Tests
- Mathematics Reading
- Additional information can be located in the Translated Mathematics Style Guide: www.k12.wa.us/testadministration/testproctorResources.aspx.

Characteristics of a Good Reader

- Ability to read aloud clearly, at a normal pace, and with good pronunciation.
- Familiarity with the words, terms, symbols, or signs that are specific to the test content.
- Ability to read, verbatim, only the words in the test book or on the screen, without changing or adding words or assisting the student in selecting a response.
- Willingness to be patient and to understand that the student may need many test questions repeated several times.
- Ability to work with the student comfortably and compatibly without creating unnecessary pressure or unrealistic expectations

General Information for Readers

- The reader must be a district employee and attend the proctor training for the specific content test, documenting their attendance by signing both the Test Proctor/Administrator Training Log and the Test Security Assurance Form.
- Review the test format, content matter, and sample/practice questions available through the proctor training or by viewing materials ahead of time.
- Students who are blind or visually impaired may have special tools or equipment (e.g. abacus, braille) that have been approved for use during the test. These tools offer no special advantage but are comparable to paper and pencil. If used, these should be documented in the student's IEP and 504

plan and for English language learners. The most important consideration is for the reader and the student to share the same expectations about what will happen, how much time will be allowed, and how all the tasks will be accomplished. Students should be familiar with having a reader, i.e., the test is not the first time the student has had a reader.

- The student may require all or portions of the test to be read aloud. The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test, which may go on for several hours. It is a demanding and somewhat tedious task. Not everyone is well suited to be a reader.
- Read only the directions and/or test questions. Do not try to solve problems or determine the correct answer when reading, as this may result in an unconscious pause or change in inflection that could be misleading or disconcerting to the student. The expression on the reader's face should remain neutral. Do not smile or frown to indicate approval or disapproval.
- Read each question clearly. Give special emphasis to words printed in boldface, italics, or capitals, and tell the test taker that the words are printed that way. However, do not give emphasis to words not emphasized in print.
- If the reader is unfamiliar with a word or does not know how to pronounce a word, they should share this with the student and proceed to spell the word for the student.
- When reading a word that is pronounced like another word with a different spelling, spell the word after pronouncing it, if there is any doubt about which word is intended.
- Spell any words requested by the student.
- Avoid getting into conversations about the test, but try to respond to the student's questions by repeating the item, words, or directions as needed.
- When reading passages or scenarios, pay attention to all punctuation marks. Read the passage or scenario through once so that the student can grasp

the content. Some students may ask for the passage or scenario to be read through a second time with punctuation marks indicated. When required or asked to read, with punctuation, specific lines within a passage or scenario, indicate all punctuation found within those lines.

- When test questions refer to particular lines of a passage, reread the lines before reading the question and answer choices. For example, you might say, 'Question X refers to the following lines.' Reading the lines referred to would then be followed by reading question X and its response options.

Special Considerations for Multiple-Choice Tests

- Be particularly careful to equally stress each response option and read all of them before waiting for a response. The student will mark the answer or provide the answer to the scribe, who will record it for the student.
- If the student chooses a response option before all the options have been read, ask the student if they would like the remaining options read.
- Allow the student to pause before responding. However, if the student pauses for a considerable time following the reading of the response options, say: "Do you want me to read the item again... or any part of it?" When rereading items, be careful to avoid any special emphasis on words not emphasized in the test by italics, bolding, or capital letters.

Mathematics Reading

Math expressions must be read precisely and with care to avoid misrepresentation for a student who has no visual reference. The reader should silently read the entire item before reading it aloud to the student. OSPI uses specific language for mathematical terms when translating the MSP and EOC assessments. This document is titled Translated Mathematics Style Guide and can be located: www.k12.wa.us/testadministration/testproctorResources.aspx. This document provides mathematically correct ways to read mathematics items. For the MSP, equations, expressions, and inequalities are generally read to the student.

Algorithms are generally not read to the student.

An example of an algorithm is $\frac{122}{x12}$. For the EOC, equations, expressions, inequalities, trigonometric functions, and statements including geometric symbols are generally not read to the student. Students with visual impairments may have algorithms and EOC items

read to them using the rules described for the MSP.

Some common mathematics terms and symbols and the manner in which they should be read follow:

1. Whole numbers should be read without the word "and." Example: 1,283 is read as "one thousand two hundred eighty three."
2. A decimal is read using "point." Example: 1.23 is read as "one point two three."
3. Fractions are read in one of three ways.
 - a. For fractions with a denominator of 10 or less, read the numerator as a number and the denominator as an ordinal number.
Example: $\frac{2}{5}$ is read as "two fifths" and $\frac{15}{3}$ is read as "fifteen thirds." **Note:** $\frac{1}{2}$ is unique and is read as "one half."
 - b. For fractions with a denominator greater than 10, read as "the fraction x over y."
Example: $\frac{2}{15}$ is read as "the fraction two over fifteen." Fractions that include a variable are read in this same way. Example: $\frac{n}{15}$ is read as "the fraction n over fifteen."
 - c. For mixed numbers, read the whole number, then "and," then the fraction using the guidelines in a. or b. above. Example: $1\frac{2}{3}$ is read as "one and two thirds."
4. Percents are read using the rules for whole numbers, decimals, or fractions as described above. Example: 1.23% is read as "one point two three percent."
5. Negative numbers should be read using "negative." Example: -5 is read as "negative five."
6. Ordered pairs are read as points, with a pause between numbers. Example: (3, 4) is read as "the point three (pause) four."
7. Multiplication, because it can be represented in multiple ways, is read in one of two ways.
 - a. When a symbol is included, read as "multiplied by." Example: 13×5 and $13 \cdot 5$ are both read as "thirteen multiplied by 5."
 - b. When a symbol is not included, read only the symbols shown. Example: $20y$ is read as "twenty y" and $2(3 + x)$ is read as "2 open parenthesis 3 plus x close parenthesis."

8. Text in tables, charts, and graphs should be read along with locational information.

Example: The table below is read as “*The title of the table is Mean Low Temperatures. The title of the left column is City and reads, from top to bottom, Olympia, Seattle, Spokane, Yakima. The title of the right column is Degrees Fahrenheit.*”

Mean Low Temperatures

City	Degrees Fahrenheit
Olympia	26°
Seattle	24°
Spokane	8°
Yakima	11°

9. Additional examples
- $3x + 4y = 76$ is read as “*three x plus four y equals seventy-six.*”
 - $\frac{2}{3}y = 24$ is read as “*two thirds y equals twenty-four.*”
 - $\square \times 5 = 20$ is read as “*box multiplied by 5 equals 20.*”
 - $n(29.95 + 0.21) \leq 100$ is read as “*n open parenthesis twenty-nine point nine five plus zero point twenty-one close parenthesis is less than or equal to one hundred.*”

¹ ADAPTED FROM (2002), ETS GUIDELINES FOR A TEST READER, EDUCATIONAL TESTING SERVICE.

Appendix B

TRANSLATION PROTOCOL

Additional information can be located in the Translated Mathematics Style Guide: www.k12.wa.us/testadministration/testproctorResources.aspx

General:

Appropriate accommodations for English language learners are intended to provide access when English is a barrier to assessing nonlinguistic knowledge, skills and abilities. English language learners may be tested in their native language, if necessary, for three years, with or without additional accommodations. After that time, all assessments must be conducted in English (Title I, 115STAT.1451). Districts may apply annually for continued use of native-language translations for assessments for a period not to exceed two additional years. Each petition will be evaluated on a case-by-case basis (See page 7). For purposes of this protocol, the following terms are important to define:

- A translator renders a source language document to a target language, creating a new document in that language. Thus, a translator works only with written language.
- An interpreter renders speech in a source language into speech in a target language. Thus an interpreter works with oral language. The act of interpreting does not involve the creation of a written document.
- Sight translation is the spontaneous oral translation of test items and/or directions from English to another language. That is, sight translation involves on-the-spot rendering of printed test materials orally in the learner's native language. Sight translation is the term used by professional translators and interpreters. However, in public education, the term oral translation is more frequently used.
- Recorded oral translations are scripted oral translations of test items and/or test directions that are recorded in a student's native language. This method provides a standardized administration that eliminates variations between speakers in pauses, timing, pronunciation, volume, and other extraneous

factors that accompany a spontaneous sight translation. Recorded oral translation should not be confused with scripted oral translations, which are also pre-translated but not recorded.¹

Effect on construct validity: Sight and recorded oral translation cannot be assigned to reading assessments, which attempt to measure reading skills in English, or to English language proficiency tests, which measure reading, writing, listening, and speaking skills in English. For the writing assessments proctors may read the directions and writing prompts in the student's native language.

Use of Translation CDs: OSPI provides recorded oral translations for use by students in math and science assessments. Ordering and return of CDs for specific tests are detailed in the *Assessment Coordinator Manual (ACM)*, www.k12.wa.us/TestAdministration/Instructions/default.aspx, while administrative procedures are detailed in the *Directions for Administration*. Security issues are also addressed in the ACM.

A recorded oral translation is a highly ranked direct linguistic support accommodation.² The translation has been iteratively reviewed and revised, ensuring high quality and accuracy of the resulting translation. There is consistency across test administrations because all students receive the same recording.

The use of a translation is effective for students in grades 3 – 12 when the language of the translation is also the language of instruction. In studies of English language learners instructed in English but given a translation accommodation, a negative effect size has been observed. Similarly, when the language of instruction is not the language of the translation, fluent speakers of the translated language have performed higher on a standard form than on a translated form of the test. Instructional teams should take into consideration the language of instruction as well as the student's level of proficiency in the language of translation before assigning a recorded oral translation.

Use of Sight Translation – Oral Translation: When no recorded CD is available in the student's native language, OSPI permits schools to provide an on-the-spot spontaneous oral translation of math and science

test items and directions by trained translators. Districts are permitted to decide in which languages sight translations should be provided.

- Districts must select personnel to perform sight translations who are 1) district employees; or 2) contracted from professional translation service organizations and who have met security measures necessary to be in an educational environment and in direct contact with students. These contracted translators must be under the direct supervision of school district personnel when in schools or test sites.
- Since there is no prepared script in the target language(s), there will be numerous interpreters who will need access to the test content, increasing the potential for a test security breach. It is important, therefore, that each interpreter who will perform a sight translation participates in specific proctor training, including security training. A *Test Security Assurance Form* must be signed.
- The *Directions for Administration* and student test materials that the translator will use to perform a sight translation may be made available to the translator before actual administration so that the translator can prepare for a precise translation. Test materials may not be taken from the test site, and must be checked in and out of the translator's hands by the school assessment coordinator at the test site. No photos, photocopy, recording, or other facsimile of test materials can be made for this purpose by the district or by the translator.
- Translators performing a sight translation must know the language of the tested content area – the language of mathematics or the language of science – in both English and the language of translation at the student's grade level in order to render a proper translation.
- All student responses must be in English. The translator may not assist students to construct responses.
- In other states where sight translations are permitted, there is anecdotal evidence that “on occasion sight translators have given unwarranted assistance to students taking a test. This can occur when a student asks for help, when the sight translator offers help, or emphasizes a particular option when reading it, or in a number of other ways. This situation is easily prevented by

recording the entire sight translation.”³ Districts may opt to record sight translations to verify that the translation and test administration have been appropriate.

¹ Stansfield, C.W. (2011). Oral translation as a test accommodation for English language learners. *Language Testing*, 28(401)/ Retrieved July 27, 2011 from <http://ltj.sagepub.com/content/28/3/401.refs.html>. p. 402.

² Rivera, C., Collum, E., Shafer Willner, L, and Sia Jr, J. K. (2006). An analysis of state assessment policies addressing the accommodation of English language learners. In C. Rivera & E. Collum (Eds.), *State assessment policy and practice for English language learners: A national perspective* (pp. 1 – 173), Mahwah, NJ: Larence Erlbaum.

³ Stansfield (Ibid). p. 413.

Appendix C

SCRIBING PROTOCOL: GENERAL

Role of the Scribe:

A scribe is a trained school district employee who writes down exactly what a student dictates.

It is preferable for the scribe to be a person familiar to the student, such as the teacher or teaching assistant who is typically responsible for scribing during regular instruction. Scribes should have extensive practice and must be trained in test administration for the specific assessment.

Guide for the Scribe:

- Scribing is an accommodation that allows a student to access the general assessment and does not in any way alter the assessment expectations or production.
- The role of the scribe is to write exactly what a student dictates.
- Scribes may not question or correct student answers.

Scribing Procedure:

For All Content Areas

- For multiple-choice questions, the student may use his/her preferred mode of communication to indicate the correct answer choice; the scribe will then darken the corresponding bubble.
- For constructed response questions the scribe may handwrite, type, or use a laptop
- To record the student's work, separate from the test booklet or test engine. The scribe will not type or print directly on the test (See *Upon Completion of Scribing Activities*).
- A scribe may draw a graph, diagram, or picture for the student as described by the student. The scribe will ask the student to edit the drawing. The scribe will ask the student to indicate if there are any changes they would like made.
- Students may proofread written answers and decide to edit punctuation or make changes to capitalization or spelling. The scribe will make all requested edits, even if incorrect.
- The student may dictate more than one sentence

at a time and add punctuation after the fact when given the scribed sentences to proofread.

- After the scribe records the student's answer, the scribe shows the student the written response, and asks her/him to indicate if there are any changes to be made.

For Reading, Mathematics, and Science

- The scribe will use correct spelling and add punctuation and capital letters.

For Writing

- The scribe will not punctuate, capitalize, or make any edits; the student will proofread to add punctuation, capitalization, capital letters, and other edits. The scribe will make student requested changes, even if incorrect.
- The scribe will correctly spell below grade-level words dictated by the student
- Students may punctuate as they dictate. For example, when stating the sentence, "The cat ran," the student can say, "The cat ran period."
- The scribe will ask the student to spell aloud any words at or above grade level and the scribe will write the student's spelling.

For Mathematics

- The student must indicate operational signs (e.g., addition, subtraction).
- The student must be specific in terms of what numbers to write down with regard to position. For example, when adding 37 and 8, the student can indicate 7 plus 8 is 15, by stating "put down the five and carry the 1".
- The scribe will ask the student to indicate exactly where the numbers need to be placed.

Upon Completion of Scribing Activities (by response or section) the Scribe will:

- Allow student to review responses and indicate needed changes or revisions.
- Update and provide for a final review by the student.
- Transcribe all final responses to the actual test mode (paper or online) or that task may be completed by a transcriber. See Appendix E: *Transcribing Protocol*.

Appendix D

SCRIBING PROTOCOL: AMERICAN SIGN LANGUAGE (ASL) AND SIGNED EXACT ENGLISH (SEE)

Scribe Qualifications:

The scribe must be fluent in receptive and expressive American Sign Language (ASL) or Signed Exact English (SEE) and in English depending upon the signing needs of the student

Scribes for ASL/SEE must be familiar with all General Scribing Protocols. See *Appendix C: Scribing Protocol: General*

Guide for the Scribe:

- The student will use ASL/SEE to explain his/her answers in the same manner used during instruction.
- The scribe will make translations from ASL/SEE to English.
- Scribes can only ask clarifying questions about concepts or classifiers that are signed by the student.
- ASL/SEE and written English are the language of instruction. Spoken English support is provided as needed for understanding and responses.
- In the classroom, students who use spoken English will have opportunities to practice using both accommodations, spoken English scribe and ASL/SEE/English scribe.

Scribing Procedure:

- The student will sign her/his answer first and the scribe will take notes.
- The scribe will ask the student to re-sign parts, as needed.
- The scribe will sign the written answer back to student in ASL/SEE.
- The scribe will make changes to written answer per student correction or clarification.
- If the student chooses to respond in spoken English, or signs and talks simultaneously, the general scribing protocol will be used.
- The student will indicate when he/she is satisfied with the work.

- The student will indicate when he/she is ready to move on to the next question.

For All Content Areas

- For multiple choice items, the student may either point to, verbally indicate, or sign the correct answer; the scribe will then darken the corresponding bubble.
- After the scribe records the student's answer, the scribe shows the student the written response and asks her/him to indicate if there are any changes to be made.
- For an accuracy check, scribes may record the session on audio or videotape for play back. All recordings must be erased or destroyed after testing.

Appendix E

TRANSCRIBING PROTOCOL

Role of Transcriber:

A transcriber is a school employee with strong administrative skills who has been trained in test administration and test security protocols.

A transcriber is different than a scribe in that a scribe creates a written document for a student and a transcriber enters a written response into the response document from the written or oral response created by the student.

constructed-response items or writing prompts must be destroyed after testing. All recordings must be erased or destroyed after testing.

Exception:

When the function of transcription is directly tied to the function of scribing for the student (i.e., the assisting individual will enter student responses directly into the appropriate response format), the individual assisting the student now acts as a scribe and should follow the protocols for scribing.

General:

A transcriber does not have to be the proctor of record or otherwise present when the student produces the responses.

Transcribing is a required activity when a student unable to directly input responses to the paper or online assessment uses an approved accommodation (e.g., braille, signing, large-print).

Transcribing Procedure:

All Content Areas

Prior to the student leaving the testing room, the proctor and/or scribe must ensure that the student's responses are legible so that the transcriber will be able to reproduce the student's responses.

- Transcribers will not:
 - correct spelling
 - add punctuation
 - capitalize letters
 - correct equations
 - edit the original student response materials in any fashion
- Transcribing must occur after the student concludes the test and before the school or district completes post-assessment material packaging for return shipment.
- Secure test materials and associated student responses cannot be photocopied, scanned, or saved in order to use this accommodation. Any typed or handwritten responses that include student notes, answers to multiple-choice, or responses to

Appendix F

SECURITY PROTOCOL

- State and local laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments.
- Security protocols must be developed by school districts and followed.
- Student monitoring must be maintained throughout testing

General Overview:

All staff involved in test administration must ensure that test security is maintained. Although specific rules may vary slightly across state assessments, commonly accepted professional standards apply to all assessments. Public school employees are expected to know and comply with procedures established by OSPI.

Test security involves maintaining the confidentiality of test content (e.g., test booklets, test tickets, accommodated forms), and is critical to ensuring the integrity and validity of a test. All secure test content (e.g., questions, passages, scenarios, performance tasks, individual student results) are confidential and must not be reviewed except to the extent necessary for administration of state assessments.

All persons having access, directly or indirectly, to secure test material, must ensure the confidentiality of the test content under their control. Revised Code of Washington (RCW) 28A.635.040: <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.635.040> and RCW 42.56.250: <http://apps.leg.wa.gov/rcw/default.aspx?cite=42.56.250> — Provides provisions.

Generally Recognized Standards and Code of Conduct in Washington Administrative Code (WAC) 181-87-060: <http://apps.leg.wa.gov/wac/default.aspx?cite=181-87-060> — Provides penalties for the unauthorized use or disclosure of test content and flagrant disregard of generally recognized professional standards. The Professional Code of Conduct is codified by the Washington State Legislature in WAC and RCW. A list of complete rules and regulations can be found online: www.k12.wa.us/ProfPractices/CodeConduct.aspx.

Under very limited circumstances, appropriate testing

practices may require reading or reviewing secure test content. These situations are limited and must align to OSPI policy. The following are examples of allowable and prohibited behaviors.

Allowable Behavior

- Providing an accommodation as stipulated in a student's IEP, 504 plan and/or for English language learners. Note: Test security can become compromised when alternate test formats are used (e.g., braille, large print, text-to-speech) or when someone other than the student is allowed to see the test (e.g., interpreter, human reader, scribe).

Prohibited Behaviors

- Failing to follow directions specified in all Washington state administration manuals.
- Using accommodations that are not a part of the student plan.
- Using remote desktop monitoring software. Staff must refrain from using the software while administering state assessments. Work with the Technology Coordinator to guarantee adequate security.

Secure Test Materials Storage, Handling, Distribution and Collection Procedures

The scoring contractor electronically records and verifies the security barcode numbers on all test documents. All test materials must be immediately inventoried upon receipt and again before return. Any discrepancies representing shortages in the quantity or damage of materials must be reported immediately by completing a Test Material Variance form: www.k12.wa.us/TestAdministration/FormsReports.

- All test materials must be kept under secure, locked, and limited-access conditions when not in use. Follow the school's Secure Test Materials Handling Plan.
- Secure test material must only be distributed to test proctors prior to the beginning of each testing session.
- Test proctors may only distribute secure materials to students within the testing area (e.g.; classroom, computer lab, gym).

The following are examples of codes of best practices.

Before Testing

- Attend all required training sessions and read all assigned training materials and instructions.
- Become proficient with the school's Secure Test Material Handling Plan.
- When Speech-to-Text, Text-to-Speech, or other assistive technology is used, confirm that internet access is inaccessible.

Verify tools, manipulatives, and electronic devices meet requirements. Detailed information on tools, manipulatives and calculators and other electronic devices is available under the Test Administration heading: www.k12.wa.us/TestAdministration/TestProctorResources.aspx.

Any material not included in the *Materials Available for Student Access* table, available under the *Test Administration header*, should be considered not allowed. Failure to eliminate these materials will constitute a testing irregularity and may invalidate the student's test score. However, students may share dictionaries, thesauruses, and electronic devices when the following restrictions are applied.

- Test proctors have a surplus of dictionaries, thesauruses, and/or electronic devices in their control.
- As required, students check out the material and check it back in when finished. The test proctor will immediately verify pages and clear electronic devices of secure test content. Note: Students may not share dictionaries, thesauruses, and/or electronic devices while they are checked out from the test proctor.

During Testing

- Follow the approved communication plan should a testing or technology issue arise.
- Certify electronic devices are approved and prohibit the use of any non-approved electronic device.
- Monitor the testing process and test security by actively monitoring students to ensure students are engaged with the assessment, working independently, and maintaining security of test content.
- Document and report immediately any testing irregularities and breach in test security.

After Testing

- Prior to excusing a student from the testing location, test proctors will immediately collect and verify that all test materials have been returned and accounted. This includes:
 - Ancillary papers (e.g., scratch, graph papers)
 - Clearing calculator memories
 - When Speech-to-Text, Text-to-Speech, or other assistive technology is used, confirm that all secure test content is removed from the computer/network
 - Return all secure test materials according the school's Secure Test Material Handling Plan.

Appendix G

OPTIONAL RESOURCES

This table contains documents to assist teachers and administrators to assign access supports and accommodations for students with disabilities as well as English language learners.

The following three Accommodations Manuals were created by the National Center for Educational Outcomes (NCEO) with members of State Collaboratives on Assessment and Student Standards (SCASS) convened by CCSO. The manuals are intended to assist instructional staff to:

- Learn about accommodations for instruction and assessment
- Select accommodations for instruction and assessment of individual students
- Administer accommodations during instruction and assessment
- Evaluate and improve accommodation use

Each manual has a list of tools to document the process for assigning and evaluating accommodation use.

Accommodations Manual: How to Select, Administer, and Evaluate the Use of Accommodations for Instruction and Assessment of Students with Disabilities (2011): www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_(ASES).html	Tool 1 (pg 27) Tool 2 (pg 30) Tool 3 (pg 31) Tool 4 (pg 49) Tool 5 (pg 51)	Tool 6 (pg 53) Tool 7 (pg 54) Tool 8 (pg 56) Tool 9 (pg 57) Tool 10 (pg 58)	Tool 11 (pg 60)
Accommodations Manual: How to Select, Administer, and Evaluate the Use of Accommodations for Instruction and Assessment of English Language Learners (2012): http://www.ccsso.org/Resources/Programs/English_Language_Learners_(ELL).html	Tool 1 (pg 28) Tool 2 (pg 30) Tool 3 (pg 31) Tool 4 (pg 39) Tool 5 (pg 41)	Tool 6 (pg 43) Tool 7 (pg 45) Tool 8 (pg 46) Tool 9 (pg 47) Tool 10 (pg 48)	Tool 11 (pg 49) Tool 12 (pg 51)
Accommodations Manual: How to Select, Administer, and Evaluate the Use of Accommodations for Instruction and Assessment of English Language Learners with Disabilities (2012): http://www.ccsso.org/Resources/Programs/English_Language_Learners_(ELL).html	Tool 1 (pg 33) Tool 2 (pg 58) Tool 3 (pg 59) Tool 4 (pg 66) Tool 5 (pg 67)	Tool 6 (pg 68) Tool 7 (pg 70) Tool 8 (pg 72) Tool 9 (pg 74) Tool 10 (pg 75)	Tool 11 (pg 76) Tool 12 (pg 77) Tool 13 (pg 79) Tool 14 (pg 81) Tool 15 (pg 82)

A Parent and Educator Guide to Free Appropriate Public Education under Section 504 of the Rehabilitation Act of 1973 (Puget Sound ESD): <http://www.k12.wa.us/Equity/pubdocs/504ManualFinal.pdf>

Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 (U.S. Department of Education): <http://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>

Questions and Answers on the ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools (U.S. Department of Education): <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.html>

504 Plan Development: <http://www.ed.gov/about/offices/list/ocr/504faq.html>

Prohibiting Discrimination in Washington Public Schools: Guidelines for school districts to implement Chapters 28A.640 and 28A.642 RCW and Chapter 392-190 WAC (OSPI): <http://www.k12.wa.us/Equity/pubdocs/ProhibitingDiscriminationInPublicSchools.pdf#cover>

A Student's Guide to the IEP by the National Dissemination Center for Children with Disabilities: <http://nichcy.org/wp-content/uploads/docs/st1.pdf>

Appendix H

GLOSSARIES

- [Abacus](#)
- [Access Supports](#)
- [Accommodations](#)
- [Alternate Assessment](#)
- [American Sign Language](#)
- [Braille](#)
- [Disability](#)
- [Disability \(Section 504\)](#)
- [Elementary and Secondary Education Act \(ESEA\)](#)
- [End-of-Course Exams \(EOC\)](#)
- [English Language Learner \(ELL\)](#)
- [Essential Academic Learning Requirements \(EALRs\)](#)
- [Exempt Students](#)
- [Grade-Level Expectations \(GLEs\)](#)
- [High School Proficiency Exam \(HSPE\)](#)
- [High School Proficiency Exam \(HSPE\) - Basic](#)
- [Home-based students](#)
- [Individualized Education Program](#)
- [Individuals with Disabilities Education ACT \(IDEA\)](#)
- [Measurements of Student Progress \(MSP\)](#)
- [Measurements of Student Progress \(MSP\)-Basic](#)
- [Monitor Status](#)
- [National Assessment of Educational Progress \(NAEP\)](#)
- [Reliability](#)
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- [Section 504 Plan](#)
- [Signed Exact English \(SEE\)](#)
- [Significant Cognitive Challenges](#)
- [Special Education Services](#)
- [Validity](#)
- [Washington Alternate Assessment System \(WAAS\)](#)
- [Washington Alternate Assessment System-Developmentally Appropriate Proficiency Exam \(WAAS-DAPE\)](#)
- [Washington Alternate Assessment System-Portfolio \(WAAS-Portfolio\)](#)
- [Washington English Language Proficiency Assessment \(WELPA\)](#)

GLOSSARY (page 1 of 5)

Abacus: Also called a counting frame, an abacus is a manual computing device used for performing arithmetic processes. Abaci usually consist of a frame holding parallel rods strung with movable beads.

Access Supports: Access Supports are optional tools that may improve access to an assessment. These supports can be made available for any student with or without IEP/504 or ELL designation.

Accommodations: Assessment accommodations are changes in administration required to enable a student to demonstrate his or her knowledge and skills through an assessment, leading to reliable scores without compromising the validity of the test.

Assessment accommodations may include variations in setting, presentation, and/or response format(s). These variations should not alter the level, content, or performance criteria of the assessment. Accommodations must not be used for the first time on a state assessment. Accommodations are made to provide a student access not advantage on 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.

American Sign Language: American Sign Language (ASL) is a complete, complex language that employs signs made by moving the hands combined with facial expressions and postures of the body. It is the primary language of many North Americans who are deaf and is one of several communication options used by people who are deaf or hard of hearing.

Braille: Braille is a writing system that enables people who are blind or partially sighted to read and write through touch.

- Un-contracted, or Grade 1, consists of the 26 standard letters of the alphabet and punctuation. It is only used by people who are first starting to read braille.
- Contracted, or Grade 2, consists of the 26 standard letters of the alphabet, punctuation, and contractions. The contractions are employed to save space because a braille page cannot fit as much text as a standard printed page. Books, signs in public places, menus, and most other braille materials are written in contracted braille.
- Grade 3 is used mainly in personal letters, diaries and notes, and also in literature to a limited extent. It is a kind of shorthand, with entire words shortened to a few letters. There is no official standard for this version of braille.
- The Nemeth Braille Code for Mathematics is a braille code for encoding mathematical and scientific notation linearly using standard six-dot braille cells for tactile reading by the visually impaired.

Disability: According to Individuals with Disabilities Act (IDEA) 2004, the term "child with disability" means a child with an intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities; and who, by reason thereof, needs special education and related services. Children with disabilities who qualify for special education are also automatically protected by Section 504 of the Rehabilitation Act of 1973 and under the Americans with Disabilities Act (ADA). However, all modifications that can be provided under Section 504 or the ADA can be provided under the IDEA if included in the student's IEP. **(RETURN)**

GLOSSARY (page 2 of 5)

Disability (Section 504): Under Section 504 of the Rehabilitation Act of 1973, a person with a disability is any person who (1) has a physical or mental impairment which substantially limits one of more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. An impairment need not prevent or severely or significantly restrict a major life activity to be considered substantially limiting. Major life activities include, but are not limited to, functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, and “major bodily functions,” such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

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.

End-of-Course Exams (EOC): The mathematics EOC exams replaced the math HSPE and are given within the last three weeks of the school year. The EOC exams, based on the revised K–12 Mathematics Learning Standards, are available in algebra 1/integrated math 1 and geometry/integrated math 2. The EOC exams will be given to students who are taking those respective classes. Students in grade 10 who have not previously passed the math or biology exam will take the EOC test in the spring, regardless of course enrollment. This meets the federal AMO requirement for students to test in science in high school.

English Language Learner (ELL): The term “English language learner (ELL)” is used in place of the term “limited English proficient” as used in ESEA legislation under Title III. The Title III definition is, “the term ‘limited English proficient,’ when used with respect to an individual, means an individual who is aged 3 through 21; is enrolled or preparing to enroll in an elementary or secondary school; who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state’s proficient level of achievement on state assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society”.

Essential Academic Learning Requirements (EALRs): 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.

Exempt Students: English language learners (ELLs) who first enrolled in a U.S. public school within the past 12 calendar months are not required to take the reading and writing state assessments. English language learner students new to the U.S. are required to take the math and science state assessments.

Grade-Level Expectations (GLEs): Grade-Level Expectations provide 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. **(RETURN)**

GLOSSARY (page 3 of 5)

High School Proficiency Exam (HSPE): The HSPE measures the proficiency of students in high school and serves as the state's exit exam in reading and writing. Its name conveys the goal of the test: to measure a student's proficiency of basic skills.

High School Proficiency Exam (HSPE)-Basic: A determination by a student's IEP team to establish a proficient score at Level 2, or Basic, on the state's annual assessment. This score determination process is accessible for all students on an IEP. At the high school level the HSPE-Basic can be used to meet state graduation requirements.

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 state assessments regardless of the amount of time the student spends in home-based instruction. However, parents must ensure that a standardized achievement test approved by the State Board of Education is administered annually to the child by a qualified individual or that an annual assessment of the student's academic progress is written by a certificated person who is currently working in the field of education.

Individuals with Disabilities Education Act (IDEA): The Individuals with Disabilities Education Act (IDEA) is a United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. It addresses the educational needs of qualifying students with disabilities from three to age 21 in cases that involve 14 specified categories of disability. In defining the purpose of special education, IDEA 2004 clarifies Congress' intended outcome for each child with a disability: students must be provided a Free Appropriate Public Education (FAPE) that prepares them for further education, employment, and independent living.

Individualized Education Program (IEP): An individualized education program or IEP means a written statement of an educational program for a student eligible for special education that is developed, reviewed, and revised by an IEP team in accordance with both the IDEA 2004 and Washington state law.

Measurements of Student Progress (MSP): The Measurements of Student Progress (MSP) is the state's exam for students in grades 3–8. The MSP name conveys the goal of the test: to measure student progress. State testing should never be the sole judge of a student's academic skills and knowledge. A student's entire performance should always be considered. The MSP reading, math, and science exams take one day. The writing exam takes two days. The MSP is also available in an online format for reading, math, and science. The MSP is administered in reading and mathematics in grades 3 through 8, in writing in grades 4 and 7, and in science in grades 5 and 8.

Measurements of Student Progress (MSP)-Basic: A determination by a student's IEP team to establish a proficient score 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 3-8.

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

National Assessment of Educational Progress (NAEP): NAEP is administered to selected schools throughout the state in Grades 4 and 8 to obtain state level results. Tests include reading, mathematics, science, and writing. Assessments are administered at Grade 12 but state level results are not reported.

Reliability: Reliability refers to the consistency of measurements. **(RETURN)**

GLOSSARY (page 4 of 5)

Section 504: Section 504 of the Rehabilitation Act of 1973 is a federal law that protects the rights of individuals with disabilities in programs and activities that receive Federal financial assistance. Section 504 regulations require public school districts that receive Federal financial assistance to provide a “free appropriate public education” (FAPE) to each qualified student with a disability within the district’s jurisdiction, regardless of the nature or severity of a student’s disability. FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of non-disabled students are met.

Section 504 Plan: A student with a 504 plan qualifies a student with a disability under Section 504 of the Rehabilitation Act of 1973. A section 504 plan describes any services or accommodations that a school will provide to alleviate the impact of a student’s disability on his or her education. A student eligible under Section 504 may or may not meet the eligibility criteria for special education under the IDEA if the student can be accommodated without the need for specially designed instruction. A 504 plan is not an Individualized Education Program (IEP) as is required for students in special education.

Signed Exact English (SEE): Signed Exact English is a sign language system that represents literal English. To make visible everything that is not heard, S.E.E. supplements what a child can get from hearing and speech-reading. Since American Sign Language (ASL) has different vocabulary, idioms, and syntax from English, SEE modifies and supplements the vocabulary of ASL so children can see clearly what is said in English.

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.

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 the student needing specially designed instruction.

Validity: The extent to which a test measures what it is supposed to measure.

Washington Alternate Assessment System (WAAS): A component of Washington Comprehensive Assessment Program focused on providing access to the state testing system for the students with an Individualized Education Program (IEP). WAAS includes the WAAS-Portfolio as well as additional graduation options for 11th and 12th graders for students with an IEP: www.k12.wa.us/assessment/AlternativeAssessment/default.aspx.

Washington Alternative Assessment System-Developmentally Appropriate Proficiency Exam (WAAS-DAPE): The WAAS-DAPE Exams are accessible by 11th and 12th grade students only for purpose of meeting state graduation requirements. Each assessment is constructed to determine student skills at either elementary or middle school level of knowledge; a student may access the WAAS-DAPE in reading, writing, mathematics and/or science. Meeting standard is scoring at or above Level 3 or Proficient: www.k12.wa.us/assessment/AlternativeAssessment/WAAS-DAPE.aspx.

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Washington Alternate Assessment System-Portfolio (WAAS-Portfolio): The WAAS-Portfolio assessment is a collection of student work. The work in the portfolio is specific to targeted skills that the student works on during the year. The portfolio documents the student's level of proficiency on those individual targets: www.k12.wa.us/assessment/AlternativeAssessment/Portfolio.aspx.

Washington English Language Proficiency Assessment (WELPA): The WELPA is an NCLB-compliant instrument that is used in Grades K-12 as a formal and standardized method of measuring language proficiency. The test results provide important information for classifying English language learners and subsequently for monitoring their progress in acquiring English. The assessment measures the required competencies necessary for successful academic and social language usage in mainstream classrooms: speaking, listening, reading, writing, and comprehension: www.k12.wa.us/assessment/EL/default.aspx.

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- Assessment
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- Migrant/Bilingual
- Equity & Civil Rights

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