



Missouri Accommodations Manual

How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities (Students with IEP Plans)



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by the Missouri Department of Elementary and Secondary Education Division
of Special Education

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Accommodations Manual: How To Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities and *Professional Development Guide* represent the best thinking of 2005. Educators are learning more about empirically based instructional practices for students with disabilities every day, and expect these materials to evolve and improve every year.

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INTRODUCTION

The *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodation for Instruction and Assessment of Students with Disabilities* presents a five-step process for Individualized Educational Program (IEP) teams, 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. A companion *Professional Development Guide* has been developed to support the use of this manual.

The guidance in the manual pertains to students with disabilities who participate in large-scale assessments and the instruction they receive.¹

The five steps include the following:

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

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

STEP 1

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

FEDERAL AND STATE LAWS REQUIRING PARTICIPATION BY STUDENTS WITH DISABILITIES

Several important laws require the participation of students with disabilities in standards-based instruction and assessment initiatives. These include federal laws such as No Child Left Behind 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

No Child Left Behind Act of 2001

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements the provisions in providing public accountability at the school, district, and state levels for all students with disabilities. NCLB 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.) 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)].

One of the basic reform principles of NCLB is stronger accountability for 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 NCLB that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well they should learn) in reading/language arts and mathematics (with science added in 2007-08) 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. By 2005-06, 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. By 2007-08, states must 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 is based on measuring success in educating all of its 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 reporting² and ultimately through consequences if AYP is not achieved.

Individuals with Disabilities Education Improvement Act of 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].

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.

² Each parent/guardian receives a report of their child's reading and mathematics assessment results. Also included in this report are district and state results.

MISSOURI POLICIES REGARDING THE PARTICIPATION OF STUDENTS WITH DISABILITIES IN STATE ASSESSMENTS

The Missouri School Improvement Program (MSIP) uses the performance of all students on the Missouri Assessment Program (MAP) subject-area assessments, End of Course Exams (EOC) and MAP-alternate (MAP-A) determining a district's performance level for district accreditation purposes. Participation of students with disabilities in state and district-wide assessments of student achievement is required by number of state and federal laws and regulations.

Students with disabilities must take all of the MAP subject-area assessments administered in their school district and the required EOC exams **or** the MAP-A. IEP teams cannot excuse students from MAP participation or from the required EOC exams. Students may not participate in **some** of the subject-area assessments **and** the MAP-A. This policy is based on the Office of Special Education Programs' (OSEP) Memorandum #00-24.

Additional information may be found in the Missouri State Plan for Special Education.

MAP-ALTERNATE (MAP-A) DETERMINING STUDENT ELIGIBILITY

The MAP-A has been developed to allow all students with disabilities to participate in the State Assessment Program. The MAP-A is designed for the student whose educational program is focused on Alternative Performance Indicators which are based upon Grade Level Expectations and the Show-Me Standards. The student's IEP team must agree that the student meets all five of the criteria. **MAP-Alternates in both Communication Arts and Math will be required for eligible children in grades 3-8. In addition, the MAP-A Math assessment will be required at grade 10, MAP-A Communication Arts at grade 11, and Science in grades 5,8, and 11.**

The student meets all five of the eligibility criteria below for participation in the MAP-A:

Yes	No	1. The student has a demonstrated significant <u>cognitive</u> disability and adaptive behavioral skills. Therefore, the student has difficulty acquiring new skills, and skills must be taught in very small steps.
Yes	No	2. The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired.
Yes	No	3. The student's educational program centers on the application of <u>essential</u> skills to the Missouri Show-Me Standards.
Yes	No	4. The IEP team, as documented in the IEP, does not recommend participation in the MAP subject area assessments or taking the MAP with accommodations.
Yes	No	5. The student's inability to participate in the MAP subject area assessment is not primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.

MISSOURI ALTERNATE ASSESSMENT WEBSITE

<http://dese.mo.gov.divimprove/assess/mapa.html>

EQUAL ACCESS TO GRADE-LEVEL CONTENT

With the focus of legislation aimed at accountability and the inclusion of all students comes the necessity to ensure equal access to content standards. Grade level expectations are educational targets related to the Show-Me Standards for students 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. Providing accommodations during instruction and assessments may also 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,
- 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.

The selection, administration, and evaluation of accommodations for instruction and assessment are the focus of the *Missouri Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities*. 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 manual provides complete guidelines only for administering and evaluating the effectiveness of assessment accommodations.

MISSOURI CONTENT STANDARDS WEBSITE

<http://www.dese.mo.gov/standards/index.html>

Districts are expected to embed the Show-Me Content (also referred to as Knowledge) Standards into their curriculum. These standards are then assessed through the Missouri Assessment Program (MAP) Grade Level Assessment and End of Course (EOC) exams.

STEP 2

LEARN ABOUT ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT

WHAT ARE ACCOMMODATIONS?

Accommodations are practices and procedures in the areas of administration, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided for a student are typically the same for classroom instruction, classroom assessments, and district and state assessments. Although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., lowering or invalidating a student's test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with state policies regarding accommodations during assessments.

Typically, accommodation 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. Accommodations for instruction and assessment are integrally intertwined.

DESCRIPTION OF ACCOMMODATIONS CATEGORIES

Accommodations are commonly categorized in four ways: administration, response, setting, and timing and scheduling:

- **Administration Accommodations**—Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.
- **Response Accommodations**—Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.
- **Setting Accommodations**—Change the location in which a test or assignment is given or the conditions of the assessment setting.
- **Timing and Scheduling Accommodations**—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

Refer to Fact Sheets 1-4 at the end of this document for specific examples of accommodations in these categories.

MODIFICATIONS VS. ACCOMMODATIONS

Accommodations do not reduce learning expectations. They provide access. However, modifications refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Examples of modifications 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,
- 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 modifications 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 not be successful on those areas on the MAP and EOC assessment. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school's or district's testing practices.

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 academic achievement and functional performance in relation to local and state academic standards. In essence, the process of making decisions about accommodations is one in which members of the IEP team attempt to "level the playing field" so that students with disabilities can access and make progress in the general education curriculum. 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.

DOCUMENTING 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, the process of identifying and documenting accommodations should be a fairly straightforward event. The present level of academic achievement and functional performance 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)].

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed:

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
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.

4. Forms D and E of Missouri’s Model IEP address state and district assessments and accommodations respectfully. Form F addresses instructional modifications and accommodations. (Questions concerning how to document assessment or instructional accommodations or modifications can be directed to webreplyspeco@dese.mo.gov)

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 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.

DETERMINING THE CONSEQUENCES OF ASSESSMENT ACCOMMODATIONS USE

When selecting accommodations for state assessments with a student, IEP teams need to understand 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, and nonstandard or nonapproved accommodations (Thurlow & Wiener, 2000). The terminology can be confusing and terms may have different meanings in various contexts.

ACCOMMODATIONS THAT INVALIDATE A STUDENT’S MAP or EOC ASSESSMENT

Oral Reading

Oral reading for the Communication Arts assessment is an accommodation that will result in the test being marked as invalid and the student’s achievement level will be “Lowest Obtainable Scale Score” (LOSS) for accountability purposes. However, these students will receive a paper report with an achievement level that reflects their performance with having the test read to them.

Students whose disability warrants an oral reading accommodation may have the other subject-area assessments read orally without having the score move into the LOSS category.

Exceptions exist for the reading of the Communication Arts test to students who are blind/visually impaired who do not read Braille. For these students, the test will not be invalid.

Paraphrasing

Paraphrasing can be used as an accommodation if determined by the IEP team for students with disabilities. However, the use of paraphrasing test questions as an accommodation will invalidate all assessments when it is used.

QUESTIONS TO GUIDE ACCOMMODATION SELECTION

Selecting accommodations for instruction and assessment is the role of a student’s IEP team. Use the questions provided below to guide the selection of appropriate accommodations for students receiving special education services for the first time and for students who are currently using accommodations:

- 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 Expectations?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve Grade Level Expectations?
- 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? These may be new accommodations or accommodations the student is currently using.
- What accommodations are regularly used by the student during instruction and assessments?
- What are the results for 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.

Teachers and other staff working with students with disabilities should 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. In addition, it is important to plan for the ongoing evaluation and improvement of the student's use of accommodations.

Refer to Fact Sheets 5 and Teacher Tools 1 for additional information in completing this step.

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 state or district 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 proctors know what accommodations each student will be using and how to administer them properly. For example, test administrators and proctors need to know whether a student will be allowed extra time to complete the test and when the testing time is ended, what plan exists for the student to continue working. 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 laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in assessments must:

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;

- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

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.

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.

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. 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.

³ 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 are 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 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. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level. Information on the use of accommodations can be feasible to collect when it is coded on the test form with other student information. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the school and district level and the student level.

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 IEP?
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 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 local 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 the accommodations that were not effective?

QUESTIONS TO GUIDE EVALUATION AT THE STUDENT LEVEL

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, or using accommodations was ineffective?
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?

These questions can be used to formatively evaluate the accommodations used at the student level, as well as the school or district levels. 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. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire IEP team should contribute to the information gathering and decision-making processes.

FACT SHEET 1

ADMINISTRATION ACCOMMODATIONS

WHAT ARE ADMINISTRATION ACCOMMODATIONS?

Administration 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.

Administration Accommodations		Description
01	Braille edition of assessment	Braille editions of the assessment require special processing. Consult your Braille edition test material for specific instructions.
02	Large print (LP) edition of assessment	Large print editions of the assessment require special processing. Consult your Large print test materials for specific instructions.
04	Oral reading of assessment	The test examiner reads items verbatim to the student in an isolated setting so that other students will not benefit or be disturbed. Oral reading for Communication Arts invalidates, the test resulting in the child being reported in LOSS, except for children identified as Blind/Visually Impaired who do not read Braille.
05	Signing	A certified sign language interpreter or Deaf education instructor signs the Math assessment (directions and test items are allowed) and/or the directions only of the Communication Arts assessment to the student.
06	Paraphrasing	The test examiner paraphrases questions to help student understanding in an isolated setting. Terms may be defined as long as they: 1) are not the actual concept or content being assessed, 2) would not give clues, or 3) would not disclose the answer. Paraphrasing test questions invalidates all MAP and EOC Assessments

10	Other Administrative Accommodations	
11	Oral Reading in Native Language	The test examiner reads items verbatim to the student in the student's native language in an isolated setting so that other students will not benefit or be disturbed. Oral reading for Communication Arts invalidates, the test resulting in the child being reported in LOSS. The use of a bilingual dictionary during Communication Arts assessment will result in LOSS.
	Use of assistive devices	An assistive device, which permits a student to read and/or respond to the test, is used. Examples include computers that assist students with fine-motor, text enlargers that enable students to independently read and answer test questions, or augmentative communication devices.
	Use of visual aids	Visual aids include any type of optical or non-optical devices used to enhance visual capability. Examples include bold-line felt-tip markers, lamps, filters, bold-lined paper, writing guides, or other adaptations that alter the visual environment by adjusting the space, illumination, color, contrast, or other physical features of the environment.
	Other: Specify	Other Administrative Accommodations
		Use of magnifying equipment, amplification equipment, graph paper and testing with teacher facing student are not listed as accommodations as these are no longer required to be reported as accommodations for the MAP subject area assessments.

FACT SHEET 2

RESPONSE ACCOMMODATIONS

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.

Response Accommodations		Description
35	Use of scribe to record student response in test booklet	The student conveys verbally or signs responses to a scribe in an isolated, individual setting so that other students cannot benefit or be disturbed. The scribe cannot suggest ideas, words, or concepts. The scribe records the student's answers verbatim. The student should indicate capitalization and punctuation if language mechanics are being assessed.
	Student taped response	The student speaks answers into a tape recorder in an isolated setting so that other students cannot benefit or be disturbed. The test examiner must be present at all times.
	Signed response	The student uses sign language to convey responses. A certified sign language interpreter of Deaf education instructor records answers.
	Pointing to respond	The student points to correct responses and the administrator records responses in the test booklet.
	Oral response	The student provides an oral response to the administrator.
	Use of a braille	The student records responses using a braille. Examples include a braillewriter, a slate and stylus, and an electronic braille note taker.
	Use of communication device	The student uses a communication device to provide a response to the administrator.
	Use of computer/word processor/typewriter for responding	The student uses a computer/word processor to write the answers. (Provide a non-networked computer to avoid inappropriate use of the computer to access answers.) The student uses a typewriter to write the answers.
39	Use of calculator, math tables, abacus, etc.	In sessions of the test where calculators are allowed to be used, the accommodation code should not be marked. The use of a calculator represents an accommodation when it is used on a section of the test for which calculator use is not allowed. Students may use talking calculators but only in an isolated setting. Students use tablets to assist in simple addition, subtraction, multiplication, and division facts using whole numbers. Students use an abacus to perform mathematical computations by sliding beads along rods.
44	Other: Specify	

FACT SHEET 3

SETTING ACCOMMODATIONS

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.

Setting Accommodations		Description
50	Testing individually	The room should be free of noises, conversation, and distractions from adjoining rooms. Individual testing is appropriate when, for example, responses are given orally or questions are paraphrased.
51	Testing with small groups	The location should be free of noises, conversation, and distractions from adjoining rooms. Students may not interact with one another about questions or answers. The examiner must be present at all times. Testing in small groups is not appropriate for students who give responses orally or require paraphrasing of questions.
53	Other: Specify	Setting Accommodations

FACT SHEET 4

TIMING AND SCHEDULING ACCOMMODATIONS

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.

Timing Accommodations		Description
20	Extend time allotted to complete Terra Nova Survey	Extended time is allowed for a student whose disability may cause him/her to be unable to meet time constraints. If used, the score cannot be compared with scores generated under standard conditions.
21	Administer test using more than allotted periods	Students with disabilities may need to complete exams over more than one test period as a result of fatigue and/or loss of concentration. Some students may require additional breaks. Dates for taking the test must occur within the testing window.
22	Other: Specify	Other Timing Accommodations

FACT SHEET 5

DO'S AND DON'TS WHEN SELECTING ACCOMMODATIONS

Do:	What not to do:
<ul style="list-style-type: none"> • Make accommodation decisions based on individual needs. 	<ul style="list-style-type: none"> • Don't make accommodation decisions based on whatever is easiest.
<ul style="list-style-type: none"> • Select accommodations that help access instruction and demonstrate learning. 	<ul style="list-style-type: none"> • Don't select accommodations unrelated to the student's learning needs.
<ul style="list-style-type: none"> • Document instructional and assessment accommodations on the IEP . 	<ul style="list-style-type: none"> • Don't use an accommodation that has not been documented on the IEP.
<ul style="list-style-type: none"> • Individualize accommodations based on student need. 	<ul style="list-style-type: none"> • Don't assume all instructional accommodations are appropriate for use on assessment.
<ul style="list-style-type: none"> • Include in documentation location, duration, and frequency of accommodation. 	<ul style="list-style-type: none"> • Don't list individual names of persons.
<ul style="list-style-type: none"> • Refer to state accommodations policies and understand the implications of selections. 	<ul style="list-style-type: none"> • Don't choose all accommodations on the checklist.
<ul style="list-style-type: none"> • Evaluate accommodations used by the student on an on-going basis. 	<ul style="list-style-type: none"> • Don't assume the same accommodations remain appropriate year after year.
<ul style="list-style-type: none"> • Get input about accommodations from teachers, parents, and student, and use it to make decisions at IEP team meetings. 	<ul style="list-style-type: none"> • Don't make decisions about accommodations without the input from others.
<ul style="list-style-type: none"> • Insure assessment accommodations are also provided during classroom instruction. 	<ul style="list-style-type: none"> • Don't provide accommodations only during assessment.
<ul style="list-style-type: none"> • Select accommodations that will give a realistic picture of the student's actual level of academic functioning. 	<ul style="list-style-type: none"> • Don't select accommodations that give students an unfair advantage.

TEACHER TOOL 1

ACCOMMODATIONS FROM THE STUDENT'S PERSPECTIVE

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.

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

2. Explain what you do well in this class. _____

The things you said you can do well 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.

3. Now ask yourself, "What class is hardest?" _____

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

The things you said were hardest are areas 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.

5. List 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.

Website References

Assessment Website

<http://dese.mo.gov/divimprove/assess/index.html>

Curriculum

<http://www.dese.mo.gov/divimprove/curriculum/index.html>