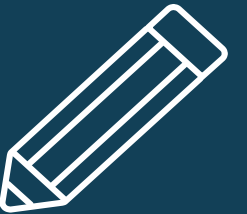


Testing Accommodations for Students with Disabilities





Introductions

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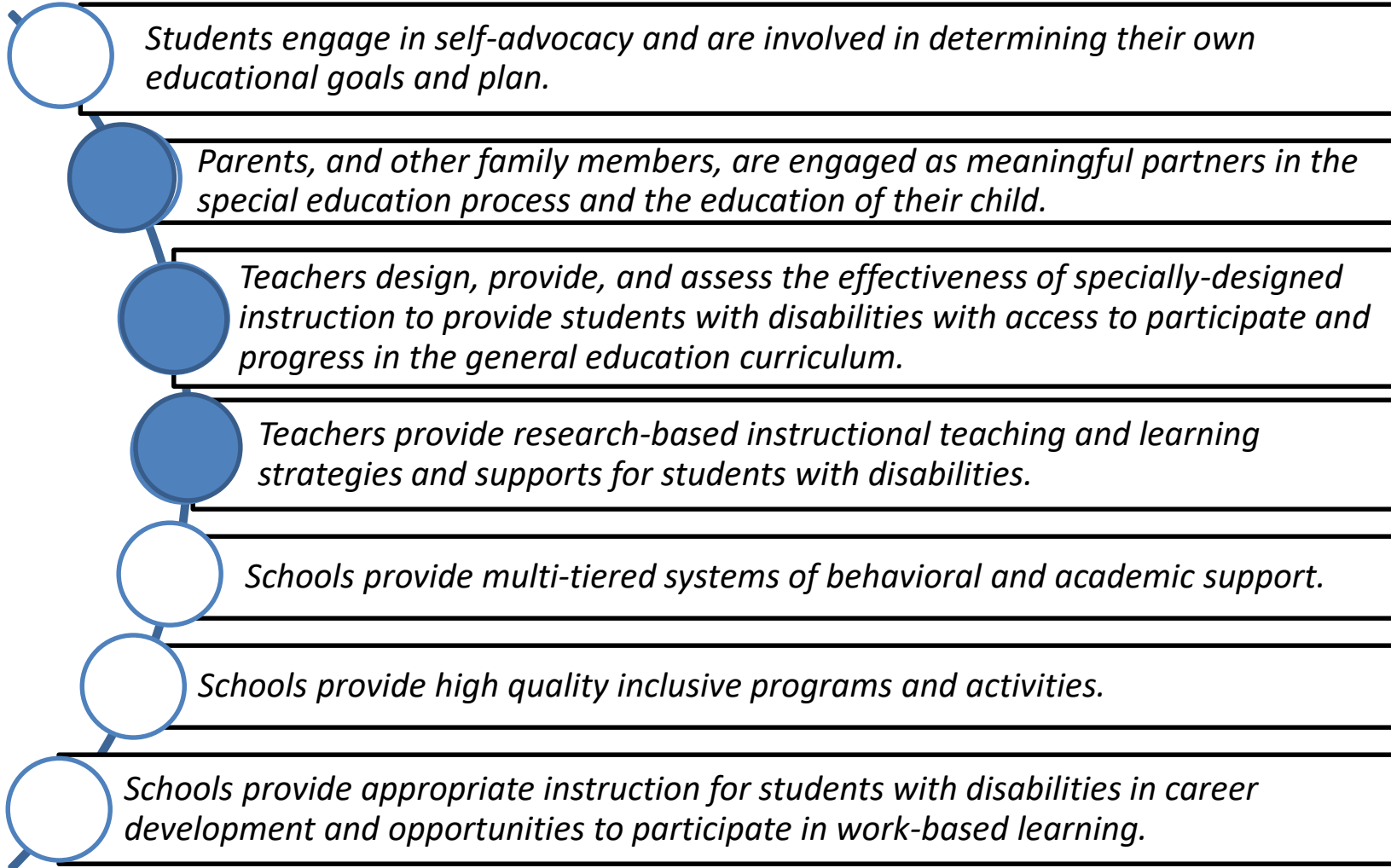
Capital District/North Country

Regional Special Education

Technical Assistance Support Center

BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

Key Principles

- 
- Students engage in self-advocacy and are involved in determining their own educational goals and plan.*
 - Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.*
 - Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.*
 - Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.*
 - Schools provide multi-tiered systems of behavioral and academic support.*
 - Schools provide high quality inclusive programs and activities.*
 - Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.*

Do Now

1. Identify two different types of testing accommodations that are frequently required by students with disabilities
2. Record the two types on one side of the index card
3. Reflect on “why” a student with a disability would require each testing accommodation
4. Record student needs or characteristics that would justify each accommodation



Objectives

- Parents and educators engage in frequent, respectful and open discussion of the educational needs of the student.
- All teachers are responsive to the pedagogical needs of students with disabilities.
- All teachers continually assess students' understanding of lessons to improve and target instruction to student needs.
- Students with disabilities in inclusive settings are provided the accommodations and explicit and specially-designed instruction needed to progress in the curriculum.



Objectives

How

- Outline new information in testing accommodations manual
- Review critical procedures in administering testing accommodations

What

- Testing Accommodations for Students with Disabilities: Policy and Tools to Guide Decision Making and Implementation
- Activities
- Protocols
- Handouts



Agenda

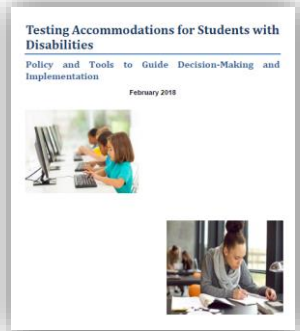
- Introduction
- Section I: Federal and State Requirements on Testing Accommodations
- Section II: Learning About Testing Accommodations
- Section III: Recommending Appropriate Testing Accommodations
- Section IV: Implementing Testing Accommodations
- Additional Resources; References
- Appendices



Appendices

- **Appendix A:** Testing Accommodations Questions and Answers
- **Appendix B:** Testing Accommodations Dos and Don'ts
- **Appendix C:** Examples of Student Characteristics and Possible Testing Accommodations
- **Appendix D:** Examples of Testing Accommodations for Special Populations: Blind or Visually Impaired
- **Appendix E:** Examples of Testing Accommodations for Special Populations: Deaf or Hard of Hearing
- **Appendix F:** Recommending and Administering Tests Read
- **Appendix G:** Procedures for the Use of a Scribe
- **Appendix H:** Administering Tests Over Multiple Days
- **Appendix I:** Sample Student Accommodation Refusal Form
- **Appendix J:** Allowable Testing Accommodations Across the NYS Testing Program

Federal and State Requirements on Testing Accommodations



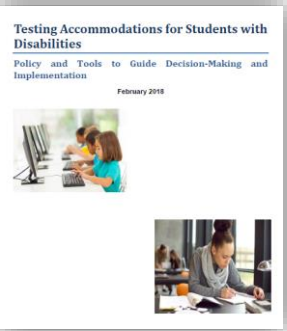
Pages 2 – 4

- Under IDEA, all students with disabilities must be included in all general State and district-wide assessment programs, with appropriate accommodations and alternate assessments where necessary and indicated in their IEPs.
- Section 200.4(d)(2)(vi) requires that the IEP provide a statement of any individual testing accommodations to be used consistently to measure the academic achievement and functional performance of the student.



Learn About Testing Accommodations

- Equal opportunity:
 - To participate
 - To demonstrate skills and knowledge
- Promote access to examinations
- Based on individual student need



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Testing Accommodations

- Remove obstacles without reducing expectations for learning
- Categories of testing accommodations most frequently required by students:
 - Flexibility in scheduling/time
 - Flexibility in the setting used for the administration of assessments
 - Changes in the method of response
 - Changes in the method of response

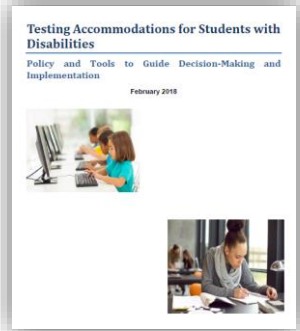
Testing Modifications

- Changes to the testing process or to the content of the assessment
- May change, lower, or reduce learning expectations
- For example:
 - Simplification, clarification, explanation
 - Use of spell-checking devices on a test of the student's spelling skills
 - Use of calculator on a test of a student's computation skills



Recommending Appropriate Testing Accommodations

- Consider student characteristics and needs
- Align testing accommodations with instructional accommodations
- The IEP/504 plan must indicate the individual testing accommodation, and should include:
 - Specific testing accommodations
 - Conditions or types of tests in which the accommodation must be provided
 - Any additional implementation recommendations



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Aligning Testing Accommodations with Instructional Accommodations

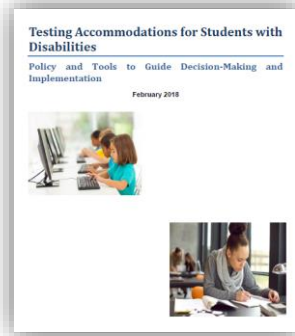
Whenever possible, the instructional accommodations in the classroom should be aligned with the testing accommodations provided during assessment

For example:

- Student needs educational materials in large print
- Testing accommodation: Testing materials in large print

Not all instructional accommodations are appropriate for use during State assessments

For example:
Word banks



Pages 12 – 13

TESTING ACCOMMODATIONS

The following testing accommodations will be used consistently:

- in the student's education program;
- in the administration of district-wide assessments of student achievement consistent with school district policy; and
- in the administration of State assessments of student achievement, consistent with NYSED policy.

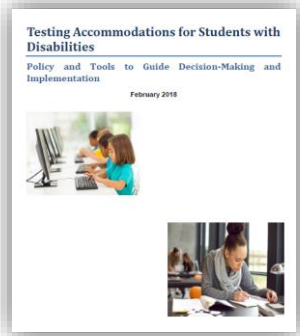
TESTING ACCOMMODATION	TESTING CONDITIONS	IMPLEMENTATION RECOMMENDATIONS
Extended time	For tests requiring extended written (essay) responses	Double Time
Use of scribe	For test items requiring extended writing responses	Student may dictate into a recording device.
Separate setting	All tests	Small group – quiet with limited visual distractions
Tests read	For all State and local tests except those measuring reading comprehension	This accommodation should be provided using text-to-speech software
Breaks	For tests longer than 40 minutes in length	10-minute break every 40 minutes
Tests administered over multiple days	For tests with a standard administration time greater than 2 hours in length	Testing sessions are not to exceed 2 hours



Recommending Appropriate Testing Accommodations

Students who incur disabilities shortly before testing:

- Principal's responsibility
 - Short term or long term disability
 - Does not apply to a student who is in the process of being evaluated to determine eligibility
- Extending the time limit
 - Administering the test in a special location
 - Answers may be recorded in any manner
 - Reading a test to the student (only if student's vision is impaired)



Pages 15 - 16

IV

Implementing Testing Accommodations

- Identify and train all individuals responsible for implementing testing accommodations
- Prepare specialized materials and/or testing locations
- Ensure consistent implementation:
 - Testing accommodations should not be provided for the first time during a State examination
 - Testing accommodations must be provided across all placement settings



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A

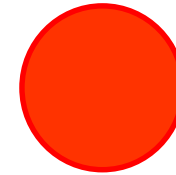
Testing Accommodations Questions and Answers

- Recommending Testing Accommodations
- Implementing Testing Accommodations
- Special Populations
- Other

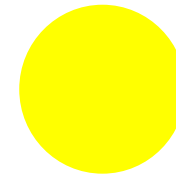
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Testing Accommodations Questions and Answers

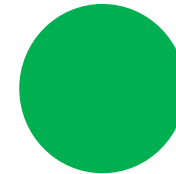
- Move to assigned questions
- Place a sticker to answer the question (without reading the Q&A!)
- Discuss with your group
- Find the answer in the Q&A, read and discuss
- Group share out



No



Not sure



Yes

B

Testing Accommodations Dos and Don'ts

Do ... make accommodations decisions based on individualized needs.

Do ... refer to state accommodations policies and understand implications of selections.

Don't ... make accommodations decisions based on whatever is easiest to do

Don't ... check every accommodation possible on a checklist simply to be safe.

C

Examples of Characteristics and Possible Testing Accommodations

- Chart assists in the decision-making process for each student by providing examples of testing accommodations
- Not every testing accommodation indicated under “possible testing accommodations” will be appropriate for each student demonstrating a given characteristic
- Refer to Appendix J for testing accommodations allowable on State assessments

C

Examples of Characteristics and Possible Testing Accommodations

- Review the testing accommodations and student characteristics from the “Do Now” activity
- Compare to the chart in Appendix C
- Note any other accommodations or possible effect on test taking

D & E

Examples of Testing Accommodations for Special Populations

Appendix D: Students who are Blind or Visually Impaired

Appendix E: Students who are Deaf or Hard of Hearing

- Timing/Scheduling
- Setting
- Presentation
- Response

F

Recommending and Administering Tests Read

- Allows students with disabilities that limit their ability to decode print the opportunity to demonstrate content knowledge
- Should be a low-incidence accommodation
- Recommendation
- Documentation
- Decision Making
- Procedures

F

Recommending and Administering Tests Read

- Independently read pages v and vi in Appendix F
- Pair share



I agree with this



I am surprised by this



I have a question about this

G

Procedures for Use of a Scribe

- Allowing the use of a scribe may be recommended for students who, because of a disability, need someone to transcribe their dictated responses on tests.
- Generally necessitates the use of an alternate location and extended time.



- Recommendation
- Documentation

H

Administering Tests Over Multiple Days

- Designed to permit students who, because of their disability-related needs, are unable to complete a State assessment in a single day or testing session.
- Consideration
- Recommendation
- Documentation

Sample Student Accommodations Refusal Form

- For use in the event that a student refuses a testing accommodation during testing
- Optional form, for local use only

Appendix I

Sample Student Accommodation Refusal Form

This form is optional and for local use, only. Do not submit to the New York State Education Department. This form may be modified and duplicated for local use.

Directions: Complete this form in the event that a student refuses a testing accommodation(s) during testing. This form may be retained and filed in accordance with local policy.

Student's Name:	_____	Grade:	_____
School Name:	_____		
School District:	_____		
Assessment:	_____	Date of Assessment:	_____
Teacher/Test Administrator:	_____		
Accommodation(s) Refused:	_____ _____		
Reason for Refusal:	_____ _____		
Additional Comments:	_____ _____ _____		
Signature of Teacher/Test Administrator:	_____		
Date:	_____		

J

Allowable Testing Accommodations Across the NYS Testing Program

- General reference tool on permissible testing accommodations for NYS tests
 - Additional information included in the School Administrator's Manual for each test
- 3-8 ELA
 - 3-8 Math
 - 4 & 8 Science
 - Regents
 - NYSAA
 - NYSESLAT
 - NYSITELL



Go to: [Kahoot.It](https://kahoot.it)

