

Attachment A

Guidance on Assessing Students with Disabilities with the State Readiness Assessments

The South Carolina Department of Education (SCDE) staff have worked with the three 4K readiness and the 5K readiness assessment publishers to develop this guidance on administering the assessments to students with disabilities. Most students with disabilities should be able to participate in the readiness assessments as presented, but there are some items that may be access-limited for students with specific access needs.

4K Readiness Assessments

MyIGDIs

MyIGDIs is composed of five subtests: Picture Naming, Rhyming, Sound ID, Which One Doesn't Belong?, and Alliteration. For all students, the stopping rule outlined in the Administration Book on page 7 can be followed. This rule is also reiterated on the administration directions page for each subtest. Not all tasks may be accessible, as designed, for some students with disabilities. Listed below are recommendations for alternate presentation and response options to allow as many students as possible to access each subtest. In some instances, it is recommended that certain subtests not be administered to specific populations of students due to accessibility constraints.

Picture Naming

- This subtest should not be administered to students who are blind, deaf, or non-verbal.

Rhyming

- Allow students who are blind to respond orally.
- This subtest should not be administered to students who are deaf, use eye gaze, or AAC devices to respond.

Sound ID

- This subtest should not be administered to students who are blind, deaf, use eye gaze, or AAC devices to respond.

Which One Doesn't Belong?

- This subtest should not be administered to students who are blind, deaf, use eye gaze, or AAC devices to respond.

Alliteration

- Allow students who are blind to respond orally.
- This subtest should not be administered to students who are deaf, use eye gaze, or AAC devices to respond.

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PALS

The PALS assessment is composed of six subtests: Name Writing, Alphabet Knowledge, Beginning Sound Awareness, Print and Word Awareness, Rhyme Awareness, and Nursery Rhyme Awareness. Not all tasks may be accessible, as designed, for some students with disabilities. Listed below are recommendations for alternate presentation and response options to allow as many students as possible to access each subtest. In some instances, it is recommended that certain subtests not be administered to specific populations of students due to accessibility constraints. NOTE: If you need materials in braille, contact your teacher of students who are visually impaired or Anne Mruz, amruz@ed.sc.gov, in the SCDE Office of Assessment.

Name Writing

- Allow a student who is blind to braille his or her name and omit the drawing portion of the section.

Alphabet Knowledge

- Uppercase Letters and Lowercase Letters Subsections:
 - Provide braille letter cards for students who are blind. Note: Braille materials should be treated as secure test materials.
 - Allow students who are deaf to respond using sign language.
 - Do not administer this subsection to students who are non-verbal.
- Letter Sounds Subsection:
 - Provide a braille letter card for students who are blind. Note: Braille materials should be treated as secure test materials.
 - Do not administer this subsection to students who are deaf or non-verbal.

Beginning Sound Awareness

- Say the name of each picture as it is presented to students who are blind and ask if the picture begins with the same sound as “man,” “sock,” or “bag.”
- Display a picture of a “man,” “sock,” and “bag” on the student’s communication device for students who use eye gaze or an AAC device. The students should use these pictures to communicate their response.
- Do not administer this subtest to students who are deaf.

Print and Word Awareness

- Provide a braille copy of the book for students who are blind. Each page should contain the same content as the print version. Note: Braille materials should be treated as secure test materials.

Rhyme Awareness

- Allow students who are blind to respond orally.
- Present the answer choices in picture format for students who use eye gaze or AAC devices. The pictures should be as similar to the original pictures as possible.
- Do not administer this subtest to students who are deaf.

Nursery Rhyme Awareness

- Administer this section in sign language for students who are deaf.
- Do not administer this subtest to students who are non-verbal.

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Teaching GOLD Strategies

The Teaching GOLD Strategies assessment is composed of 38 objectives, of which only eight are required to be administered. These include the following language and literacy objectives: 8, 9, 10, 15, 16, 17, and 18, which are measured through classroom observation. Not all sections may be accessible, as designed, for some students with disabilities. In some instances, it is recommended that certain sections not be administered to specific populations of students due to accessibility constraints.

Objective 15

Do not administer the following sections to students who are deaf.

- (a) Notices and Discriminates Rhyme
- (b) Notices and Discriminates Alliteration
- (c) Notices and Discriminates Smaller and Smaller Units of Sound

Objective 16

Do not administer the following section to students who are deaf.

- (b) Uses Letter-Sound Knowledge

5K Readiness Assessment

DRA2+

The DRA2+ is composed of reading benchmark and word analysis components. Per the [memo](#) from the SCDE Office of Assessment, dated August 19, 2015, the stopping rule described in the test directions must be disregarded as part of statewide assessment. All students must progress through all questions within the required subtests. Not all tasks may be accessible, as designed, to some students with disabilities. Listed below are recommendations for alternate presentation and response options to allow as many students as possible to access each subtest. In some instances, it is recommended that certain subtests not be administered to specific populations of students due to accessibility constraints. NOTE: If you need materials in braille, contact your teacher of students who are visually impaired or Anne Mruz, amruz@ed.sc.gov, in the SCDE Office of Assessment.

Reading Benchmark Components

Reading Engagement

In this section, students respond to open-ended questions about their reading experiences. Students can respond to these questions using their typical response mode (e.g., verbal communication, sign language, AAC devices, eye gaze).

Oral Reading

In this section, students participate in reading text to determine their reading level. Performance expectations will vary based on the student's reading level in DRA2+. Students can respond to these questions using their typical response mode (e.g., verbal communication, sign language).

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DRA2+ (cont'd)

Teacher Analysis

In this section, teachers tally student errors and score using the directions specific to the individual reading selection the student read.

Word Analysis

Task 1: Distinguishing Rhyming Words

- Allow students who are blind to respond orally.
- Allow students with limited range of motion who cannot point to their response option to respond orally.
- Provide answer response choices in picture format on the student's communication device for students who use eye gaze or AAC devices. Use images as close to the original illustration as possible.
- Do not administer this subtest to students who are deaf.

Task 3: Isolating the Initial Sound

- Do not administer this task to students who are deaf or non-verbal.

Task 4: Understanding Words Used to Talk About Printed Language Concepts I

- Administer this task in braille to students who are blind.
- Place the student's name on the eye gaze board for students using eye gaze to respond.
 - Do not administer step 8.

Task 5: Recognizing Capital Letters

- Provide the "Recognizing Capital Letters" card in braille for students who are blind. Note: Braille materials should be treated as secure test materials.
- Allow students who are deaf to respond using sign language.
- Do not administer this subtest to students who are non-verbal.

Task 6: Recognizing lowercase letters

- Provide the "Recognizing Lowercase Letters" card in braille for students who are blind. Note: Braille materials should be treated as secure test materials.
- Allow students who are deaf to respond using sign language.
- Do not administer this task to students who are non-verbal.

Task 7: Understanding Words Used to Talk About Printed Language Concepts II

- Administer this subtest in braille to students who are blind. Note: Braille materials should be treated as secure test materials.
- Do not administer steps 7 and 8 to students who are deaf.