

# ACCOMMODATIONS MANUAL



**A GUIDE TO SELECTING, ADMINISTERING, AND EVALUATING  
THE USE OF ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

**WINTER 2011-12**

DIVISION OF ACCOUNTABILITY  
OFFICE OF ASSESSMENT  
OFFICE OF EXCEPTIONAL CHILDREN

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SOUTH CAROLINA DEPARTMENT OF EDUCATION  
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BASED ON ORIGINAL DOCUMENT DEVELOPED BY THE CCSSO STATE COLLABORATIVE ON ASSESSMENT AND STUDENT STANDARDS ASSESSING SPECIAL EDUCATION STUDENTS

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Available on the World Wide Web at:

[HTTP://WWW.CCSSO.ORG/RESOURCES/PROGRAMS/ASSESSING SPECIAL EDUCATION STUDENTS \(ASES\).HTML](http://www.ccsso.org/resources/programs/assessing_special_education_students_ases.html)

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# TABLE OF CONTENTS

<u>CHANGES TO THE 2011 ACCOMMODATIONS MANUAL</u> .....	v
<u>INTRODUCTION</u> .....	6
<u>BACKGROUND</u> .....	6
<u>FEDERAL AND STATE LAWS REQUIRING PARTICIPATION BY STUDENTS WITH DISABILITIES</u> .....	7
<i>Reauthorization of Elementary and Secondary Education Act of 2001 (ESEA)</i> .....	7
<i>Individuals with Disabilities Education Improvement Act of 2004 (IDEA)</i> .....	8
<i>South Carolina Accountability Act of 1998 (EAA)</i> .....	9
<u>INCLUDING ALL STUDENTS WITH DISABILITIES IN STATE ACCOUNTABILITY ASSESSMENTS</u> .....	10
<u>SOUTH CAROLINA STATE ASSESSMENTS</u> .....	11
<u>FIVE-STEP PROCESS FOR SELECTING AND USING INSTRUCTIONAL AND ASSESSMENT ACCOMMODATIONS</u> ..	13
<i>Step 1: Expect Students with Disabilities to Achieve Grade-Level Academic Content Standards</i> .....	13
<i>Step 2: Learn about Accommodations for Instruction and Assessment</i> .....	14
<i>Step 3: Select Accommodations for Instruction and Assessment for Individual Students</i> .....	18
<i>Step 4: Administer Accommodations During Instruction and Assessment</i> .....	25
<i>Step 5: Evaluate and Improve Accommodations Use</i> .....	28
<u>APPENDIX A: CATEGORY OF ACCOMMODATIONS FACT SHEETS</u> .....	30
<i>Fact Sheet 1: Presentation Accommodations</i> .....	31
<i>Fact Sheet 2: Response Accommodations</i> .....	33
<i>Fact Sheet 3: Setting Accommodations</i> .....	36
<i>Fact Sheet 4: Timing and Scheduling Accommodations</i> .....	38
<u>APPENDIX B: ACCOMMODATIONS BASED ON STUDENT CHARACTERISTICS</u> .....	41
<i>Fact Sheet 5: Examples of Accommodations Based on Student Characteristic</i> .....	42
<u>APPENDIX C: TEACHER TOOLS</u> .....	51
<i>Tool 1: Do’s and Don’ts When Selecting Accommodations</i> .....	52
<i>Tool 2: Good Practices and Resources for All Students</i> .....	53
<i>Tool 3: Assessments Adaptation Grid</i> .....	54
<i>Tool 4: Accommodations from the Student’s Perspective</i> .....	56
<i>Tool 5: Parent Input in Accommodations</i> .....	57
<i>Tool 6: Accommodation Use in the Classroom</i> .....	59
<i>Tool 7: After-Test Accommodations Questions</i> .....	60
<i>Tool 8: Assessment Accommodations Plan</i> .....	61
<i>Tool 9: Assessment Accommodations Agreement</i> .....	62
<i>Tool 10: Logistics Planning Checklist</i> .....	63
<i>Tool 11: Accommodations Journal for Teachers</i> .....	64
<u>GLOSSARY OF ACCOMMODATIONS TERMINOLOGY</u> .....	65

## **CHANGES TO THE 2011 ACCOMMODATIONS MANUAL**

In this edition, and future editions of the manual, changes and additions to the South Carolina Accommodations Manual will appear on this page.

### **ADDITIONS TO THE MANUAL:**

<b>ADDITION</b>	<b>RATIONALE</b>	<b>PAGE</b>
Glossary of Accommodations Terminology	A quick reference guide for definitions of specific accommodations. Intended to assist teachers in using consistent terminology to describe intended accommodations.	65

### **CHANGES/REMOVALS FROM THE MANUAL:**

<b>CHANGE/ REMOVAL</b>	<b>RATIONALE</b>	<b>PAGE</b>

## INTRODUCTION

The *South Carolina Accommodations Manual: A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Students with Disabilities* presents a five-step process for Individualized Education Program (IEP) teams, 504 Plan committees, general and special education teachers, administrators, and district-level assessment staff to use in the selection, administration, and evaluation of the effectiveness of the use of instructional and assessment accommodations by students with disabilities. The manual also provides a description of testing programs used in South Carolina and common accommodations by category.

This document is based on the *Accommodations Manual* developed by a consortium of states that make up the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO). This document was developed to establish guidelines for states to use for the selection, administration, and evaluation of accommodations for instruction and assessment of students with disabilities. The South Carolina Department of Education (SCDE) has incorporated these guidelines in this manual developed for South Carolina educators. The guidance in the manual pertains to students with disabilities who participate in state assessments with accommodations and the instruction they receive.<sup>1</sup>

## BACKGROUND

The inclusion of all students in statewide assessment and accountability systems is not merely a legal obligation. It is a mechanism for ensuring that all students, including those with disabilities, are included in instruction in the general education curriculum. Assessment is often associated with direct individual benefits such as promotion, graduation, and access to educational services. In addition, assessment is an integral aspect of educational accountability systems that provide valuable information by measuring individual progress against standards or by evaluating programs.

The state of South Carolina, as well as local school districts, must ensure that procedures are in place to accommodate the needs of students with disabilities in statewide and district-wide assessments. The participation of students with disabilities in these assessment programs should lead to improved teaching and learning. Participation in assessment goes hand-in-hand with access to the general education curriculum.

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<sup>1</sup>The information does not pertain to students with significant cognitive disabilities who are assessed according to the alternate achievement standards.

## **FEDERAL AND STATE LAWS REQUIRING PARTICIPATION BY STUDENTS WITH DISABILITIES**

All students must participate in state and district assessment programs with or without accommodations or in an alternate assessment. Federal and state laws pertaining to special education and students with disabilities require that all students, including students with severe disabilities, participate in statewide and district-wide assessments. Pertinent legislation related to inclusion of students with disabilities in state and district assessments is summarized below.

Several important laws require the participation of students with disabilities in standards-based instruction and assessment initiatives. These include federal laws such as the reauthorization of the Elementary and Secondary Education Act of 2001 (ESEA), the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and the South Carolina Education Accountability Act of 1998 (EAA).

### ***Reauthorization of Elementary and Secondary Education Act (ESEA) 2001***

Stronger accountability for educational achievement results is one of the four basic education reform principles contained in ESEA. This law complements the provisions in providing public accountability at the school, district, and state levels for all students with disabilities. ESEA explicitly calls for the participation in such assessments of all students [Sec. 1111 (3) (C) (i)]. (The term “such assessments” refers to a set of high-quality, yearly student academic assessments.) It also requires that these assessments provide for the reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of the Individuals with Disabilities Education Act—necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [Sec. 1111 (3) (C)(ii)].

The April 2007 regulations on alternate assessments based on modified achievement standards included the following statements about accommodations:

“... a State’s (or in the case of district-wide assessments, an LEA’s) guidelines must require each child to be validly assessed and must identify, for each assessment, any accommodations that would result in an invalid score. Consistent with Title I ... a student taking an assessment with an accommodation that invalidates the score would not be reported as a participant under the IDEA.” (U.S. Department of Education, 2007, p. 17750)

One of the basic reform principles of ESEA is stronger accountability for educational achievement results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to:

- how successful schools are including all students in standards-based education,
- how well students are achieving standards, and
- what needs to be improved upon for specific groups of students.

There are several critical elements in ESEA that hold schools accountable for educational results.

- Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of state accountability systems.
- State assessments are the mechanism for checking whether schools have been successful in students attaining the knowledge and skills defined by the content standards.
- States must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school.
- States must also provide science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year.
- School, district, and state accountability are based on measuring success in educating all students and determining what needs to be improved for specific groups of students.
- The accountability system is defined in terms of adequate yearly progress (AYP), a way to measure the improvement in achieving standards for all students and designated subgroups each year.
- Schools, districts, and states are held accountable for improvements on an annual basis by public reporting and ultimately through consequences if AYP is not achieved.

### ***Individuals with Disabilities Education Improvement Act (IDEA) 2004***

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

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

*Section 504 of the 1973 Rehabilitation Act* provides individuals with disabilities with certain rights and protects individuals with disabilities against discrimination from federally funded programs and activities. Section 504 states that ...

No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to

discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency...

In school settings, 504 plan legislation guarantees and protects students with disabilities who may not otherwise have an IEP, but are still considered an individual with disabilities. The definition of a student with disabilities is much broader under 504 plan than it is under IDEA. An important part of the 504 plan developed by schools for students with disabilities are often the lists of accommodations that the student can utilize on assessments.

### ***South Carolina Education Accountability Act (EAA) 1998***

**SECTION 59-18-300.** Adoption of educational standards in core academic areas. The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for high school credit courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing [every] student with the competencies to:

- read, view, and listen to complex information in the English language;
- write and speak effectively in the English language;
- solve problems by applying mathematics;
- conduct research and communicate findings;
- understand and apply scientific concepts;
- obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and
- use information to make decisions.

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

**SECTION 59-18-320.** Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.

For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.

***For more information, visit:***

**[HTTP://WWW.SCSTATEHOUSE.GOV/SESS112\\_1997-1998/BILLS/850.HTM](http://www.scstatehouse.gov/SESS112_1997-1998/BILLS/850.HTM)**

## **INCLUDING ALL STUDENTS WITH DISABILITIES IN STATE ACCOUNTABILITY ASSESSMENTS**

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

- assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments, and
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

Decisions regarding the methods of assessing students with disabilities must be made on an individual basis by a student's individualized education program (IEP) team or 504 Accommodations Plan team and must be documented in the IEP or 504 Plan. The IEP or 504 Plan team, which includes the parent as an equal participant, is responsible for determining *how* individual students with disabilities participate in statewide and district-wide assessment programs, not *whether*. To determine if an accommodation is required for the student to demonstrate what he or she knows without the interference of the disability, the IEP or 504 Plan team should carefully review the student's present level of performance, IEP goals and objectives, teacher collected data on the impact of accommodations that are used in the classroom, and reports from general and special education teachers.

**As the first option, the IEP or 504 plan team should consider the statewide or district-wide assessment without accommodations.**

Decisions about accommodations and alternate assessment must be made on an individual student basis, not on the basis of category of disability or administrative convenience. Teams should review the accommodations that the student currently uses to access the general curriculum and determine if some or all of these accommodations are necessary for the student to participate in the statewide or district-wide assessment. It is also important to review teacher - collected data to document the effectiveness of these accommodations and whether they have had a positive impact on both student access to the curriculum and student achievement.

Testing accommodations should be those typically used to access the general curriculum during routine instruction. The team should be aware that if an accommodation is unfamiliar to a student, recommending its use may result in the assessment of the student's ability to use the accommodation rather than the assessment of his or her knowledge and skills. It is important for teams to be aware that some instructional accommodations may not be appropriate for state standardized assessments as they may change what is tested resulting in invalid scores.

IEP Teams must be familiar with the *Test Administration Manuals* (TAMs) for each South Carolina state assessment in order to determine if an instructional accommodation may be used with the assessment. Each TAM includes an *Appendix C* with information on standard and non-standard accommodations and specific procedures for using accommodations on the assessment.

***The above referenced TAMs may be accessed on the SCDE Web site at:***  
**[HTTP://ED.SC.GOV/AGENCY/AC/ASSESSMENT/](http://ed.sc.gov/agency/ac/assessment/)**

## **SOUTH CAROLINA STATE ASSESSMENTS**

### **PALMETTO ASSESSMENT OF STATE STANDARDS (PASS)**

Aligned to the state academic standards, this assessment program includes tests in writing, English language arts (reading and research), mathematics, science, and social studies for students in grades 3-8. The PASS test results are used for state accountability purposes (Report Card) and federal accountability purposes, adequate yearly progress (AYP).

### **HIGH SCHOOL ASSESSMENT PROGRAM (HSAP)**

The HSAP is based on the *South Carolina Academic Standards* for English language arts (ELA) and mathematics that teachers use in classroom instruction and is used as a high school graduation requirement as well as for AYP calculations. It is administered to students in the second year after their initial enrollment in the ninth grade.

### **END-OF-COURSE EXAMINATION PROGRAM (EOCEP)**

These examinations are required at the conclusion of the following courses: English 1, Math for the Technologies 2, Algebra 1, U.S. History and the Constitution, Biology 1, and Applied Biology 2. The Biology test is required for participation in high school science for AYP reporting.

### **ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT (ELDA)**

All students in grades K-12 who are determined to have limited English proficiency—based upon the completion of a Home Language Survey and the initial assessment of their English proficiency—must take the ELDA each spring. Students must continue to take the ELDA until they have scored at Level 5, Fully English Proficient, on a grades 3-12 test.

### **SOUTH CAROLINA ALTERNATE ASSESSMENT (SC-ALT)**

The SC-Alt is the state alternate assessment on alternate achievement standards (AA-AAS). This assessment is administered to students who meet the participation criteria and are age eligible. Students ages 8-13 and 15 on September 1 of the tested year meet the age eligibility criteria. These are the ages of students who are typically in grades 3-8 and 10.

The assessment consists of a series of performance tasks based on links to the state grade-level content standards at a less complex level. These linkages are described in the Extended Standards, which are the foundation for the assessment and instruction. Since students taking SC-Alt are held to alternate achievement expectations, students participating in the SC-Alt are not eligible to receive a high school diploma. However, student performance and participation is included in the AYP calculations at the school district and state level. No more than one percent of students scoring proficient on the SC-Alt may be included in performance calculations. Student performance is included in the district calculations for state accountability (Report Card).

The IEP team may decide that an alternate assessment is appropriate if the student meets the criteria for alternate assessment and is age eligible. To document that alternate assessment is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets **all** of the following criteria:

- the student demonstrates a significant cognitive disability and deficit in adaptive skills, which result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and non-standard accommodation;
- the student accesses the state approved academic standards at less complex levels and with extensively modified instruction;
- the student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments;
- the student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction; and
- the student's inability to achieve the state grade-level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences.
- the selection, administration, and evaluation of accommodations for instruction and assessment are the focus of this document. Since assessment and instructional accommodations must be the same for individual students, guidelines for selecting accommodations for instruction and assessment are the same. However, this document provides complete guidelines only for administering and evaluating the effectiveness of assessment accommodations.

The test administration manuals for each of these assessments are available on the SCDE Web site. Appendix E of each manual provides details regarding standard and non-standard accommodations for the assessments and procedures for using accommodations on the assessment. Educators should refer to the Test Administration Manual for each specific assessment for the administration procedures.

### [NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS \(NAEP\)](#)

The National Assessment of Educational Progress (NAEP) is designed to measure what students know and can do in various subject areas both on a national and state level. State-level results tell us about student achievement in South Carolina and allow for comparisons with other states and the nation. Individual and school-level scores are not generated. Instead, results are reported at the national and state level for populations and demographic groups within those populations.

## **FIVE-STEP PROCESS FOR SELECTING AND USING INSTRUCTIONAL AND ASSESSMENT ACCOMMODATIONS**

*The five-step process includes the following:*

- **STEP 1:** Expect students with disabilities to achieve grade-level academic content standards.
- **STEP 2:** Learn about accommodations for instruction and assessment.
- **STEP 3:** Select accommodations for instruction and assessment for individual students.
- **STEP 4:** Administer accommodations during instruction and assessment.
- **STEP 5:** Evaluate and improve use of accommodations.

### **STEP 1**

#### **EXPECT STUDENTS WITH DISABILITIES TO ACHIEVE GRADE-LEVEL ACADEMIC CONTENT STANDARDS**

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

- every IEP Team member must be familiar with content standards and accountability systems at the state and district level;
- every IEP Team member must know where to locate standards and updates; and
- collaboration between general and special educators must occur for successful student access.

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

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners.
2. IEPs for students with disabilities are developed to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for “learning how to learn”).
3. Appropriate accommodations are provided to help students access grade-level content.

South Carolina has adopted the Common Core State Standards (CCSS) for English language arts and mathematics. CCSS present an unprecedented opportunity for educators to accomplish the goal of including all students with disabilities in grade-level content.

The selection, administration, and evaluation of accommodations for instruction and assessment are the focus of this *Accommodations Manual*.

## STEP 2

### LEARN ABOUT ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT

#### *What are Accommodations?*

Accommodations are changes to content, format, or conditions (instructional, assessment) for particular students that do not reduce learning expectations or change the construct but do remove construct-irrelevant factors so that students are able to access the content and fully demonstrate what they know and can do. (Based on draft Standards for Educational and Psychological Testing, by AERA, APA, & NCME, in press).

Accommodations are practices and procedures that ensure that educators, as well as students and parents, have a valid measure of what students with disabilities know and can do. Accommodations use begins in the classroom. In addition, students with IEPs, and students with Section 504 Plans may also be provided with assessment accommodations.

Accommodations do not reduce expectations for learning.

Accommodations provided to a student during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments. However, some instructional accommodations may not be appropriate for use on certain statewide assessments. It is critical that educators become familiar with South Carolina policies about the appropriate use of accommodations during assessments. Accommodations are intended to reduce or even eliminate the effects of a student's disability; they **do not** reduce learning expectations. The accommodations provided to a student must be the same used routinely in classroom instruction, classroom assessments, and district/state assessments. There may be consequences for the use of some accommodations during state assessments. Committees should determine the accommodations a student needs (for access) as opposed to ones which provide benefit (increasing already passing scores).

Typically, accommodations use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work.

#### *Description of Accommodations Categories*

Accommodations are commonly categorized in five ways: presentation, response, setting, timing, and scheduling.

- **Presentation Accommodations:** A student may require that the test be presented in a different manner, such as the use of a Braille test booklet.
- **Response Accommodations:** A student may require an alternative method of responding to a test question, such as the nonverbal indication of multiple-choice questions.
- **Setting Accommodations:** A student may require that the statewide assessment be administered in a setting appropriate to the student's individual needs, such as an individual administration.

- **Timing:** South Carolina statewide assessments are not timed tests. A student may take as long as needed to complete each test during the school day when possible. Any timing accommodations, such as frequent breaks, must be monitored to maintain test security.
- **Scheduling:** A student may take portions of the statewide assessments over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test.

### ***Who is Involved in Accommodations Decisions?***

IEP and 504 Plan teams must make assessment and accommodation decisions for students based on individual need in accordance with state and federal guidelines. Students with IEPs and 504 Plans must be provided accommodations based on individual need as long as the accommodations do not invalidate the assessment. Accommodations must be documented in IEPs and 504 Plans.

### ***IEP Team Considerations for Instructional Accommodations***

To assure students with disabilities are engaged in standards-based instruction, every IEP/ 504 Plan Team member needs to be familiar with the state’s standards. In essence, the process of making decisions about accommodations is one in which the IEP Team members attempt to “level the playing field” so that students with disabilities can participate in the general education curriculum. In leveling the playing field, the Team should consider the following:

1. student characteristics;
2. instructional tasks expected of students to demonstrate grade-level content in state standards; and
3. consistency with standards-based IEP for classroom instruction and assessments.

For both instruction and assessment, there are resources and strategies that should be allowable for all students, and therefore not classified as accommodations. These good practices should be used whenever possible for all students. In addition, there may be other resources that can be made available to all students, to be used based on student preference. The use of these resources may not be considered an accommodation.

### ***Standard and Non-Standard Accommodations***

Standard accommodations do not reduce learning expectations. They meet specific instruction and assessment needs of students with disabilities and allow for educators to know that measures of a student’s work are valid.

Non-standard accommodations refer to practices that change, lower, or reduce learning expectations. Non-standard accommodations may change the underlying construct of an assessment. Examples of non-standard accommodations include:

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

- reducing assignments and assessments so a student only needs to complete the easiest problems or items;
- using an accommodation that invalidates the intended construct;
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or
- giving a student hints or clues to correct responses on assignments and tests.

Providing non-standard accommodations to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for **NOT** meeting graduation requirements.

*Providing a student with a non-standard accommodation alters the construct the test measures, results in scores that are not comparable, and does not provide information on how the student performed on grade-level standards.*

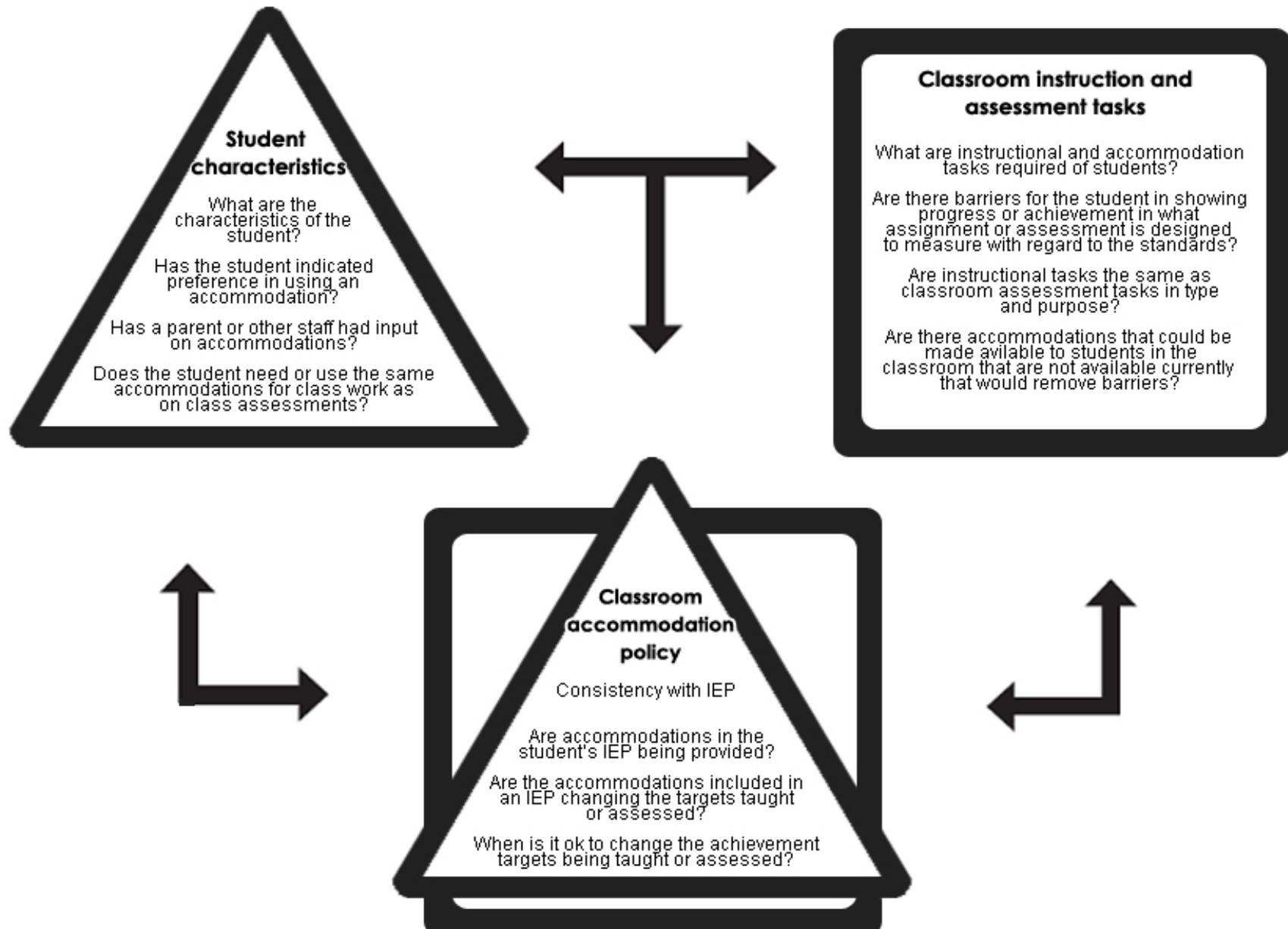
### ***IEP Team Considerations for Instructional Accommodations***

To ensure that students with disabilities are engaged in standards-based instruction, IEP Team members need to be familiar with state academic standards and assessment policies. The Team should consider (see also *Figure 1*):

- student characteristics and needs (see *Tool 1* in Appendix C);
- instructional tasks expected of students to demonstrate proficiency in grade-level content in state standards; and
- consistency between accommodations documented in the standards-based IEP that is used for classroom instruction and those used on assessments.

IEP Team members should ask: Does the student really need any accommodation? A student may not be receiving an accommodation he or she really needs or may be receiving too many. Research indicates that more is not necessarily better, and that providing students with accommodations that are not truly needed may have a negative impact on performance. The better approach is to focus on a student's identified needs within the general education curriculum and any specific accommodations that relate to assessment.

**FIGURE 1. CONSIDERATIONS WHEN MAKING DECISION FOR INSTRUCTIONAL ACCOMMODATIONS**



### **STEP 3**

#### **SELECT ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT FOR INDIVIDUAL STUDENTS**

To assure students with disabilities are engaged in standards-based instruction and assessments, every IEP Team member must be knowledgeable about the state and district academic content standards and assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's disability and present level of performance in relation to local and state academic standards.

Accommodations should always be chosen based on individual student need. IEP Team meetings that simply engage people in checking boxes on a state or local "compliance" document are neither conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum.

#### ***Document Accommodations on a Student's IEP***

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

There are potentially three areas in which accommodations can be addressed in the IEP:

1. "Consideration of Special Factors" [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered;
2. "Supplementary Aids and Services" [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate. This section is titled "Accommodations to the general curriculum" on South Carolina IEPS; and
3. "Participation in Assessments" [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments. This section is titled "Participation in statewide testing" on South Carolina IEPS.

#### ***Document Accommodations on a Student's 504 Plan***

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the

definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states:

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

Examples of students who may receive assessment accommodations based on their 504 accommodations plan include students with the following:

- allergies or asthma;
- attention difficulties;
- communicable diseases (e.g., hepatitis);
- drug or alcoholic addictions, as long as they are not currently using illegal drugs;
- environmental illnesses; or
- temporary disabilities from accidents who may need short term hospitalization or homebound recovery.

### ***The Decision-Making Process***

The decision-making process for state assessment accommodations should include consideration of at least these three factors (see Figure 2):

1. student characteristics (e.g., disabilities, language proficiency, accommodations used in classroom instruction/assessments to access and perform in academic standards and on state tests);
2. individual test characteristics: knowledge about what tasks are required on state assessments and ways to remove physical and other barriers to students' ability to perform those tasks; and
3. state accommodations policies for the assessment or for part of an assessment and consequence of decisions.

### ***Student Characteristics***

Selecting accommodations for instruction and assessment is the role of a student's IEP Team or 504 Plan committee. Accommodations should be chosen based on the individual student's characteristics and the student's need for the accommodation (see Figure 3). After considering the student's individual characteristics, the IEP Team or 504 Plan committee should identify inclusion needs that require accommodations. When these accommodations are used according to plan, the student should be able to validly demonstrate what he or she knows and can do on for both instruction and assessments.

There are several questions an IEP Team or 504 Plan committee can ask to help identify inclusion needs and match accommodations to those needs.

**QUESTIONS TO IDENTIFY APPROPRIATE ACCOMMODATIONS  
FOR INSTRUCTION AND ASSESSMENT:**

• What are the student’s learning strengths and areas of further improvement?
• How do the student’s learning needs affect the achievement of grade-level academic content standards?
• What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level academic content standards?
• What accommodations will increase the student’s access to instruction and assessment by addressing the student’s learning needs and reducing the effect of the student’s disability?
• What accommodations are regularly used by the student during instruction and assessments?
• What were the results of assignments and assessments when accommodations were used and not used?
• What is the student’s perception of how well an accommodation “worked”?
• Are there effective combinations of accommodations?
• What difficulties did the student experience when using accommodations?
• What are the perceptions of parents, teachers, and specialists about how the accommodation worked?
• Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

***Of the Accommodations That Match the Student’s Needs, Consider:***

- the student’s willingness to learn to use the accommodation;
- opportunities to learn how to use the accommodation in classroom settings; and
- conditions for use on state assessments.

***Involving Students in Selecting, Using, and Evaluating Accommodations***

It is critical for students with disabilities to understand their disabilities and learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of “authority figures,” may be a new role for students, one for which they need guidance and feedback. Teachers and other IEP Team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more that students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Self-advocacy skills become critical here. Students need opportunities to learn which accommodations are most helpful for them, and then they need to learn how to make

certain those accommodations are provided in all of their classes and wherever they need them outside of school. (See Appendix C, Tools 5 and 7 for tools that can be used with students.)

### *Prior Accommodations Use*

**Accommodations should not be used for the first time on a state test.** Instead, it is important to address these instructional concerns ahead of state assessment:

- Plan time for student to learn new accommodations.
- When a student is taking assessments in a technology-based setting, be sure that the student knows how to use the accommodation when it is provided as part of the platform.
- Plan for evaluation and improvement of accommodations use (See Step 5).

### *Accommodations for Instruction vs. Assessment*

Sometimes accommodations used in instruction may not be used on an assessment. Plan time for students to practice NOT using certain accommodations before the state assessment. Some instructional accommodations may alter what a test is designed to measure.

In some cases, the accommodations used in instruction may not be allowed on a test because they would invalidate the results of the test so that the performance no longer reflects what the test was designed to measure. In these instances, teachers should be sure to allow the student ample opportunities to perform on classroom tasks and assessments without the use of the accommodation.

If the accommodation is considered a necessary step in scaffolding grade-level content instruction, having some practice without the accommodation during classroom work would be an expected practice to gauge student progress independent of the accommodation and would also provide student opportunities to practice not using an accommodation before the state assessment. If the instructional accommodation is more permanent in nature and is not permitted on a state assessment, decision-makers should consider whether the accommodation alters what the test measures. If after considering these steps the appropriateness of using an accommodation is not clear, contact district or state personnel about its use.

### *Consequences of Assessment Accommodations Use*

When selecting accommodations for state assessments with a student, it is important to look at state policies and procedures to determine whether use of an accommodation results in consequences on a state test (e.g., lowering or not counting a student's score). "Assessment accommodations that result in adverse consequences are commonly referred to as modifications, adaptations, alterations, non-approved accommodations, and/or non-standard accommodations" (Thurlow & Weiner, 2000). Their terminology can be confusing and the terms may have different meanings in various contexts.

For South Carolina state assessments, the term non-standard accommodation refers to a change in the testing environment, procedures, or presentation that **may alter** the construct that a test measures or change the meaning of the test scores which results in scores that are not

comparable and does not provide information on how the student performed on grade-level standards. **The student's permanent record and any other school documents that contain scores from a non-standard administration must state that the student used non-standard accommodations.** Additionally, the use of non-standard accommodations has implications for both state and federal accountability calculations. Students that receive a non-standard accommodation on any state assessment will be considered a non-participant for AYP calculation purposes.

Details about standard and non-standard accommodations for students with disabilities are available in Appendix E of the Test Administration Manuals (TAM) of each state testing program.

Since providing a student with a standard accommodation does not alter the construct of what the test measures, IEP/504 Teams may select standard accommodations for individual students based on their documented needs for accessing the assessment.

### ***Individual Test Characteristics: Questions to Guide Accommodations Selection***

After considering student characteristics, it is important to look at the task students are being asked to do on the various state and district assessments. Sample test items for all South Carolina assessment programs may be found on the internet. Below are more questions to ask.

- What are the characteristics of the test my student needs to take? Are the test tasks similar to classroom assessment tasks or does the student have the opportunity to practice similar tasks prior to testing?
- Does the student use an accommodation for a classroom task that is allowed for similar tasks on the state or district tests?
- Are there other barriers that could be removed by using an accommodation that is not already offered or used by the student?

### ***Using AccSelPro to Assist in Accommodations Decisions***

Selecting accommodations for instruction and assessment is the role of a student's IEP team or 504 plan committee. **AccSelPro** is a tool designed by the SCDE to assist IEP teams with making appropriate decisions regarding individual student accommodations. This research-based Web tool is available at [www.accselpro.org](http://www.accselpro.org). It may be used to guide IEP teams through the process of selecting accommodations for instruction and assessment for students with disabilities.

### ***State Accommodations Policies: Maintaining Validity of Assessments***

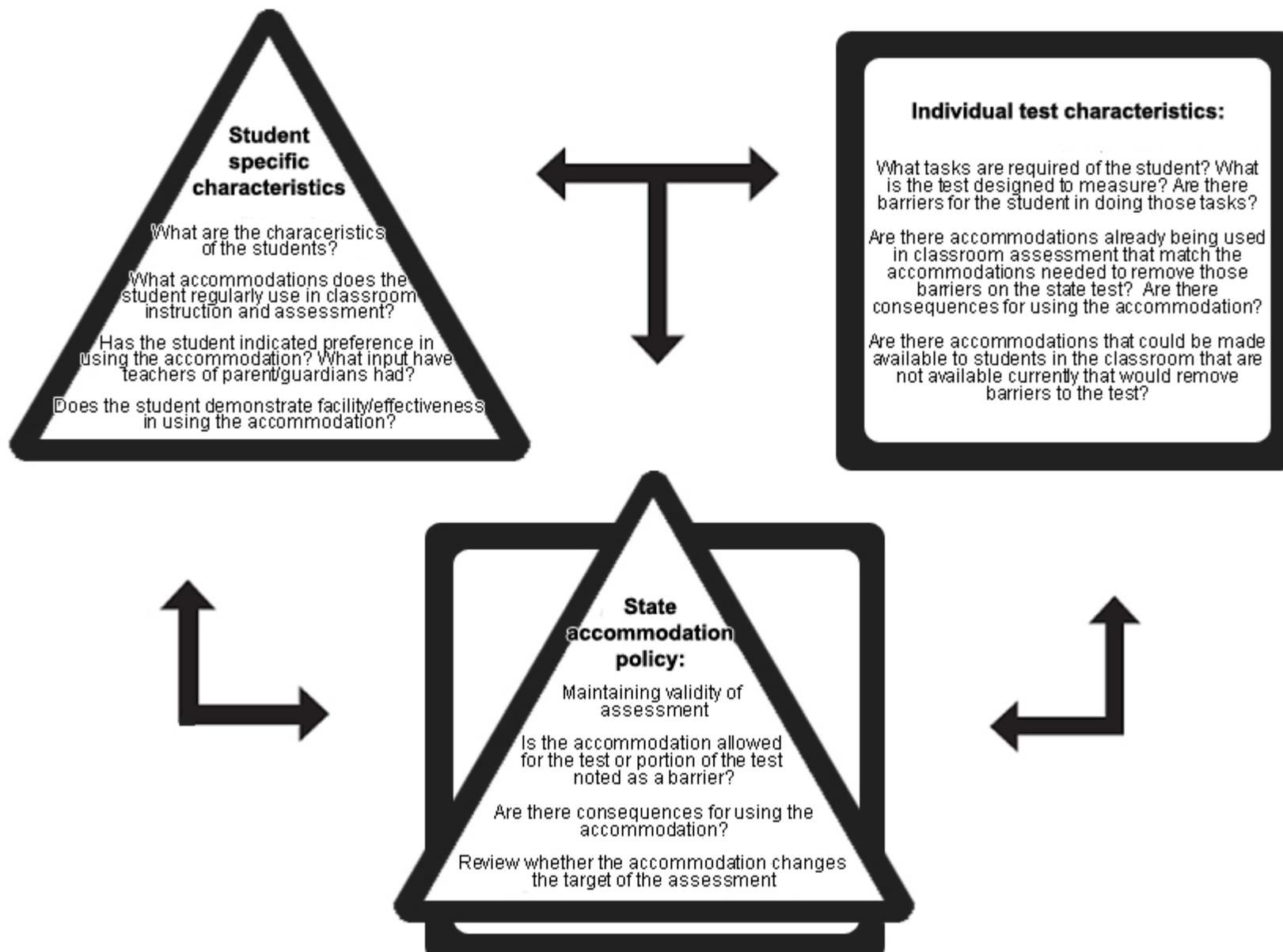
When selecting accommodations for state assessments with a student, it is important to keep in mind both the accommodation policies set to maintain the validity of an assessment and to know the consequences of the decisions. If the IEP Team determines that a student should use a certain accommodation during an assessment but the student refuses to use the accommodation, the validity of the assessment is compromised.

Consideration for longer term consequences is important for IEP Teams as well. For example, as students with disabilities begin to make post-secondary choices, these may factor into the nature of accommodation choices and availabilities open to them. The IEP Team may want to discuss whether or how this affects decisions about accommodations for assessments. Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for the on-going evaluation and improvement of the student's use of accommodations.

*Refer to Appendix C of the Test Administration Manual (TAM) of each testing program for specific information related to allowable accommodations for the assessment.*

*Refer to Tools 1, 4, 5, and 6 for additional information in completing this step.*

**FIGURE 2. CONSIDERATIONS WHEN MAKING DECISIONS FOR ASSESSMENT ACCOMMODATIONS**



## STEP 4

### ADMINISTER ACCOMMODATIONS DURING INSTRUCTION AND ASSESSMENT

#### *Accommodations During Instruction*

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

#### *Accommodations During Assessment*

Planning for Test Day: Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is not uncommon for members of the IEP Team, most often special education teachers, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all IEP Team members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day.

Prior to the day of a test, be certain test administrators and monitors know what accommodations each student will be using and how to administer them properly. For example, test administrators and monitors need to know whether a student needs to test in a separate location so that plans can be made accordingly. Staff administering accommodations, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

#### *Administering Assessments and Accommodations*

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

<b>THE CODE OF PROFESSIONAL RESPONSIBILITIES IN EDUCATIONAL MEASUREMENT (NCME, 1995) STATES THAT TEST ADMINISTRATORS AND OTHERS INVOLVED IN ASSESSMENTS MUST:</b>
<ul style="list-style-type: none"><li>• take appropriate security precautions before, during, and after the administration of the assessment;</li></ul>
<ul style="list-style-type: none"><li>• understand the procedures needed to administer the assessment prior to administration;</li></ul>
<ul style="list-style-type: none"><li>• administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any non-standard or delimiting conditions occur;</li></ul>
<ul style="list-style-type: none"><li>• avoid any conditions in the conduct of the assessment that might invalidate the results;</li></ul>
<ul style="list-style-type: none"><li>• provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and</li></ul>
<ul style="list-style-type: none"><li>• avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.</li></ul>

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

### ***Ethical Testing Practices***

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include, but are not limited to, allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way. Unethical test practices may constitute a violation of test security.

SCDE policy regarding test security and procedures for reporting test security violations can be found in the TAM of each assessment program.

### ***Standardization***

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning. See the TAM for each testing program for specific information. In the Accommodations Grid (*Tool 2*), guidelines for standardization are provided.

### ***Test Security***

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test.

In a paper and pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to:

1. keep testing materials in a secure place to prevent unauthorized access;
2. keep all test content confidential and refrain from sharing information or revealing test content with anyone; and
3. return all materials as instructed. Specific guidance on access to the assessment for purposes of scribing, orally administering or interpreting is provided in the TAM for each testing program.

Some of the same considerations for test security apply when students are taking technology-based assessments, such as the use of oral administration CDs and sign language DVDs. For example, ensuring that only authorized personnel have access to the test and that test

materials are kept confidential are critical in technology-based assessments. In addition, it is important to guarantee that:

1. students are seated in such a manner that they cannot see each other's workstations;
2. students are not able to access any additional programs or the Internet while they are taking the assessment; and
3. students are not able to access any saved data or computer shortcuts while taking the test.

*Refer to Tool 1 for additional considerations.*

In order to ensure test security and confidentiality, test administrators need to:

1. keep testing materials in a secure place to prevent unauthorized access;
2. keep all test content confidential and refrain from sharing information or revealing test content with anyone; and
3. return all materials as instructed.

South Carolina State Board regulations, 24 SC Code Regs 43-100 (Supp. 2007)(2004) § X. states that *[a breach of professional ethics, which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educators professional certificate. § O specifies that “not providing accommodations (to include customized test forms and modifications [non-standard accommodations]) as appropriate for students with Individual Education Programs or 504 Plans. This includes providing more accommodations, customization (non-standard accommodation) than appropriate.”*

The Test Security Regulations specific instructions regarding test security violations and students with disabilities appear in each Test Administration Manual.

**NOTE:** *The most commonly reported test security violations in South Carolina are the failure to provide accommodations as specified in the IEP or 504 Plan and providing accommodations NOT specified in the IEP or 504 Plan.*

<sup>3</sup>National Council on Measurement in Education. (1995). *Code of Professional Responsibilities in Educational Measurement*. Washington, DC: Author.

## **STEP 5**

### **EVALUATE AND IMPROVE ACCOMMODATIONS USE**

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction *and* assessment. Collecting and analyzing data on the use and effectiveness of accommodations is necessary to ensure the meaningful participation of students with disabilities in state and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations use, as well as support the continued use of some accommodations or the rethinking of others.

Examination of the data may also indicate areas in which the IEP Team, 504 Plan committee, and test administrators need additional training and support. In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during assessment. Data may include the following:

- observations conducted during test administration;
- interviews with test administrators; and
- talking with students after testing sessions (can be helpful to guide the formative evaluation process at both the school and student level).

Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the district, school, and student levels. The list of questions that follow are not an exhaustive list, but rather, a place to start.

#### ***Questions to Guide Evaluation of Accommodation Use at the School or District Level***

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in their IEPs and 504 Plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many students with IEPs or 504 Plans are receiving accommodations?
6. What types of accommodations are provided and are some used more than others?
7. How well do students who receive accommodations perform on state and district assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using accommodations that were not effective?

#### ***Questions to Guide Evaluation at the Student Level***

These questions can be used to evaluate the accommodations used at the student level, as well as the school or district levels:

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, choosing not to use the accommodation, or using accommodations that were ineffective? Or, was there another reason?
3. What is the student's perception of how well the accommodation worked?
4. What combinations of accommodations seem to be effective?
5. What are the difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers and others about how the accommodation appears to be working?

School- and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the IEP Team and the student. It is critical to stress that evaluation of accommodations use is not the responsibility of just one individual. The entire IEP Team should contribute to the information gathering and decision-making processes.

### ***Post-Secondary Implications***

College and career readiness is an important educational outcome for all students. As students with disabilities plan for their transition to post-secondary settings, it is important for IEP Teams to have documented the student's use of accommodations so that the student can continue to use them as needed in college and career settings. Colleges and universities may allow fewer accommodations than were available in K-12 settings, so it is important for students to document their need to use accommodations. This may also be true for students who transition into vocational and other workplace settings.

*Refer to Tools 4 and 7 for strategies for evaluating accommodations use.*

# **APPENDIX A:**

## **CATEGORY OF ACCOMMODATIONS FACT SHEETS**

# FACT SHEET 1

## PRESENTATION ACCOMMODATIONS

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### *What are presentation accommodations?*

Presentation accommodations allow students to access instruction and assessments in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.

### *Who can benefit from presentation accommodations?*

Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability. The student may require that the test be presented in a different manner, such as the use of a customized format of the test.

*(X) Marks in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:*

1. **Standard** – the accommodation described is allowed for assessment and instruction.
2. **Non-Standard** – the accommodation described, if used on state assessment, will result in an invalid assessment.
3. **Instruction** – the accommodation may be appropriate for classroom instruction but may not be allowable on statewide assessment.

*Asterisk (\*) indicates restrictions on the use of the accommodation for particular assessments (see footnotes for explanation for each assessment program impacted).*

**FACT SHEET 1**  
**PRESENTATION ACCOMMODATIONS**  
(continued)

<b>VISUAL PRESENTATION ACCOMMODATIONS</b>	<b>Standard</b>	<b>Non-Standard</b>	<b>Instructional</b>
<b>Large Print</b>	X		X
<b>Magnification Devices</b>	X		X
<b>Braille</b>	X		X
<b>Tactile Graphics</b>	X		X
<b>Human Reader</b>	X	X*	X
<b>Audio (tape or CD)</b>	X	X*	X
<b>Books on Tape</b>			X
<b>Recorded Books</b>			X
<b>Audio Amplification Devices</b>	X		X
<b>Videotapes (or DVDs) and Descriptive Videotapes</b>			X
<b>Screen Reader</b>			X
<b>Visual Cues</b>			X
<b>Notes, Outlines, and Instructions</b>			X
<b>Talking Materials</b>	X		X

# FACT SHEET 2

## RESPONSE ACCOMMODATIONS

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### *What are response accommodations?*

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

### *Who can benefit from response accommodations?*

Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization). The student may require an alternative method of responding to a test question. Response options may include the following:

*(X) Marks in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:*

1. **Standard** – the accommodation described is allowed for assessment and instruction.
2. **Non-Standard** – the accommodation described, if used on state assessment, will result in an invalid assessment.
3. **Instruction** – the accommodation may be appropriate for classroom instruction but may not be allowable on statewide assessment.

*Asterisk (\*) indicates restrictions on the use of the accommodation for particular assessments.*

**FACT SHEET 2**  
**RESPONSE ACCOMMODATIONS**  
**(CONTINUED)**

<b>RESPONSE ACCOMMODATIONS</b>	<b>Standard</b>	<b>Non-Standard</b>	<b>Instructional</b>
<b>Scribe</b>	X		X
<b>Assistive Technology</b>	X	X*	X
<b>Speech to Text</b>		X	X
<b>Braille Writer</b>	X		X
<b>Note Takers</b>	X*		X
<b>Tape Recorder</b>	X		X
<b>Responding in Test Booklet</b>	X		X
<b>Monitor Test Response</b>	X		X

**FACT SHEET 2**  
**RESPONSE ACCOMMODATIONS**  
**(CONTINUED)**

<b>MATERIALS/DEVICES USED TO SOLVE OR ORGANIZE RESPONSES</b>	<b>Standard</b>	<b>Non-Standard</b>	<b>Instructional</b>
<b>Calculation Devices</b>	X	X*	X
<b>Abacus</b>	X		X
<b>Spelling and Grammar Devices</b>		X	X
<b>Visual Organizers</b>	X		X
<b>Graphic Organizers</b>			X

# FACT SHEET 3

## SETTING ACCOMMODATIONS

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### *What are setting accommodations?*

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

### *Who can benefit from setting accommodations?*

Setting accommodations, which are changes in instructional and assessment locations, can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g., reader, scribe, frequent breaks) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment. Setting accommodations may include the following:

- preferential seating in the classroom;
- separate location with minimal distractions;
- small-group administration in a separate location; or
- individual administration in a separate location.

*(X) Marks in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:*

1. **Standard** – the accommodation described is allowed for assessment and instruction.
2. **Non-Standard** – the accommodation described, if used on state assessment, will result in an invalid assessment.
3. **Instruction** – the accommodation may be appropriate for classroom instruction but may not be allowable on statewide assessment.

*Asterisk (\*) indicates restrictions on the use of the accommodation for particular assessments.*

**FACT SHEET 3**  
**SETTING ACCOMMODATIONS**  
**(CONTINUED)**

<b>DESCRIPTION OF SETTING ACCOMMODATIONS</b>	<b>Standard</b>	<b>Non-Standard</b>	<b>Instructional</b>
<b>Reduce Distractions to the Student</b>	X		X
<b>Reduce Distractions to Other Students</b>	X		X
<b>Change Location to Increase Physical Access or to Use Special Equipment</b>	X		X

# FACT SHEET 4

## TIMING AND SCHEDULING ACCOMMODATIONS

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### *What are timing and scheduling accommodations?*

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

### *Who can benefit from timing and scheduling accommodations?*

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

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

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.

South Carolina statewide assessments are not timed tests. Students may take as long as they need to complete each test during the school day when possible. Any timing accommodations must be monitored to maintain test security. Timing accommodations may include the following:

- **Frequent or extended breaks** - These may be in the testing room without contact with other students or frequent or extended breaks that may involve contact with other students.

- **Scheduling** - The student may take portions of the assessment over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test. Scheduling accommodations may include the following:
  - administering the test in the afternoon rather than the morning;
  - administering the test in one day with several testing sessions per day; or
  - administering the test over several days with one or several testing sessions per day.

*(X) Marks in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:*

1. **Standard** – *the accommodation described is allowed for assessment and instruction;*
2. **Non-Standard** – *the accommodation described, if used on state assessment, will result in an invalid assessment; and*
3. **Instruction** – *the accommodation may be appropriate for classroom instruction but may not be allowable on statewide assessment.*

*Asterisk (\*) indicates restrictions on the use of the accommodation for particular assessments (see footnotes for explanation for each assessment program impacted).*

**FACT SHEET 4**  
**TIMING & SCHEDULING ACCOMMODATIONS**  
**(CONTINUED)**

DESCRIPTION OF TIMING AND SCHEDULING ACCOMMODATIONS	Standard	Non-Standard	Instructional
<b>Extended Time</b>	X		X
<b>Multiple or Frequent Breaks</b>	X		X
<b>Change Schedule or Order of Activities</b>	X		X

# Appendix B:

## ACCOMMODATIONS BASED ON STUDENT CHARACTERISTICS

**FACT SHEET 5**  
**EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTIC**

<b>STUDENT CHARACTERISTIC: DEAF OR HARD OF HEARING</b>			
<b>EXAMPLES OF SPECIFIC CHARACTERISTICS RELATED TO DISABILITY</b>	<b>ACCOMMODATION CATEGORY</b>	<b>ACCOMMODATIONS TO CONSIDER FOR INSTRUCTION</b>	<b>ACCOMMODATIONS TO CONSIDER FOR ASSESSMENTS</b>
<ul style="list-style-type: none"> <li>• Difficulty with communication skills</li> <li>• Delayed/absent language/speech skills</li> <li>• Difficulty in social interactions</li> <li>• Difficulty following oral directions</li> <li>• Appears inattentive in class or during conversations</li> <li>• Is quiet/withdrawn in large group settings</li> <li>• Is highly visual</li> <li>• Needs assistive technology, esp. hearing aids</li> <li>• Uses little or no speech</li> <li>• Speaks with unusually loud or quite volume</li> <li>• Misses spoken information</li> <li>• Unable to participate in class discussions</li> <li>• Difficulty understanding abstract concepts</li> <li>• Limited vocabulary/inadequate language structure</li> <li>• Vocabulary is below age or cognitive level</li> <li>• Understands conversational speech within a distance of 3 to 5 feet (hears vowels clearly, but has difficulty hearing consonants)</li> <li>• Must be able to see teacher at all times for optimal understanding</li> <li>• Other sound sources distract student</li> <li>• Needs a solid foundation in either a sign language and in English to comprehend and manipulate meta-cognitive processes</li> <li>• Other (specify)</li> </ul>	<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Sign language or cued speech</li> <li>• Audio amplification devices</li> <li>• Screen reader</li> <li>• Visual cues</li> <li>• Written notes, outlines, and instructions</li> <li>• Videotape and descriptive video</li> <li>• Provide advanced organizers and outlines of lectures for student to follow</li> <li>• Use gestures (e.g., point to materials)</li> <li>• Repeat questions and responses from classmates</li> <li>• Use captioned versions of instructional films and include script when possible</li> <li>• Give interpreter instructional materials in advance</li> <li>• Learn manual signs and teach them to hearing classmates</li> <li>• Allow student to use telecommunication device</li> <li>• Face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish</li> </ul>	<ul style="list-style-type: none"> <li>• Sign language or cued speech</li> <li>• Audio amplification devices</li> <li>• Screen reader</li> <li>• Face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish</li> </ul>
	<b>Response</b>	<ul style="list-style-type: none"> <li>• Express response to scribe or interpreter</li> <li>• Type on or speak to word processor</li> <li>• Use spelling and grammar assistive devices</li> <li>• Use visual organizers</li> <li>• Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Express response to scribe or interpreter</li> <li>• Type on or speak to word processor</li> <li>• Use spelling and grammar assistive devices</li> <li>• Use visual organizers</li> <li>• Use graphic organizers</li> </ul>
	<b>Setting</b>	<ul style="list-style-type: none"> <li>• Change location to reduce distractions</li> <li>• Change location so student does not distract others</li> </ul>	<ul style="list-style-type: none"> <li>• Change location to reduce distractions</li> <li>• Change location so student does not distract others</li> </ul>
	<b>Timing and Scheduling</b>	<ul style="list-style-type: none"> <li>• Extended time for interpreter use</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time for interpreter use</li> </ul>

**FACT SHEET 5**  
**EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTIC**  
**(CONTINUED)**

**STUDENT CHARACTERISTIC: BLIND, LOW VISION, OR PARTIAL SIGHT**

<b>EXAMPLES OF SPECIFIC CHARACTERISTICS RELATED TO DISABILITY</b>	<b>ACCOMMODATION CATEGORY</b>	<b>ACCOMMODATIONS TO CONSIDER FOR INSTRUCTION</b>	<b>ACCOMMODATIONS TO CONSIDER FOR ASSESSMENTS</b>
<ul style="list-style-type: none"> <li>• Difficulty grasping abstract concepts that are presented visually</li> <li>• Relies heavily on auditory channel</li> <li>• Sensitive to lighting</li> <li>• Needs to have class work closer to eyes</li> <li>• Unable to read a regular printed page</li> <li>• Difficulty seeing lines on a paper</li> <li>• Cannot read information from the board</li> <li>• Requires extra time to complete written work</li> <li>• Difficulty isolating words on a page</li> <li>• Unable to recognize or name objects he/she sees</li> <li>• Needs assistive technology</li> <li>• Appears inattentive to class activities</li> <li>• Is quiet in large group settings</li> <li>• Other (specify)</li> </ul>	<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Large print</li> <li>• Magnification devices</li> <li>• Braille</li> <li>• Nemeth Braille code</li> <li>• Tactile graphics</li> <li>• Human reader</li> <li>• Audiotape or compact disk (CD), or web-based</li> <li>• Screen reader</li> <li>• Large print or Braille notes, outlines, and instructions</li> <li>• Descriptive video</li> <li>• Talking materials</li> </ul>	<ul style="list-style-type: none"> <li>• Large print</li> <li>• Magnification devices</li> <li>• Braille</li> <li>• Nemeth Braille code</li> <li>• Tactile graphics</li> <li>• Human reader</li> <li>• Audiotape or CD, or web-based</li> </ul>
	<b>Response</b>	<ul style="list-style-type: none"> <li>• Express response to a scribe through speech</li> <li>• Type on or speak to word processor</li> <li>• Type on braille</li> <li>• Speak into tape recorder</li> <li>• Use calculation devices (e.g., talking calculator with enlarged keys, abacus)</li> <li>• Use personal note taker</li> </ul>	<ul style="list-style-type: none"> <li>• Express response to a scribe through speech</li> <li>• Type on or speak to word processor</li> <li>• Type on braille</li> <li>• Speak into tape recorder</li> <li>• Use calculation devices (e.g., talking calculator with enlarged keys, abacus)</li> </ul>
	<b>Setting</b>	<ul style="list-style-type: none"> <li>• Change location so student does not distract others</li> <li>• Change location to increase physical access</li> <li>• Change location to access special equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Change location so student does not distract others</li> <li>• Change location to increase physical access</li> <li>• Change location to access special equipment</li> </ul>
	<b>Timing and Scheduling</b>	<ul style="list-style-type: none"> <li>• Extended Time</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Time</li> </ul>

**FACT SHEET 5**  
**EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTIC**  
**(CONTINUED)**

<b>STUDENT CHARACTERISTIC: WEAK MANUAL DEXTERITY, FINE MOTOR SKILLS; DIFFICULTY WITH PENCIL; AND/OR DIFFICULTY TYPING ON STANDARD KEYBOARD</b>			
<b>EXAMPLES OF SPECIFIC CHARACTERISTICS RELATED TO DISABILITY</b>	<b>ACCOMMODATION CATEGORY</b>	<b>ACCOMMODATIONS TO CONSIDER FOR INSTRUCTION</b>	<b>ACCOMMODATIONS TO CONSIDER FOR ASSESSMENTS</b>
<ul style="list-style-type: none"> <li>• Unable to hold writing instrument or use a keyboard</li> <li>• Poor fine motor control</li> <li>• Other (specify)</li> </ul>	<b>Response</b>	<ul style="list-style-type: none"> <li>• Express response to a scribe through speech, pointing or by using an assistive communication device</li> <li>• Type on or speak to word processor</li> <li>• Speak into tape recorder</li> <li>• Use thick pencil or pencil grip</li> </ul>	<ul style="list-style-type: none"> <li>• Express response to a scribe through speech, pointing or by using an assistive communication device</li> <li>• Type on or speak to word processor</li> <li>• Speak into tape recorder</li> <li>• Use thick pencil or pencil grip</li> </ul>
	<b>Timing and Scheduling</b>	<ul style="list-style-type: none"> <li>• Extended time</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> </ul>

**FACT SHEET 5**  
**EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTIC**  
**(CONTINUED)**

<b>STUDENT CHARACTERISTIC: COMMUNICATION DISORDER</b>			
<b>EXAMPLES OF SPECIFIC CHARACTERISTICS RELATED TO DISABILITY</b>	<b>ACCOMMODATION CATEGORY</b>	<b>ACCOMMODATIONS TO CONSIDER FOR INSTRUCTION</b>	<b>ACCOMMODATIONS TO CONSIDER FOR ASSESSMENTS</b>
<ul style="list-style-type: none"> <li>• Difficulty expressing ideas and understanding spoken language</li> <li>• Difficulty remembering instructional information or oral directions</li> <li>• Difficulty expressing wants and needs</li> <li>• Difficulty communicating appropriately</li> <li>• Difficulty using correct grammar orally</li> <li>• Difficulty understanding concepts related to curriculum.</li> <li>• Self-corrects and hesitates when speaking</li> <li>• Easily frustrated and has outbursts of anger</li> <li>• Reluctant to read aloud or answer questions in class</li> <li>• Does not ask for help when he/she doesn't understand classroom material</li> <li>• Other (specify)</li> </ul>	<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Screen reader</li> <li>• Picture board</li> <li>• Present tasks in smaller chunks</li> </ul>	
	<b>Timing and Scheduling</b>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Frequent breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Frequent breaks</li> </ul>

**FACT SHEET 5**  
**EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTIC**  
**(CONTINUED)**

<b>STUDENT CHARACTERISTIC: READING DISABILITY AND/OR DIFFICULTY DECODING</b>			
<b>EXAMPLES OF SPECIFIC CHARACTERISTICS RELATED TO DISABILITY</b>	<b>ACCOMMODATION CATEGORY</b>	<b>ACCOMMODATIONS TO CONSIDER FOR INSTRUCTION</b>	<b>ACCOMMODATIONS TO CONSIDER FOR ASSESSMENTS</b>
<ul style="list-style-type: none"> <li>• Reading is slow and labored; sustained reading is difficult</li> <li>• Limited phonological awareness (sound within words, combining sounds)</li> <li>• Difficulty understanding or using spoken language</li> <li>• Difficulty reasoning</li> <li>• Difficulty comprehending written meaning due to inability to represent phonemes in working memory</li> <li>• Difficulty listening and remembering information</li> <li>• Limited rapid sight vocabulary</li> <li>• Difficulty with abstract linguistic devices (metaphors, humor, etc.)</li> <li>• Difficulty following directions</li> <li>• Remembers details of a story but misses the main idea</li> <li>• Difficulty remembering what he/she sees or hears</li> <li>• Lacks metacognitive skills to monitor own learning</li> <li>• Other (specify)</li> </ul>	<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Human reader</li> <li>• Audiotape, CD, or web-based</li> <li>• Screen reader</li> <li>• Videotape</li> </ul>	<ul style="list-style-type: none"> <li>• Human reader</li> <li>• Audiotape or CD, or web-based</li> <li>• Screen reader</li> </ul>
	<b>Setting</b>	<ul style="list-style-type: none"> <li>• Change location so student does not distract others</li> <li>• Use written notes, outlines, and instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Change location so student does not distract others</li> </ul>

**FACT SHEET 5**  
**EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTIC**  
**(CONTINUED)**

<b>STUDENT CHARACTERISTIC: WRITING DISABILITY AND/OR DIFFICULTY WITH SPELLING</b>			
<b>EXAMPLES OF SPECIFIC CHARACTERISTICS RELATED TO DISABILITY</b>	<b>ACCOMMODATION CATEGORY</b>	<b>ACCOMMODATIONS TO CONSIDER FOR INSTRUCTION</b>	<b>ACCOMMODATIONS TO CONSIDER FOR ASSESSMENTS</b>
<ul style="list-style-type: none"> <li>• Reading difficulties</li> <li>• Difficulty understanding or using written language</li> <li>• Poor organizational skills</li> <li>• Awkward use of a pencil or other writing instruments</li> <li>• Limited vocabulary hinders voice or tone of written work</li> <li>• Strong vocabulary and other language skills</li> <li>• Very poor spelling skills</li> <li>• Writes only a few sentences in response to a prompt</li> <li>• The same vocabulary words are repeated throughout a piece of writing</li> <li>• Other (specify)</li> </ul>	<b>Response</b>	<ul style="list-style-type: none"> <li>• Express response to a scribe through speech</li> <li>• Type on or speak to word processor</li> <li>• Speak into tape recorder</li> <li>• Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer)</li> </ul>	<ul style="list-style-type: none"> <li>• Express response to a scribe through speech</li> <li>• Type on or speak to word processor</li> <li>• Speak into tape recorder</li> <li>• Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer)</li> </ul>
	<b>Setting</b>	<ul style="list-style-type: none"> <li>• Change location to reduce distractions to other students when using scribe or tape recorder</li> </ul>	<ul style="list-style-type: none"> <li>• Change location to reduce distractions to other students when using scribe or tape recorder</li> </ul>
	<b>Timing and Scheduling</b>	<ul style="list-style-type: none"> <li>• Extended time for scribing</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time for scribing</li> </ul>

**FACT SHEET 5**  
**EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTIC**  
**(CONTINUED)**

**STUDENT CHARACTERISTIC: MATHEMATICS DISABILITY**

<b>EXAMPLES OF SPECIFIC CHARACTERISTICS RELATED TO DISABILITY</b>	<b>ACCOMMODATION CATEGORY</b>	<b>ACCOMMODATIONS TO CONSIDER FOR INSTRUCTION</b>	<b>ACCOMMODATIONS TO CONSIDER FOR ASSESSMENTS</b>
<ul style="list-style-type: none"> <li>• Difficulty with spatial organization</li> <li>• Lack of attention to visual detail</li> <li>• Does not shift mindset from one problem type to another</li> <li>• Difficulty forming numbers correctly</li> <li>• Difficulty with memory</li> <li>• Difficulty with mathematical judgment and reasoning</li> <li>• Difficulty with mathematical language</li> <li>• Other (specify)</li> </ul>	<b>Response</b>	<ul style="list-style-type: none"> <li>• Calculation devices</li> <li>• Visual organizers</li> <li>• Graphic organizers</li> <li>• Math tables and formula sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Calculation devices</li> <li>• Visual organizers</li> <li>• Graphic organizers</li> </ul>
	<b>Timing and Scheduling</b>	<ul style="list-style-type: none"> <li>• Extended time</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> </ul>

**FACT SHEET 5**  
**EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTIC**  
**(CONTINUED)**

<b>STUDENT CHARACTERISTIC: PHYSICAL DISABILITY</b>			
<b>EXAMPLES OF SPECIFIC CHARACTERISTICS RELATED TO DISABILITY</b>	<b>ACCOMMODATION CATEGORY</b>	<b>ACCOMMODATIONS TO CONSIDER FOR INSTRUCTION</b>	<b>ACCOMMODATIONS TO CONSIDER FOR ASSESSMENTS</b>
<ul style="list-style-type: none"> <li>• Impaired gross motor movement; difficulty moving in classroom</li> <li>• Fine motor difficulties; difficulty writing; unable to hold writing instrument or use a keyboard</li> <li>• Disruptive automatic behaviors (tics, vocalizations, etc.)</li> <li>• Difficulty with bowel and bladder control</li> <li>• Feeding and respiratory difficulties</li> <li>• Extreme fatigue</li> <li>• Seizures</li> <li>• Other related impairments (speech/language, cognitive, health, vision, hearing, communication difficulties)</li> <li>• Other (specify)</li> </ul>	<b>Response</b>	<ul style="list-style-type: none"> <li>• Express response to a scribe through speech, pointing, or by using an assistive communication device</li> <li>• Type on or speak to word processor</li> <li>• Speak into tape recorder</li> <li>• Write in test booklet instead of on answer sheet</li> <li>• Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox)</li> <li>• Use written notes, outlines, and instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Express response to a scribe through speech, pointing, or by using an assistive communication device</li> <li>• Type on or speak to word processor</li> <li>• Speak into tape recorder</li> <li>• Write in test booklet instead of on answer sheet</li> <li>• Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox)</li> </ul>
	<b>Setting</b>	<ul style="list-style-type: none"> <li>• Change location to increase physical access</li> <li>• Change location to access special equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Change location to increase physical access</li> <li>• Change location to access special equipment</li> </ul>
	<b>Timing and Scheduling</b>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Multiple or frequent breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Multiple or frequent breaks</li> </ul>

**FACT SHEET 5**  
**EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTIC**  
**(CONTINUED)**

<b>STUDENT CHARACTERISTIC: EASILY DISTRACTED AND/OR SHORT ATTENTION SPAN</b>			
<b>EXAMPLES OF SPECIFIC CHARACTERISTICS RELATED TO DISABILITY</b>	<b>ACCOMMODATION CATEGORY</b>	<b>ACCOMMODATIONS TO CONSIDER FOR INSTRUCTION</b>	<b>ACCOMMODATIONS TO CONSIDER FOR ASSESSMENTS</b>
<ul style="list-style-type: none"> <li>• Does not pay close attention to detail</li> <li>• Makes careless errors in schoolwork</li> <li>• Has incomplete work</li> <li>• Difficulty organizing tasks</li> <li>• External stimuli distracts student from work</li> <li>• Is reluctant to engage in activities requiring sustained mental effort</li> <li>• Difficulty sustaining attention in tasks or play activities</li> <li>• Seems inattentive when spoken to directly</li> <li>• Loses things necessary for tasks</li> <li>• Other (specify)</li> </ul>	<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Use books on tape or recorded books to help focus on text</li> <li>• Give short and simple directions with examples</li> </ul>	
	<b>Response</b>	<ul style="list-style-type: none"> <li>• Write in test booklet instead of on answer sheet</li> <li>• Monitor placement of student responses on answer sheet</li> <li>• Use materials or devices used to solve or organize responses</li> <li>• Use visual organizers</li> <li>• Use graphic organizers</li> <li>• Highlight key words in directions</li> <li>• Have student repeat and explain directions to check for understanding</li> <li>• Use template</li> <li>• Use graph paper to keep numbers in proper columns</li> </ul>	<ul style="list-style-type: none"> <li>• Write in test booklet instead of on answer sheet</li> <li>• Monitor placement of student responses on answer sheet</li> <li>• Use materials or devices used to solve or organize responses</li> <li>• Use visual organizers</li> <li>• Use graphic organizers</li> <li>• Highlight key words in directions</li> <li>• Have student repeat and explain directions to check for understanding</li> <li>• Use template</li> <li>• Use graph paper to keep numbers in proper columns</li> </ul>
	<b>Setting</b>	<ul style="list-style-type: none"> <li>• Sit in front of room</li> <li>• Change location to reduce distractions</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in front of room</li> <li>• Change location to reduce distractions</li> </ul>
	<b>Timing and Scheduling</b>	<ul style="list-style-type: none"> <li>• Use short segment test booklets</li> <li>• Allow for multiple or frequent breaks</li> <li>• Schedule tests in the morning</li> <li>• Cue student to begin working and stay on task</li> <li>• Limit reading periods</li> <li>• Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon</li> <li>• Divide long-term assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Use short segment test booklets (when available)</li> <li>• Allow for multiple or frequent breaks</li> <li>• Schedule tests in the morning</li> <li>• Cue student to begin working and stay on task</li> <li>• Change testing schedule or order of subtests</li> </ul>

# Appendix C:

## TEACHER TOOLS

# TOOL 1

## DO'S AND DON'TS

### WHEN SELECTING ACCOMMODATIONS

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

# TOOL 2

## GOOD PRACTICES AND RESOURCES FOR ALL STUDENTS

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In instruction, some practices of differentiating instruction or providing resources based on student needs should not be considered accommodations, but rather good instructional practices. Some of these tools and strategies apply to assessment as well.

*Some examples of good practices might include:*

- ✓ access to a clock, watch, or timer;
- ✓ allowing the student to sit where he or she is most comfortable;
- ✓ having directions read aloud prior to starting a task or test;
- ✓ increased white space;
- ✓ minimize distractions; or
- ✓ use of scrap or scratch paper.

*Examples of resources for all students may include:*

- ✓ changes in contrast, including use of a color overlay, reverse contrast, or change in background on a computer screen;
- ✓ large diameter pencil;
- ✓ securing paper to work space; or
- ✓ pencil grips.

# TOOL 3

## ASSESSMENTS ADAPTATION GRID

	INSTRUCTION	STANDARD ON ASSESSMENT	NON-STANDARD ON ASSESSMENT
Abacus	X	X	
Adaptive Furniture	X	X	
Adaptive Writing Tools	X	X	
Additional Examples	X		
Alternate Location	X	X	
Assistive Technology	X	X	X*
Audio (tape or CD)	X	X	X*
Audio Amplification Devices	X	X	
Audio Description of Content	X		
Audio Recording of Responses	X		
Auditory Calming	X		
Books on tape	X		
Braille	X	X	
Braille Writer	X	X	
Calculation Assistance	X	X	X*
Calculation Devices	X	X	X*
Change in Order of Activities	X		
Change Location to Increase Physical Access or to Use Special Equipment	X	X	
Change Schedule or Order of Activities	X	X	
Clarify/Repeat Directions	X	X	
Color Contrast	X	X	
Color Overlay	X	X	
Dictionary/Glossary	X		
Digital Recording	X		
DVDs or Descriptive Videotapes	X		
Extended Time	X	X	
Graphic Organizers	X		
Highlighting/ Markers/ Visual Cues	X	X	
Human Reader	X	X	X*
Large Print	X	X	
Magnification Devices	X	X	
Masking/Templates	X	X	
Minimize Distractions	X	X	
Monitor Test Response	X	X	
Multiple or Frequent Breaks	X	X	

<b>Note Takers</b>	X	X*	
<b>Notes, Outlines and Instructions</b>	X		
<b>Page Turner</b>	X	X	
<b>Pointing to Responses</b>			
<b>Read Aloud Text</b>	X	X	X*
<b>Recorded Books</b>	X		
<b>Reduce Distractions to Other Students</b>	X	X	
<b>Reduce Distractions to Student</b>	X	X	
<b>Responding in Test Booklet</b>	X	X	
<b>Screen Reader</b>	X		
<b>Scribe</b>	X	X	
<b>Sign Interpretation</b>	X	X	
<b>Sign Language</b>	X	X	
<b>Special Paper</b>	X	X	
<b>Speech to Text</b>	X		X
<b>Spelling/Grammar device/Word prediction software</b>			X
<b>Tactile Graphics</b>	X	X	
<b>Talking Materials</b>	X	X	
<b>Tape Recorder</b>	X	X	
<b>Visual Cues</b>	X		
<b>Visual Organizers</b>	X	X	

# TOOL 4

## ACCOMMODATIONS

### FROM THE STUDENT'S PERSPECTIVE

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

<b>1. Think about all the classes you are taking now. Which is your best class?</b>
<b>2. Explain what you do well in this class.</b>

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

<b>3. Now ask yourself, "What class is hardest?"</b>
<b>4. What's the hardest part of this class for you?</b>

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

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

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

# TOOL 5

## PARENT INPUT IN ACCOMMODATIONS

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### QUESTIONS PARENTS SHOULD ASK ABOUT ACCOMMODATIONS IN INSTRUCTION AND ASSESSMENTS

ABOUT INSTRUCTION	ABOUT ASSESSMENT
<ul style="list-style-type: none"> <li>• Is my child expected to reach regular or alternate achievement standards? Does this affect what types of accommodations are available to my child in instruction or on assessments?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the tests my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?</li> </ul>
<ul style="list-style-type: none"> <li>• What accommodations does my child need to access and reach the academic standards?</li> </ul>	<ul style="list-style-type: none"> <li>• Are the accommodations allowed on state tests also provided for district tests?</li> </ul>
<ul style="list-style-type: none"> <li>• Are there accommodations that could be allowed in instruction that are not currently being provided?</li> </ul>	<ul style="list-style-type: none"> <li>• Can my child participate in part of an assessment with or without accommodations?</li> </ul>
<ul style="list-style-type: none"> <li>• Are there accommodations being used at home that could be used in instruction to help my child access and learn content or help in performing certain academic tasks?</li> </ul>	<ul style="list-style-type: none"> <li>• If my child is not taking the general assessment, is it because the test is “too hard” or because the accommodation needed is not allowed on the assessment?</li> </ul>
<ul style="list-style-type: none"> <li>• How can my child and I advocate to receive accommodations not yet provided in instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there consequences for allowing certain changes to how my child participates in a test? How will my child’s test scores count?</li> </ul>
<ul style="list-style-type: none"> <li>• Are the accommodations my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase out or discontinue the use of a certain accommodation?</li> </ul>	<ul style="list-style-type: none"> <li>• Do consequences of accommodations vary by type of test?</li> </ul>
<ul style="list-style-type: none"> <li>• How are the staff members who work with my child providing accommodations? (across regular, special education or other staff)</li> </ul>	

<b>QUESTIONS FOR INSTRUCTION AND ASSESSMENT</b>
• Is the need for each accommodation documented in my child’s IEP or 504 Plan?
• Are there too many or too few accommodations being provided?
• What are my child’s preferences for specific accommodations?
• If my child needs accommodations, how will they be provided?
• If an accommodation used in instruction is not allowed on a test, is there another option to support the student that is allowed? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accommodation before the test?

Adapted from *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment*. Questions are based in part on questions and content from: NCLD’s Parent Advocacy Brief NCLB: Determining Appropriate Assessment Accommodations for Students with Disabilities, and Testing Students With Disabilities: Practical Strategies for Complying With District and State Requirements, 2nd ed. (2003) By Martha Thurlow, Judy Elliott, and James Ysseldyke.

# TOOL 6

## ACCOMMODATION USE IN THE CLASSROOM

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Use this chart to track different aspects of how a student uses an accommodation in your classroom. This will help inform decision making on assessment accommodations.

<b>STUDENT:</b>	<b>DATE:</b>
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*What accommodation(s) does the student use in the classroom?*

*List them under “accommodation” in the chart. Then follow the questions in the chart.*

QUESTIONS	LIST ACCOMMODATION(S)				
1. Is it noted in student’s IEP?					
2. For what task(s) is it used? (e.g., task type* or content/standard)					
3. Does the student use it for that task every time? Note how often.					
4. Is the need for it fixed or changing?					
5. Does the student use it alone or with assistance? (e.g., para-educator, peers?)					
6. Notes: (e.g., does one accommodation seem more effective used with another on a task)					

\*How taking in or responding to information presented, solving or organizing information, specific content/standards being learned or assessed, etc.

Adapted from *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment*.

# TOOL 7

## AFTER-TEST ACCOMMODATIONS QUESTIONS

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Use this form after a test to interview a student about the accommodation(s) provided, used, whether it was useful and whether it should be used again. Also note any adjustments or difficulties experienced by the student in either how the accommodation was administered or in using the accommodation during the assessment.

<b>STUDENT:</b>	<b>DATE:</b>
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QUESTIONS	TEST TAKEN (LIST)			
Was the accommodation used?	Yes / No	Yes / No	Yes / No	Yes / No
Was the accommodation useful?	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accommodation? (Are adjustments needed)?	Yes / No	Yes / No	Yes / No	Yes / No
Should the accommodation be used again?	Yes / No	Yes / No	Yes / No	Yes / No

<b>Student signature:</b>
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<b>Assistant signature (if applicable):</b>
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*Adapted from Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment.*

# TOOL 8

## ASSESSMENT ACCOMMODATIONS PLAN

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<b>Student Information</b>	
Name:	
Date of Assessment:	
Name of Assessment:	
<b>Case Information</b>	
Special Education Teacher:	
School Year:	
Building/School:	
General Education Teacher:	
<b>Assessment accommodations that student needs for this assessment and date arranged:</b>	
Accommodation:	Date:
1.	
2.	
3.	
4.	
<b>Comments:</b>	
<b>Person responsible for arranging accommodations and due date:</b>	
Person Responsible:	Due Date:
1.	
2.	
3.	
4.	
<b>Comments:</b>	
<b>Room assignment for assessment:</b>	
<b>Planners for this process (signatures):</b>	

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

# TOOL 9

## ASSESSMENT ACCOMMODATIONS AGREEMENT

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

I, \_\_\_\_\_,  
(Student's name)

need the following accommodations in order to take part in this assessment:

1.
2.
3.
4.

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

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

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

<b>STUDENT SIGNATURE:</b>	<b>DATE:</b>
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# TOOL 10

## LOGISTICS PLANNING CHECKLIST

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

<b>Accommodations Throughout the Academic Year</b>	<b>Y</b>	<b>N</b>	<b>NA</b>
1. Accommodations are documented on student’s IEP or 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student uses accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A master accommodations plan/database listing assessment accommodation needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Preparation for Test Day</b>	<b>Y</b>	<b>N</b>	<b>NA</b>
4. Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., audio tape, Braille, large print).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Accommodations on the Day of the Test</b>	<b>Y</b>	<b>N</b>	<b>NA</b>
9. All eligible students receive accommodations as determined by their IEP or 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provision of accommodations is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Plans are made to replace defective equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Consideration After the Day of the Test</b>	<b>Y</b>	<b>N</b>	<b>NA</b>
13. Responses are transferred to scannable answer sheets for students using special equipment and adapted test forms and response documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. All equipment is returned to appropriate locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Students who take make-up tests receive needed accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# TOOL 11

## ACCOMMODATIONS JOURNAL FOR TEACHERS

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

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

**IN THE SPACES BELOW, DESIGN AND ORGANIZE  
THE USE OF AN ACCOMMODATIONS JOURNAL FOR ONE OF YOUR STUDENTS.**

*Answer these questions:*

<b>1. What would you include as headings for the journal?</b>
<b>2. When would the student make entries in the journal, and what types of support would the student need to make these entries?</b>
<b>3. With whom would the student share journal entries, and when would it be done?</b>
<b>4. How could the journal be used in the development of a student’s IEP?</b>

# **Glossary**

## **OF ACCOMMODATIONS TERMINOLOGY**

**ABACUS**

A frame consisting of rods on which beads are moved to perform arithmetic calculations. An abacus may be useful for students when mathematics problems are to be calculated without a calculator. The abacus functions as paper and pencil for students with visual impairments.

**ADAPTIVE FURNITURE**

Furniture and equipment that has in some way been modified and/or adapted in design to assist students with positioning and accessibility to materials. Some students benefit from the use of adaptive or special furniture during instruction or testing. Adaptive furniture includes items such as Rifton chairs, standers, and adapted desks, as well as slant boards and wedges.

**ADAPTIVE WRITING TOOLS**

Products designed to help individuals with limited hand strength perform writing tasks. These tools include: large diameter pencils, triangular shaped pencils, pencil grips and weighted pens and pencils.

**ADDITIONAL EXAMPLES**

Additional examples of items and tasks may need to be provided to a student to help him/her better understand the task or test item. In a paper-based instructional or testing environment, teachers may supply additional examples to assist the student. In a computer-based environment, pre-defined examples for instructional content or test items can be programmed and accessed by the student as needed.

**ALTERNATE LOCATION**

In some circumstances, distractions for an individual student or for a group of students can be reduced by altering the location in which an individual student interacts with instructional materials or test content. For students who are easily distracted by the presence of other students, an alternate location accommodation allows the student to work individually or in small groups. Changes may also be made to a student's location within a room, such as away from windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful. Some students may benefit from being in an environment that allows for movement such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. In addition, some students may perform better when they can read content aloud and think out loud or make noises that may be distracting to other students. To reduce distractions to other students when these strategies and/or accommodations are provided, an alternate location must be employed. An alternate location can be provided within the standard testing room or in an alternate location.

**ASSISTIVE TECHNOLOGY**

Assistive technology is any item, piece of equipment or system, whether acquired commercially, modified or customized that is commonly used to increase the functional capabilities of individuals with disabilities. Assistive technology encompasses more than communication devices. In addition to devices such as Intellikeys, sip-and-puff devices, single switch devices, eye tracking devices, touch screens, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball, it also includes mobility devices and hardware and software.

**AUDIO (TAPE OR CD)**

Written tests and instructional materials are prerecorded on an audio cassette or compact disk (CD) that a student accesses by listening. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students should sit near the front of the classroom, use a small microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape

recorder off during small group discussions). Advantages include ease of operation and low costs. Audio versions of tests and other written materials need to be supplemented with a print or Braille version of the text so a student can have access to complicated graphic material. Audio formats should be spot checked before use to make certain everything is working properly. Copyright issues may need to be addressed. Audiotapes and CDs used in statewide assessments are secure materials and must be signed out, collected, and kept in a secure location.

\*NOTE: For the South Carolina state assessments this accommodation is **non-standard** on the ELA test of the PASS in third and fourth grades.

#### **AUDIO AMPLIFICATION**

Some students may require audio amplification devices in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise. The accommodation is also appropriate for assessments.

#### **AUDIO DESCRIPTION OF CONTENT**

Students with vision needs may need assistance accessing instructional or test content represented graphically. Access to graphics for students with vision needs is often provided through auditory descriptions of tables, pictures, and graphics. The auditory description should be provided in a way that does not give the student any cues through inflection or the way the material is read. It is important for graphics and other symbols to be described exactly as they appear. Readers may not clarify, elaborate, or provide assistance to students. The person providing the auditory description should be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described but should also be made available in print or tactile formats.

#### **AUDITORY CALMING**

Pre-selected music or sounds are played for the purpose of calming/keeping the student focused as they interact with the content. Auditory calming can be provided by CD or MP3 Player with headphones.

#### **AUDIO RECORDING OF RESPONSES**

For students who have difficulty generating text in written form, a recording device may also be used to create an audio recording of a student's narrative response.

#### **BOOKS ON TAPE**

Books on Tape is a service provided by Learning Ally (formerly Recordings for the Blind and Dyslexic) for which students and schools can apply. Students call a toll-free number to borrow textbooks for a specified period of time. A special tape player may also be needed.

#### **BRILLE**

Braille is widely used by people who are blind to read and write. It is a method of reading a raised-dot code with the fingertips. Each braille character, or cell, is made up of six dot positions, arranged in a rectangle containing 2 columns of 3 dots each. Not all students who are blind read braille fluently or choose braille as their primary mode of reading. Even if they use it as their primary mode of reading, braille users should also build skills in using audiotape or CD, and speech synthesis. Braille can be contracted (a series of codes, similar to a shorthand) or uncontracted (letter by letter braille). Refreshable braille displays are electronic devices used to read and write text. The device is connected to a computer and produces braille output on the braille display. The Nemeth Braille Code is a system of braille that makes it possible to convey technical expressions in a written medium to students who are blind or visually impaired. The

Nemeth Braille Code contains numerous technical symbols that occur in mathematics and science.

**BRILLEWRITER**

A six key machine similar to a typewriter in function, the braillewriter allows students to produce braille characters. The student depresses buttons to correspond to the dots he/she is trying to make in a braille character. A benefit of the braillewriter is it allows a student to read his/her work.

**BREAKS**

A break is an opportunity for the student to momentarily stop working on an assignment or test. These breaks may involve remaining seated at the student's desk or allow for movement if the environment allows for it. Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Breaks may be taken quietly without student interaction or may involve student interaction depending on the circumstances. Students may be allowed to take breaks individually on an as needed basis. If the student is taking a paper and pencil test, the test may be divided into smaller sections and a break given after each section.

**CALCULATION ASSISTANCE**

If a student's disability affects mathematics calculation but not reasoning, a calculator or other assistive device, such as an abacus, arithmetic table, manipulatives, or a student completed number chart, may be used. It is important to determine whether the use of a calculation device is a matter of convenience or a necessary accommodation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices.

\*NOTE: For South Carolina state assessments calculators, arithmetic and multiplications charts are non-standard on the grades 3 and 4 math portion of the PASS. Refer to Appendix C of the TAM for calculator specifications for each assessment.

**CLARIFY/REPEAT DIRECTIONS**

Some students need to have language simplified or repeated to accurately understand the task in which they are to engage. Teachers may clarify directions through restatement or simplification of language for the student.

**CHANGE LOCATION TO INCREASE PHYSICAL ACCESS OR TO USE SPECIAL EQUIPMENT**

The setting of a task or activity may be changed to increase access for a student. For example, a student who uses a wheelchair with a specially designed tabletop and assistive technology may not have adequate space in an auditorium with theater seating. Other students may need equipment that requires specific locations for learning and assessment. For example, a student who uses a computer for word processing might need to complete assignments and take tests in a computer lab. A student who uses large-print materials may need to sit at a table rather than at a desk with a small surface area. Another student might benefit from a standing work station. Make certain the school is accessible for students with mobility impairments. Students should have access to the building, cafeteria, classrooms, media center, restrooms, and playground. In essence, they should be able to access any room or space on the school grounds used by students in general. Some students may need to receive educational services and participate in assessments in home or hospital settings.

**CHANGE SCHEDULE OR ORDER OF ACTIVITIES**

Assessments and activities that require focused attention could be scheduled for the time of day when a student is most likely to demonstrate peak performance. To reduce fatigue and increase

attention, activities or tests can be administered during a student's peak performance time or over multiple days (completing a portion each day).

#### **COLOR CONTRAST**

The more an object contrasts with its surrounding, the more visible it becomes. Some students with visual needs are better able to view information through color contrast. Students can choose from a variety of color transparencies, which are placed over the content. Alternatively, content can be printed using different colors.

#### **COLOR OVERLAYS**

Color overlays help to provide contrast making items more visible. Transparent sheets in varying colors can be placed over content to improve visibility.

**Reverse contrast:** Students reverse the colors for the entire interface.

**Color chooser:** Students change the font and background colors for the content. Students pick the font and background color combinations that help them perceive text-based content. This differs from Color Overlay in that only the text and background colors change. Lines and graphics are not affected by the color changes. Note that these alterations in contrast may not work well together.

#### **DICTIONARY/GLOSSARY**

To understand instructional or test content, some students may need to look up words in a dictionary, glossary, or thesaurus.

#### **DIGITAL RECORDING**

A recording device may also be used to create an audio recording of a student's narrative response for students who have difficulty generating text in written form.

#### **DVDS AND DESCRIPTIVE VIDEOTAPES**

DVDs are now often closed-captioned. Captions are visible when activated by a decoder. Built-in decoders are required on all 13-inch or larger television sets. Descriptive video is a descriptive narration of key visual elements, making television programs, feature films, home videos, and other visual media accessible to people who are visually impaired. Key visual elements include actions, gestures, facial expressions, and scene changes. Inserted within the natural pauses in dialogue, audio descriptions of important visual details help to engage viewers with the story.

#### **EXTENDED TIME**

Extended time is allowing the student time beyond the normal allowance to complete an assignment, assessment, or activity. Extended time may require a student's IEP team to determine a fairly specific amount of extra time to complete assignments, projects, and assessments. For timed tests, a standard extension may be time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit. Double time may also be allowed. Decisions should be made on a case-by-case basis, keeping in mind the other types of accommodations being provided, the disability involved, and the type of assignments, assessments, and activities. Usually "unlimited" time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety of simply knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work.

#### **GRAPHIC ORGANIZERS**

Graphic organizers help students to organize ideas, communicate more effectively, and stay focused on the content. They are visual representation of knowledge, thoughts, and ideas.

Graphic organizers are generally charts, tables, and graphs. They are especially helpful for writing reports and essays.

#### **HIGHLIGHTING/MARKERS/VISUAL CUES**

Highlighting, using markers, and providing visual cues can draw attention to key content. Teachers or students may use markers, arrows, stickers, or highlighters to draw attention to key words in directions, content, or test items.

#### **HUMAN READER**

A qualified person may be provided to read orally to students who are unable to decode text visually. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word for word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described but should also be made available in print or tactile formats. Readers must be provided to students on an individual basis—not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This cannot occur when a person is reading to an entire group of students.

\*NOTE: On South Carolina state assessments a human reader is a non-standard accommodation on the ELA test of the PASS in third and fourth grades only.

#### **LARGE PRINT**

Large print editions of tests and instructional materials are required for some students with visual impairments. It is recommended that regular print materials be manipulated to reformat test items and enlarge or change the font as needed. All text and graphic materials—including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes—must be presented in at least 18-point type for students who need large print. Students, working with their teachers, need to find an optimal print size and determine the smallest print that can still be read. (Copyright issues may need to be addressed.) It is important for the print to be clear, with high contrast between the color of the print and the color of the background. When using large-print classroom material, consider the weight, size, and awkwardness of books. Large-print books are now available that look very similar to the same books in standard print.

#### **MAGNIFICATION DEVICES**

Some students with visual impairments read regular print materials and enlarge the print by using magnification devices. These include eyeglass-mounted magnifiers, free standing or handheld magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students also use closed circuit television (CCTV) to enlarge print and display printed material with various image enhancements on a screen.

#### **MASKING/TEMPLATES**

Masking involves blocking off content that is not of immediate interest to the student. It is a common technique for focusing a student's attention on a specific part of a test item. Students may use a variety of methods to mask content, including masking templates, sticky notes, rulers or straight-edges, or blank sheets of paper.

#### **MINIMIZE DISTRACTIONS**

While students are accessing and interacting with information presented in instructional or test content, some students need help reducing distractions and/or maintaining focus. A teacher or proctor can highlight information, employ visual cues, organizers, monitor placement of responses, and prompt students. Altering the environment in which a student works

on instructional or test content can reduce distractions to the student or to classmates.

**MONITOR TEST RESPONSE**

Monitor placement of student responses on answer sheet. Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses to ensure they are actually responding to the intended question.

**MULTIPLE OR FREQUENT BREAKS**

Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed. Test booklets are divided into shorter sections so students can take a break between sections of a test (sometimes referred to as “short segment test booklets”). The number of items per session can be flexibly defined based on the student’s need. If the length of a break is predetermined, a timer might be used to signal the end of the break.

**NOTES, OUTLINES, AND INSTRUCTIONS**

Written notes may be taken by another student and copied. A teacher could provide a print copy of instructions and assignments. Students could also be given a detailed outline of the material to be covered during the class period and an outline of material to be covered (syllabus) at the beginning of each grading period.

**NOTE TAKERS**

Students may have another student take notes or use an electronic note-taking device. Portable note-taking devices are small, lightweight devices equipped with a braille or typewriter-style keyboard for input and synthetic voice. Some note takers also contain a braille display (between 18 and 40 characters) for output. Note takers are excellent tools for recording notes in school, at home, or at work. They often have additional features such as a calculator and a calendar function. Newer models have a built-in modem, which allows the user to access e-mail as well as surf the Web. When these models are connected to a PC, files can be exchanged or information can be sent from the note taker to a braille embosser or to an ink printer. When linked to a computer using a screen reader, note takers equipped with a braille display can act as a braille output device.

**\*NOTE:** For South Carolina state assessments, the spell-check, grammar-check, and word prediction must be disabled in order to be a standard accommodation.

**PAGE TURNER**

The student receives assistance turning the pages of the test booklet.

**POINTING**

A response option for students who are not able to respond to items on an answer sheet or in the test booklet, but can point to responses. A proctor then translates this response onto an answer sheet.

**READ ALOUD OF TEXT**

Text read aloud is provided through a human reader, screen reader, or audio tape/CD of text. Students with reading-related disabilities may need assistance accessing instructional or test content by having all or portions of the content read aloud. A qualified person may be provided to read orally to students who are unable to decode text visually. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read text word for word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and

science. Readers should be provided to students on an individual basis—not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This cannot occur when a person is reading to an entire group of students. Provide pre-recorded human voice recordings or synthesized voice recordings for directions and test items to students. Students benefit by listening to a fully-approved, standardized human voice or synthesized voice recordings that have been vetted for correct pronunciation, assuring accurate presentation of words, symbols, and equations. The system should allow students to decide when they want to hear the text read to them, and allow them to play sound clips repeatedly.

#### **RECORDED BOOKS**

Recorded books are produced on tape or CD and can be borrowed from libraries or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. Some of the recordings contain the full book and some are abridged (e.g., Reader’s Digest version). Recorded books play on standard cassette or CD players. Tapes or CDs for children often include a book for following along. Students who can see print may want to obtain a print copy of a recorded book to follow along.

#### **REDUCE DISTRACTIONS TO THE STUDENT**

A setting accommodation to reduce distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students. Changes may also be made to a student’s location within a room. For example, a student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Sitting near the teacher’s desk or in the front of a classroom may be helpful for some students. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful for students who are easily distracted. Students with low vision may prefer to sit in the part of a room that has the best light. Some students concentrate best while wearing noise buffers such as earphones, earplugs, or headphones.

#### **REDUCE DISTRACTIONS TO OTHER STUDENTS**

Some students use accommodations that may distract other students, such as having a reader or scribe. In addition, some students might perform better when they can read and think out loud or make noises that distract other students. Distractions to other students are reduced by using these accommodations in individual settings.

#### **RESPONDING IN TEST BOOKLET**

Students may write directly in a test booklet rather than on an answer sheet (e.g., scannable “bubble” sheet).

#### **SCREEN READER**

Computer application that converts text to synthesized speech or to braille (read with an auxiliary Braille display). Computer literacy is essential for screen reader use. Screen reading software allows students to listen to text as it is displayed on a computer screen. Students can choose to listen to any text multiple times. Some products work by having a student place a page on a scanner. When a student activates the machine, it reads the text aloud using an optical character recognition (OCR) system. Mathematics formulas are normally displayed on screen as graphics that cannot be read by a screen reader.

#### **SCRIBE**

A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. A scribe may not edit or alter student work in any way and must record word for word exactly what the student has

dictated. The student must be able to edit what the scribe has written. Individuals who serve as a scribe need to carefully prepare to assure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write only what is dictated, no more and no less. Procedures for scribing on statewide assessments can be found in Appendix C of the appropriate Test Administration Manual (TAM).

#### **SIGN LANGUAGE**

Sign language is a language used to visually transmit information to convey meaning. This is done through the use of space, manual articulators, and the signer's face and body. Some students who are deaf or hard of hearing may need assistance accessing text-based instructional or test content. Access for these students is typically provided through sign language. Sign language interpreters or cued speech transliterators may be required for students who are deaf or hard of hearing. Sometimes an interpreter or transliterator is only needed or allowed to sign instructions and to assist in communication. Some students may need all print materials interpreted while learning to read print. Interpreters or transliterators need to be able to apply the mode of communication typically used by the student (e.g., American Sign Language, Pidgin Signed English, Cued Speech). Interpreters or transliterators *must not* paraphrase, clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Graphic materials may be described but should also be available in print or tactile formats. A standard video presentation of a test in sign language may be used to increase quality, consistency, pacing, and accuracy.

#### **SPECIAL PAPER**

Some students may benefit from having additional paper available to use during instruction on an assessment. This paper may be blank (scratch), lined, graph, or other paper as needed. If paper is provided during an assessment, care must be taken not to violate the security of the test. All paper should be collected at the end of the assessment.

#### **SPEECH-TO-TEXT SOFTWARE**

Speech-to-text conversion or voice recognition allows students to use their voices as input devices. Voice recognition may be used to dictate text into the computer or to give commands to the computer (e.g., opening application programs, pulling down menus, or saving work). Older voice recognition applications require each word to be separated by a distinct space. This allows the machine to determine where one word begins and the next stops. This style of dictation is called discrete speech. Continuous speech voice recognition allows students to dictate text fluently into the computer. These new applications can recognize speech at up to 160 words per minute.

#### **SPELLING AND GRAMMAR DEVICES**

These electronic devices provide the correct spelling/grammar for a student when he/she has made a mistake. For South Carolina state assessments the use of spelling and grammar checking devices is considered a non-standard accommodation. If a student is typing a response, he/she must do so in the notepad application (not Word) of the computer to ensure these devices are not being used. Note that dictionaries are not considered spell checking devices and are allowed to be used on the extended-response portion of state assessments. Refer to the TAM Appendix E of the assessment in question for specific guidance.

#### **TACTILE GRAPHICS**

Tactile graphic images provide graphic information through fingers instead of eyes. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper or thermoform). When auditory descriptions of graphics either violate the construct being

measured or are cumbersome for a student to process, tactile graphics can be used to assist the student in accessing content through touch. Tactile sensitivity (recognizing graphic images through touch) is less discriminating than visual reading, making many diagrams too complicated to understand without significant additional information. Additional information can be created through word descriptions.

**TALKING MATERIALS**

Many classroom materials are now available with auditory components. These include calculators, “talking” clocks, thermometers, timers, and voltmeters.

**TAPE RECORDER**

A student uses a tape recorder to record class work or test responses rather than writing on paper.

**VISUAL CUES**

Visual cues are non-verbal cues to prompt a student in a variety of activities. Teachers should keep their faces visible to the class when speaking, pass out printed material before class, repeat questions asked by other students, and summarize classroom discussion.

**VISUAL ORGANIZERS**

Visual organizers include graph paper, highlighters, place markers, scratch paper, and templates. Because students may not be allowed to write in books owned by the school, photocopying parts of written text allows a student to use a highlighter and write in the margins.

