

Colorado Accommodation Manual

Selecting and Using Accommodations for Instruction and Assessment



Success is a journey, not a destination

-Ben Swackhamer

Acknowledgements

Manual Navigation Tips

In order to conserve resources and improve ease of access, this Seventh Edition of the ***Colorado Accommodation Manual*** is offered as an online version for Colorado educators.


- Each title in the Table of Contents is a quick link to the corresponding Section in the document.
- Each Section page contains a more detailed list of pertinent topics contained within that section to facilitate navigation through the document
-  The printer icon indicates a printable document; frequently-used references are located in Section III. Click on the title to print.

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Acknowledgements

The Seventh Edition of the *Colorado Accommodation Manual* is aligned with the work of:

The Council of Chief State School Officers (CCSSO), 2011 Edition

[http://www.ccsso.org/Resources/Programs/Assessing_special_education_Students_\(ASES\).html](http://www.ccsso.org/Resources/Programs/Assessing_special_education_Students_(ASES).html) and a contributing report, *Improving Accommodations Outcomes: Monitoring Instructional and Assessment Accommodations for Students with Disabilities (Christensen, Thurlow and Wang, June 2009)*

The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Every effort was made to align with the Council of Chief State School Officers' revised Third Edition, *Accommodations Manual: How to Select, Administer, and Evaluate the Use of Accommodations for Instruction and Assessment of Students with Disabilities*; however, additions were made for Colorado state policy and procedures.

Visit CCSSO's website for more resources: <http://www.ccsso.org>

Assessing Special Education Students (ASES)

State Collaborative on Assessment and Student Standards (SCASS)

The State Collaborative on Assessment and Student Standards, Assessing Special Education Students ASES SCASS group addresses the inclusion of students with disabilities in large-scale standards, assessment, and accountability systems and the effects of these systems on related educational reform efforts. Throughout this 2013-14 edition of the *Colorado Accommodation Manual*, attention has been given to addressing issues related to providing accommodations on technology-based platforms. Educators are strongly advised to evaluate and implement computer-based instruction for students as the new generation of state assessments will include online delivery.

With thanks to the following CDE staff for their support and contributions:

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Jayne Dougherty, OT/ PT and Adaptive PE
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Kelli Roark, Webmaster
Jason Baggs, Executive Assistant

On the Cover...

Building Bridges for the Future....

Through setting a clear vision for increasing student and overall system performance, CDE continually supports the advancement and improvement of the state's education system to prepare all learners for success in a rapidly changing global workplace. We have clear goals related to student achievement, educator effectiveness, school/district performance and state agency operations – all aimed at preparing students for success after high school.

This *Seventh Edition of the Colorado Accommodation Manual* is dedicated to the continuing pursuit of providing Access, Learning and Literacy for all children....in Colorado, all means **ALL!**

Royal Gorge Bridge, Canon City, Colorado

Photo by Gerald Lamirande
August 2013

Colorado Department of Education

The guidance in this manual applies to the instruction of students with documented needs, including students with a disability, who participate in large-scale assessments.

For questions related to the topics listed below, please contact:

Linda Lamirande
Senior Consultant
Instructional Accommodations & Assessment
Exceptional Student Services Unit
Lamirande_L@cde.state.co.us
303-866-6863

- Colorado Academic Standards and Extended Evidence Outcomes/Extended Readiness Competencies
- Standards-Based IEPs for students on grade-level and alternate standards
- Instructional accommodations for students with a specific disability
- Participation requirements for alternate assessments
- 11th Grade Alternate Assessment for the Colorado ACT
- Formative assessment for students with a disability



“Education is all a matter of building bridges.”

-Ralph Ellison

For questions related to the topics listed below, please contact:

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- Statewide Summative and Alternate Assessment Accommodations
 - TCAP
 - CoAlt
 - Pearson Science and Social Studies
- Test Administration Policies and Procedures

The contents of this manual were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Purpose

The purpose of the Seventh Edition of the *Colorado Accommodation Manual: Selecting and Using Accommodations for Instruction and Assessment* is to:

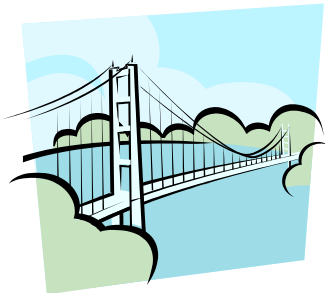
- provide decision-making guidance for all types of educational teams, the personnel of which may include administrators, general education teachers, special education teachers, gifted education educators, school psychologists, speech and language pathologists, related service personnel, and paraeducators who are working in collaboration with families to design and provide effective educational plans for students
- set forth participation guidelines for students who have a significant cognitive disability to receive instruction based on alternate academic achievement standards and be evaluated with alternate academic achievement standards
- offer suggestions and resources for instructional adaptations based on student characteristics which are intended to provide access to the general curriculum for all students who have a documented need, including students with a disability
- outline qualifications for the use of standard, restricted, and nonstandard accommodations on state summative assessments

accommodations - practices and procedures that provide equitable access during instruction and assessment for students who have a documented need, including students with a disability

The use of accommodations moves us one step closer to ensuring that ALL students in Colorado have a fair and equal chance to receive standards-based instruction and demonstrate mastery.



Accommodations for Use during Classroom Instruction and Classroom / District Assessment



Instead of building walls, we should be building bridges.

-Vicente Fox

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Section I: Guidance

Each section heading below is a link to that portion of the manual.

Responsibilities of Educational Teams

[Documenting Decisions in a Formal Plan](#)

[Considerations for Instructional Accommodations](#)

[Considerations for Instructional Accommodations Diagram](#)

Guidelines for Determining Eligibility for Accommodations

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IEP Team Decision-Making Process

[Clarifying the IEP Team's Role](#)



[Alternate Standards and Assessment Participation Guidelines Worksheet](#)



[Companion clarifying document: Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Assessment](#)



[Companion document--prints in booklet format](#)

[\(print on both sides-flip on long edge; fold/staple if desired\)](#)

Federal and State Laws Requiring Participation by Students with a Disability

[Reauthorization of Elementary and Secondary Education Act \(ESEA\)](#)

[Individuals with Disabilities Education Improvement Act of 2004 \(IDEA\)](#)

[Section 504 of the Rehabilitation Act of 1973](#)

Responsibilities of Educational Teams

In the State of Colorado, all students who have a documented need, including students with an identified disability, can be afforded an appropriate instructional accommodation. In order to preserve test validity, not all instructional accommodations are allowable for use on state summative assessments. However, that is not a valid reason for an educator to refrain from using an effective accommodation during initial instruction. As the student becomes proficient, the use of some accommodations can be used with lessening frequency. All accommodations used for assessment must be used routinely in instruction and evaluated periodically for effectiveness.

The stipulations for providing an accommodation are:

- the determination of need for a student must be made on an individual basis
- accommodations are documented in a formal plan
- accommodations are evaluated regularly for effectiveness
- the accommodation is routinely used for both instruction and assessment according to the guidelines set forth in this manual

Documenting Decisions in a Formal Plan

Educational teams have the decision-making responsibility and authority to select instructional academic achievement standards and appropriate accommodations for assessments based on evidence provided by educational, medical and/or mental health professionals. Various types of teams may be assembled to consider a student's educational needs. All decisions will be made and documented in a formal plan according to applicable local, state, and federal guidelines.

The role of the educational team is to thoughtfully determine and document appropriate accommodations needed for instruction and assessment. The title, function, policies, and procedures of these educational teams will be defined by the district, and for some students, in accordance with state and federal law.

Formal plans may include, but are not limited to:

English Language Acquisition (ELA) Plan – developed for students who have a native or home language other than English

Individual Literacy Plan (ILP) - provides in-school instructional time for the development of the pupil's reading readiness or literacy and reading comprehension skills

Intervention (RtI) plan – a plan to target specific skills that require remediation

Advanced Learning Plan- a plan developed to determine and monitor individual gifted education programming that includes academic and affective goals and post-secondary/career readiness

School or district document kept in the student's cumulative record

Section 504 Plan / Individual Accommodation Plan (IAP)

Students who are served under *Section 504 of the Rehabilitation Act of 1973* will have a 504 Plan or Individual Accommodation Plan (IAP), as defined by district policy and procedure.

Individualized Education Program (IEP) for students eligible to receive special education services under the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA)

Students who are referred, evaluated and determined to be eligible using established eligibility criteria to receive special education services (IDEA) will have an Individualized Education Program (IEP) developed by an IEP Team.

Only students who are eligible to receive special education services, have an IEP, and meet participation requirements as a student with a significant cognitive disability may qualify to receive instruction based on alternate academic achievement standards and take the alternate state summative assessment (CoAlt). All other students take the general state summative assessment, with or without accommodations (TCAP).

All educational teams will develop a formal plan that documents the student's qualification and need for an accommodation and states how the accommodation will be implemented during instruction and assessment. (The plan may not simply be a teacher's lesson plan book.) The decisions made regarding accommodations must be transparent and designed by a team of educators, including the parents. Parents should sign the formal plan in order to show they are aware of the need, benefit and consequences of their student receiving an accommodation.

Section I

Guidance

Prerequisite Considerations:

- Has the student had access to grade-level content?
- Has the student had evidence-based instruction
- Was instruction provided by a highly qualified teacher?

Evidence-Based Instruction has been defined as “the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction” (Whitehurst, 2002, slide 2). At its core, evidence-based instruction simply means that the program, methodology, and/or practice have records of success. In other words reliable and valid evidence indicates that the intervention works.

<http://www.reed-institute.com/Article2Evidence-Based.pdf>

If the answer to any of the guiding questions is “No,” then the educational team should address access considerations and continue to apply grade-level achievement standards and evaluate response to intervention. If the answer to all three questions is “Yes,” then consider the guiding questions and procedures outlined below.

Considerations for Instructional Accommodations

To ensure that all students are engaged in standards-based instruction, the members of every educational team shall be guided by applicable state and federal policies. Furthermore, the team should consider the following:

- What are the **student’s characteristics** as a learner?
- How can **access to grade-level standards** be ensured regardless of a disability or language barrier?
- What **types of instructional tasks** are expected of the student in order to demonstrate proficiency in grade-level content?
- Is there a consistent “golden thread” or supporting **body of evidence** that connects the student’s characteristics and needs with accommodations? Are accommodations documented in a formal plan or standards-based IEP, which serves as a foundation for classroom instruction and assessment?
- Does the student really **NEED** the accommodation?
- Remember, the educational goal is for students to have access to tools which allow them to produce work independently. Accommodations are **not intended for convenience or just “to do better.”**
- Does the student demonstrate **willingness to consistently use** the accommodation?

The graphic on the following page represents these considerations:

Educational Team Considerations for Instructional Accommodations

Student Characteristics

- What are the characteristics of the student?
- Has the student indicated preference in using an accommodation?
- Has a parent or other staff member had input on accommodations?
- Does the student need or use the same accommodations for classroom as on class assessments?



Classroom Instruction and Assessment Tasks:

What instructional tasks are required of students?

Are there barriers for the student in showing progress or achievement in what an assignment or assessment is designed to measure with regard to the standards?

Are instructional tasks the same as classroom assessment tasks in type and purpose?

Are there accommodations that could facilitate access to the general curriculum for instruction?

What accommodations are needed for state assessment?

Classroom Accommodation Policy:

Consistency with IEP

Are accommodations documented in the student's IEP being provided, routinely used, and evaluated for both instruction and assessment?

Are the accommodations included in a standards-based IEP consistent with the student's designated academic achievement standard?



Section I

Guidance

Guidelines for Determining Eligibility for Accommodations

Culturally and/or Linguistically Diverse Learners

When learners who are Culturally and/or Linguistically Diverse (CLD) are referred for special education evaluation, it is necessary to use caution so as not to discriminate because of language or cultural differences.

As a child moves through the Special Education referral process, this CDE *Fast Facts* document provides a framework for considering the relationship of culture and language to a possible disability:

Critical Questions about the Special Education Process for Culturally and/or Linguistically Diverse Learners (pdf)

www.cde.state.co.us/cdesped/download/pdf/FF-CLD.pdf

Accommodations for ELLs:

www.cde.state.co.us/cde_english/download/Resources-Links/ELL%20GUIDE%20OVERVIEW%202008.pdf

For more information related to English Learners, please see the CDE Language, Culture and Equity webpage:

www.cde.state.co.us/cde_english/elau_pubsresources.htm

The Can-Do Descriptors for WIDA Levels of English Language Proficiency can be found on this webpage:

www.cde.state.co.us/cdesped/CLD.asp

Students Identified as Gifted Who Have a Disability

Gifted students with disabilities are at-risk because their educational and social/emotional needs often go undetected. The resulting inconsistent academic performance can lead educators to believe twice-exceptional students are not putting forth adequate effort. Hidden disabilities may prevent students with advanced cognitive or creative abilities from developing their academic, arts, or leadership area of strength. The frustrations related to unidentified strengths and disabilities can result in behavioral and social/emotional issues.

When lessons and assignments promote concept learning, higher order thinking skills and offer multiple ways to demonstrate learning, twice-exceptional students (2x) are more likely to demonstrate performance in strength areas.

A collaborative effort between classroom teachers, special educators, gifted educators, and parents is needed to program for twice-exceptional students and implement instructional strategies to meet their diverse needs. It is essential that the disabilities are identified early so appropriate interventions can be provided at optimum times. Unfortunately, the struggles of many twice-exceptional students go unnoticed for many years, resulting in learning gaps and undeveloped potentials.

For information and ideas for accommodations and differentiated instructional strategies for 2X Students, visit the CDE website: www.cde.state.co.us/gt/download/pdf/TwiceExceptionalResourceHandbook.pdf

Students Identified as Gifted

For students identified as gifted, there are a small number who may significantly struggle with learning commensurate with their ability. It is important to recognize that significant learning difficulties may exist in gifted students. The student may display one or more skill weaknesses compared to strengths or ability. A few gifted students require a 504 Plan or may have difficulties like, sensory integration, auditory or visual processing, dyslexia, autism spectrum manifestations and intense social-emotional needs. These gifted students may or may not be on grade level, yet are at-risk for school failure. Given these issues, the gifted student may not be determined with a federally named disability, yet the learning difficulty interferes with learning. It is the determination of the ALP Team, including parental engagement, and other appropriate professionals as invited by the team to determine if the issue interferes with learning and requires accommodations in the advanced learning plan.

Students with a Disability Served Under Section 504 of the 1973 Rehabilitation Act

Section 504 provides certain rights to individuals with disabilities and protection against discrimination in federally funded programs and activities. Section 504 states the following:

No otherwise qualified individual with a disability ... 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 ...29 U.S.C. § 794(a).

In school settings, Section 504 legislation guarantees and protects a student with a disability who may not otherwise demonstrate evidence of educational need for specialized instruction. Students served under Section 504 have a formal plan, but do not have an IEP developed for the provision of services under Special Education (IDEA). However, these

Section I Guidance

students are still considered to be individuals with disabilities and are entitled to necessary accommodations to lessen the impact of the disability in educational settings. The legal definition of a student with disabilities is much broader under Section 504 than it is under IDEA. An important part of the 504 Plan developed by a school for a student with a disability is often the documentation of accommodations that the student can utilize during instruction and on assessments.

For more information on Section 504, please refer to: www.cde.state.co.us/cdesped/504Info.asp

- Section 504 is enforced by the Office for Civil Rights (OCR). OCR can be contacted by calling (303) 844-5695.
- The School District is responsible for the implementation of Section 504. For more information contact the Section 504/ADA Coordinator for your District.

Special Education Eligibility Categories

House Bill 11-1277 amended the *Exceptional Children’s Education Act* (ECEA) to align Colorado’s eligibility categories with corresponding federal terms, requirements and/or terminology used in the field. The legislation was passed in May 2011. The State Board of Education (SBE) adopted the definition changes into ECEA Rules on September 12, 2012, following stakeholder work and two public-comment periods. The new disability category and eligibility language went into effect on October 30, 2012. Following separate legislation, the new category and criteria for *Child with a Developmental Delay* went into effect on March 2, 2013. All administrative units must use the revised eligibility category labels, definitions, and criteria for every child identified with a disability by July 1, 2016.

There are 13 disability categories for school-age learners and one specific to infants and toddlers. Three of the disability categories did not change their titles; the remaining 11 have title changes per alignment with the federal IDEA definitions.

Two broad existing categories (*multiple disabilities* and *physical disability*) were further divided into new categories. Deaf-blindness is now a self-standing definition and not merged within the category of multiple disabilities. Traumatic Brain Injury, Autism Spectrum Disorders, Orthopedic Impairment, and Other Health Impaired are now four distinct definition categories instead of falling under the former category of Physical Disability. The following chart shows the names of each of the 13 disability categories.

Disability Categories Prior to HB11 1277	New Disability Categories
Infant /Toddler with a Disability	Infant /Toddler with a Disability
Hearing Disability	Hearing Impairment, including Deafness
Multiple Disabilities	Multiple Disabilities
Multiple Disabilities	Deaf-Blindness
Physical Disability	Autism Spectrum Disorder
Physical Disability	Orthopedic Impairment
Physical Disability	Other Health Impaired
Physical Disability	Traumatic Brain Injury
Preschool Child with a Disability	Developmental Delay *
Significant Identifiable Emotional Disability	Serious Emotional Disability
Specific Learning Disability	Specific Learning Disability
Significant Limited Intellectual Disability	Intellectual Disability
Speech or Language Impairment	Speech or Language Impairment
Visual Disability	Visual Impairment, including Blindness

* The HB11-1277 legislation changed “Preschool Child with a Disability” to “Preschooler with a Disability” but since the bill passage, the 2012 Colorado legislature passed a new bill to change the definition category of Preschooler with a Disability to a child with **Developmental Delay**. This new definition is being rolled into the rulemaking process for the other 13 definitions.

For questions, please contact Tanni Anthony: 303-866-6681

Section I Guidance

IEP Team Decision-Making Process

Clarifying the IEP Team's Role

To write an effective IEP for a child with a disability, parents, teachers, other school staff—and often the child—must come together at a meeting to look closely at the child's unique needs. These individuals combine their knowledge, experience, and commitment to design an educational program that must help the child to be involved in, and progress in, the general education curriculum—that is, the same curriculum as for children without disabilities. The IEP guides the delivery of special education and related services and supplementary aids and supports for the child with a disability. Without a doubt, writing—and implementing—an effective IEP requires teamwork.

—National Dissemination Center for Children with Disabilities (NICHCY)
<http://nichcy.org/schoolage/iep/team>

Access to the General Curriculum

The central responsibility of the IEP Team is to consider how a student with a disability will participate in instruction and assessment by utilizing various types of interventions, accommodations, and/or modifications that will afford the student any support needed for educational success. The IEP Team will consider all evaluative evidence to determine eligibility for services and academic achievement standards. IEP Team considerations are documented in an Individual Education Program (IEP). It is highly important for the IEP Team's decisions to be communicated to all necessary campus personnel. It is frustrating for parents and embarrassing to students when teachers are not knowledgeable about accommodations the student is to receive.

Participation in state/district assessments

Since the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA, 1997), all students with disabilities must be included in state and district assessments. The IEP Team determines how a student will participate in a statewide assessment, but not whether the student will participate. All students who meet the participation guidelines as a student with a significant cognitive disability and who are unable to participate in the grade-level assessment, even with accommodation, must be provided with an alternate assessment based on alternate academic achievement standards, sometimes abbreviated as AA-AAS.

Educational teams are encouraged to use these tools in the decision-making process:



Alternate Academic Achievement Standard and Alternate Assessment Participation Guidelines Worksheet



**Companion Clarifying Document
Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment**



Companion document--prints in booklet format

IEP Teams must consider and document a student's eligibility to:

- receive instruction on alternate academic achievement standards and
- participate in alternate assessments based on alternate academic standards

The Participation Guidelines Worksheet and companion clarifying document are provided to facilitate and document the IEP Team's decision-making process for choosing instruction based on alternate academic achievement standards and evaluating student performance with an alternate assessment based on alternate academic achievement standards.

For questions about eligibility for alternate academic achievement standard and alternate assessment based on alternate academic achievement standards, contact CDE ESSU consultant, Linda Lamirande 303-866-6863.

***For further clarification of terms used in this worksheet, please refer to the companion document below
Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment**

<p>Criterion #1: The student has been evaluated and determined to be eligible to receive special education services and has an IEP.</p>	<p>Response:</p>
<p><input type="checkbox"/> Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?</p> <p><input type="checkbox"/> Has a current Individualized Education Program (IEP) been developed for the student?</p>	<p><input type="checkbox"/> No. Stop here. The student must meet Special Education <i>Determination of Eligibility</i> criteria in one or more disability categories defined in ECEA Rules http://www.cde.state.co.us/cdesped/IEP_Forms.asp</p> <p><input type="checkbox"/> Yes. If both elements can be affirmed, continue to Criterion #2.</p>
<p>Criterion #2: The student has documented evidence of a cognitive disability.</p>	<p>Response:</p>
<p><input type="checkbox"/> During the process of determining eligibility for a student, did the IEP Team review a body of evidence that supports the existence of a cognitive disability?</p>	<p><input type="checkbox"/> No. Stop here. The student must have documented evidence of the existence of a cognitive disability, regardless of the special education disability category.</p> <p><input type="checkbox"/> Yes. Empirical evidence of a cognitive disability is documented in the IEP. Continue to Criterion #3.</p>
<p>Criterion #3: The student has a <u>significant</u> cognitive disability.</p>	<p>Response:</p>
<p><input type="checkbox"/> The student’s demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are significantly below age expectations, even with program modifications, adaptations and accommodations <u>and</u></p> <p><input type="checkbox"/> the School Psychologist (or other personnel trained in administering psychometric evaluation) presents evidence that the student’s cognitive and adaptive functioning is consistent with that of a student with a significant cognitive disability*.</p> <p><i>Empirical evidence includes, but is not limited to, formal testing results, multi-disciplinary team evaluations, and other evaluative data.</i></p>	<p><input type="checkbox"/> No. The documented evidence supporting the existence of a cognitive disability does not fall into the “significant cognitive disability” range. With appropriate adaptations (supports and accommodations), the student receives daily instruction based on the Colorado Academic Standards enrolled grade-level expectations. The student does not qualify for instruction on alternate academic achievement standards or to take alternate assessment based on alternate academic achievement standards.</p> <p>Continue to 4A to select <u>Grade-level</u> standards-based instruction and appropriate grade-level assessment.</p> <p><input type="checkbox"/> No. The documented evidence supporting the existence of a cognitive disability does not fall into the “significant cognitive disability” range. However, the IEP Team has considered the impact of the disability and other related factors in order to determine that the student qualifies to receive daily instruction based on the Colorado Academic Standards Extended Evidence Outcomes (alternate academic achievement standards) and participate in alternate assessment based on alternate academic achievement standards.</p> <p>Continue to 4B to select <u>Alternate</u> standards-based instruction and appropriate alternate assessment.</p> <p><input type="checkbox"/> Yes. Both elements affirm that the student meets the qualifications as a student with a significant cognitive disability. The student (a) requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer academic and functional skills necessary for application in school, work, home and community environments.</p> <p>Daily modified instruction is linked to the enrolled grade level Colorado Academic Standards Extended Evidence Outcomes (EEOs). For students receiving instruction on alternate standards and taking alternate assessment, the IEP must contain measurable annual goals and objectives for content areas.</p> <p>Continue to 4B to select alternate standards-based instruction and alternate assessment.</p>

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Guidance

Tested Content Areas	4A Instruction and Assessment based on Grade-Level Academic Achievement Standards (Grade-level Expectations / Evidence Outcomes)	4B Instruction based on Extended Evidence Outcomes (EEOs) and Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAS)
Reading Writing Math Science Social Studies	<input type="checkbox"/> Grade-level classroom/ district assessments <input type="checkbox"/> with accommodation <input type="checkbox"/> without accommodation <input type="checkbox"/> State Summative Assessment <input type="checkbox"/> with accommodations allowed for use on state assessment <input type="checkbox"/> without accommodation <input type="checkbox"/> nonstandard request- pending approval by CDE Assessment Unit	<input type="checkbox"/> Alternate classroom/ district assessments based on alternate standards <input type="checkbox"/> Alternate State Summative Assessments Note: With the passage of IDEA in 1997 and its reauthorization in 2004, it is required that both state and districts provide an alternate assessment for students who cannot participate in general state and district assessments.
Dual Assessment	Typically, if a student meets participation guidelines for alternate standards for instruction, the alternate assessment will be taken for all content areas tested in the student’s enrolled grade level. However, in a few rare instances, a student may demonstrate specific academic strength in a particular content area. The IEP Team may determine that a student receive grade-level instruction and participate in grade-level assessment in one or more content areas, but receive instruction under alternate standards and take an alternate assessment in another content area. In such cases, a Request for Dual Assessment form must be submitted to the CDE Assessment Unit. (See Assessment Appendix in the Colorado Accommodation Manual)	
Other	<input type="checkbox"/> ACCESS for ELLs (K-12) <input type="checkbox"/> with allowable accommodations <input type="checkbox"/> Colorado ACT <input type="checkbox"/> with allowable accommodations for use on the ACT assessment	<input type="checkbox"/> Alternate ACCESS for ELLs (Gr. 1-12) <input type="checkbox"/> 11 th Grade Alternate Assessment for Colorado ACT
Exclusionary Factors: The IEP Team affirms <ul style="list-style-type: none"> <input type="checkbox"/> that annual assessment data was reviewed for each content area and <input type="checkbox"/> the decision for participation in the Alternate Assessment is NOT based on: <ol style="list-style-type: none"> 1. A disability category or label 2. Poor attendance or extended absences 3. Native language/social/cultural or economic difference 4. Expected poor performance on the grade-level assessment 5. Services student receives 6. Educational environment or instructional setting 7. Percent of time receiving special education 8. English Language Learner (ELL) status 9. Low reading level/academic level 10. Anticipated student’s disruptive behavior 11. Impact of student scores on accountability system 12. Administrator decision 13. Anticipated student’s emotional duress 		
IEP Team Consensus: (Record decision on IEP Form) <input type="checkbox"/> Student meets participation guidelines as a student with a significant cognitive disability and will receive instruction based upon alternate academic standards and participate in alternate assessment as indicated above.		
*For further clarification of terms used in this worksheet, please refer to the companion document Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment		

This clarifying document has been prepared as a companion for the Participation Guidelines Worksheet.



Evaluation and Determination of Eligibility for Special Education

When a child is referred for special education services, the school district will use "...a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent..." to build the body of evidence to define a student's characteristics as a learner. The IEP Team will review the evaluation data and follow the Determination of Eligibility Checklists to document the student's eligibility to receive special education services under IDEA and to develop an Individualized Educational Program (IEP). During the IEP Team considerations, the academic achievement standard for instruction will be specified and how the student will participate in assessment will be documented.

(20 U.S.C. 1414(b)(2)(A). http://www.cde.state.co.us/cdesped/IEP_Forms.asp

Cognitive Disability

As part of the multi-disciplinary process, the unique needs of the child will be identified and evaluated. If cognitive and adaptive delay is a suspected area, a school psychologist or other trained licensed personnel will select and administer valid and reliable instruments based upon the student's needs. Results of testing and observational instruments shall be reported and documented as part of an empirical body of evidence. No one procedure can be the sole determiner of whether a child has a disability or to determine a specific educational plan. Multiple sources of information must be considered to define the pervasive level of support required by the student and to identify areas of strength as well as areas of need. A comprehensive review would be expected to address the following areas: academics; communication; self-care; daily living; social skills; access to the community; self-direction; health and safety; leisure; and work. Adaptive skills should be commensurate with the scores from the cognitive evaluation and must also indicate that the student is functioning in the most significant classification ranges.

Significant Cognitive Disability

While the *Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-regulatory Guidance* issued by the U.S. Department of Education in August 2005 states that **alternate achievement standards are intended for "...students with the most significant cognitive disabilities."** (p.6) there is no federal definition or single method of determining if a student has a "significant cognitive disability" <http://www2.ed.gov/policy/elsec/guid/altguidance.pdf>

Since the impact of having an intellectual or cognitive disability varies considerably, just as the range of abilities varies considerably among all people, the designation of "the most significant cognitive disability" is left to the professional judgment of the school psychologist and other professionals contributing to the body of evidence gathered during the evaluation and considered by the IEP Team. Generally, such students can be characterized as having intellectual functioning **well below average** (typically associated with cognitive measures indicating an IQ below 55, / 3.0 standard deviations or more below the mean) that exists concurrently with deficits in adaptive functioning. This reference is offered to help distinguish between students who meet eligibility criteria to receive special education services as a student with an Intellectual Disability and students with a significant cognitive disability.

The words "*typically associated with IQ below 55*" allow for some district/school flexibility; **it is not intended to be an absolute requirement.** For students with IQ measured in the 55-70 range, additional factors related to the impact of the disability must be taken into account.

IEP Team decisions must be based upon

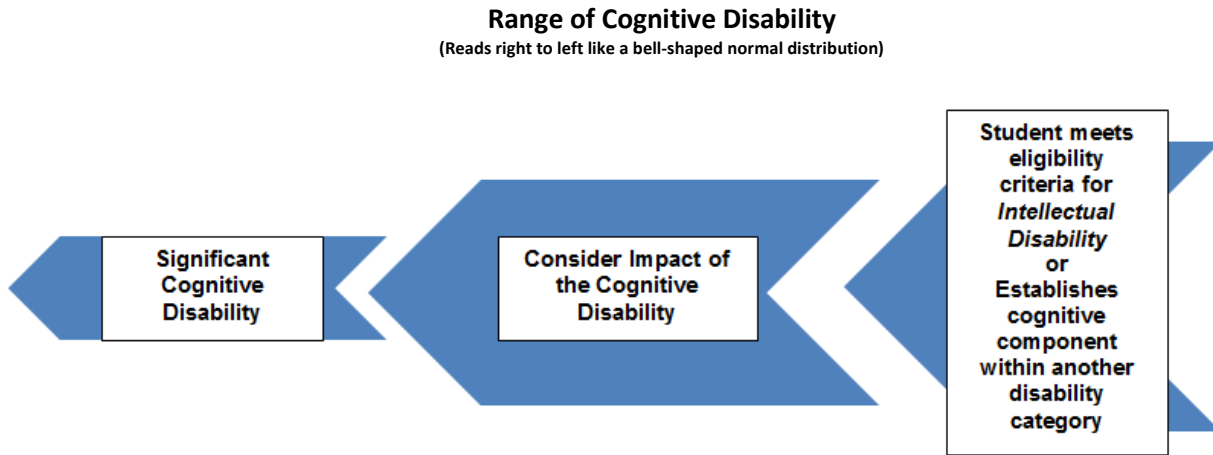
- unique abilities and needs of each individual student
- impact of the disability on educational performance
- professional judgment, supported with a collected body of evidence to support the existence of a cognitive disability that falls within the **significant cognitive disability** range, either as the primary condition, or a secondary component.

Neither the special education disability category nor a given standardized IQ score can be the sole factor considered when determining instructional standards and participation in assessment. In other words, the disability category of *Intellectual Disability* itself or an IQ score below 70 **does not automatically** qualify the student to receive instruction based on alternate standards or to take an alternate assessment based on alternate academic achievement standards.

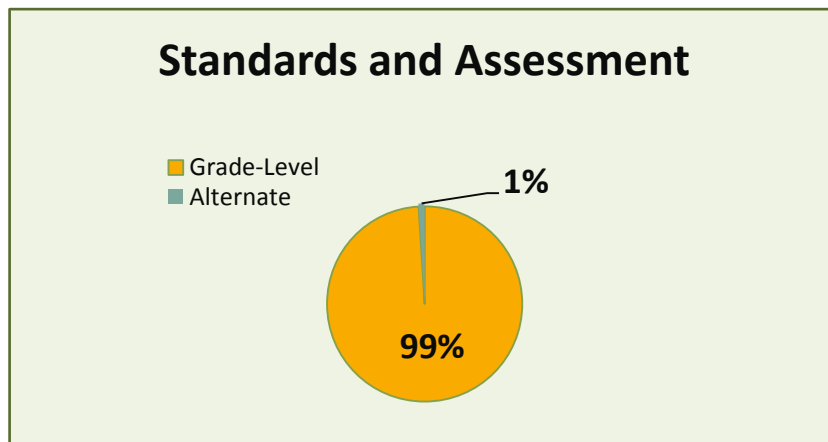
Section I

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It is the existence of the significant cognitive disability, regardless of disability category, that allows the IEP Team to consider the option of alternate standards and assessment.



Only a small number of students who have a significant cognitive disability meet the participation guidelines to receive instruction based on the EEOs and take alternate district/state assessments based on alternate academic achievement standards. However, the number of students who meet the participation guidelines is not limited, nor can it be administratively determined.



Instructional Standards

The **Colorado Academic Standards** (CAS) are expectations of what students need to know and be able to do at the end of each grade. They also stand as the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be more successful. State standards are the basis of the annual state assessment.

On August 3, 2011, the State Board of Education adopted **Extended Evidence Outcomes (EEOs)** as alternate standards in Mathematics, Science, Social Studies and Reading, Writing and Communicating for students with a significant cognitive disability. These alternate expectations are directly aligned to the grade level expectations for all students. <http://www.cde.state.co.us/CoExtendedEO/StateStandards.asp>

Measurable Goals and Objectives

In the IEP, annual goals are based on enrolled grade-level standards and specify the specialized instruction and related services the IEP Team has identified for the student. If a student meets participation guidelines for alternate standards and assessment, the IEP must include measurable annual goals **and** objectives for the tested academic areas. Goals that are non-academic are used to teach skills students need in order access the general curriculum and benefit from specialized instruction.

Accommodations

The IEP Team is also responsible to document instructional accommodations and accommodations for district/state assessment in the IEP. (See the **Colorado Accommodation Manual** for more information.)

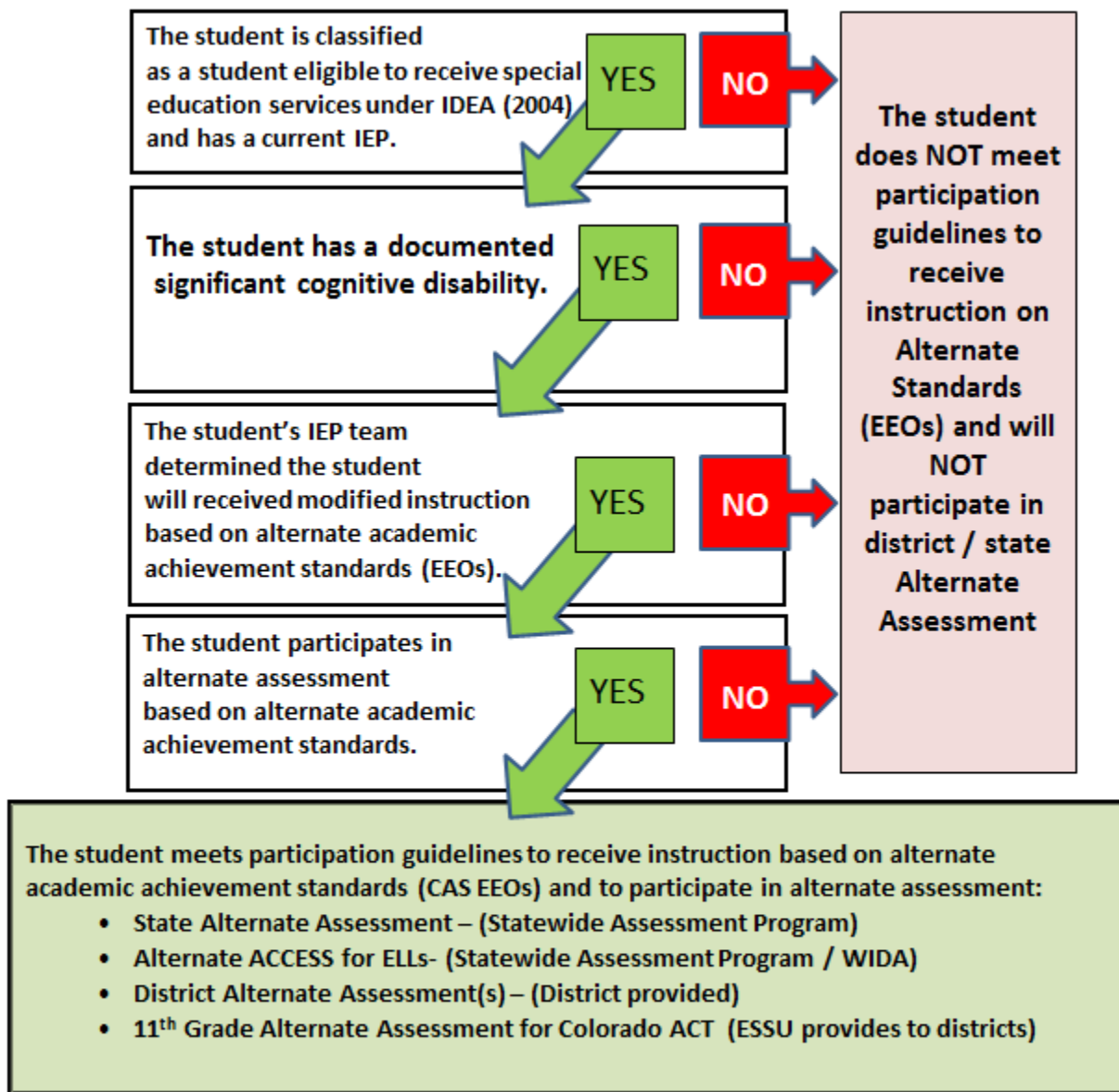
Participation in Assessment

The IEP Team determines how individual students participate in assessment programs, not whether they participate. Federal law clearly includes all students in assessment and accountability. Since instruction drives assessment, it is the instructional standard that determines assessment. If evidence of a cognitive disability is documented, then the IEP Team will consider the educational impact of the disability to determine the appropriate academic standard for instruction.

- If the severity of the cognitive disability does not fall into the most significant range, the IEP Team may choose grade-level instructional standards with/without appropriate accommodations. In that case, the student will participate in grade-level classroom/district/state assessment with or without accommodations. However, if there are compelling indications that the student should receive instruction based on alternate standards and take alternate assessment, those factors must be documented in the IEP.
- If the body of evidence supports the existence of a significant cognitive disability, the student may receive instruction based on alternate academic achievement standards and will participate in alternate classroom/district/state assessment.

Not all students who have a cognitive disability will require instruction based on alternate standards and take alternate assessment based on alternate academic achievement standards.

**Alternate Standards for Instruction and Alternate Assessment
Decision-Making Tree**

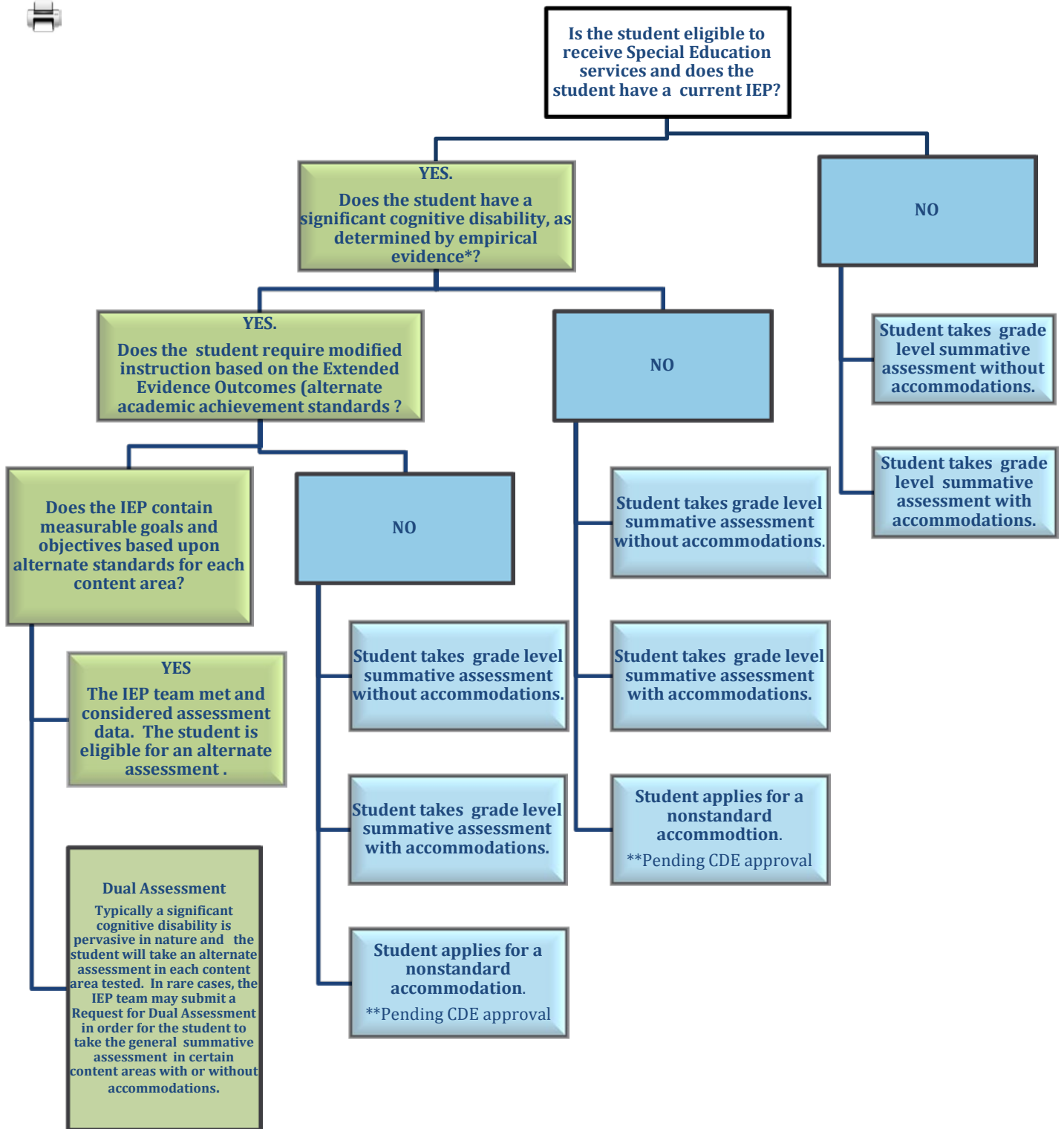


- (1) Accommodations within the general education curriculum were considered;
 (2) The decision to provide instruction and assessment based on alternate standards is NOT primarily due to social, cultural, or economic factors;
 (3) The student's achievement is more appropriately measured against alternate achievement standards (EEOs) rather than typical age or grade-level standards.

For questions regarding the Participation Guidelines, please contact:
 Linda Lamirande
 Exceptional Student Services Unit
 303-866-6863
 Lamirande_L@cde.state.co.us

Flow Chart to Determine Eligibility for Alternate Academic Achievement Standard and Alternate Assessment based on Alternate Academic Achievement Standards

Decision-Making Process Flow Chart



*Empirical Evidence may include, but is not limited to, standardized educational testing, professional evaluation data, and evaluation instruments deemed valid by the professional field.

** **“Pending CDE approval”** is to be documented in the assessment accommodation section of the IEP for nonstandard accommodation requests.

Section I

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Federal and State Laws Requiring Participation by Students with a Disability

Several important laws require the participation of students with a disability in standards-based instruction and assessment initiatives. These include federal laws such as the Reauthorization of the *Elementary and Secondary Education Act* (ESEA), and the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA).

Reauthorization of the Elementary and Secondary Education Act (ESEA)

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. ESEA § 1111(b)(3)(C)(i), *codified at 20 U.S.C. § 6311(b)(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 (*see* IDEA § 602(3), *codified at 20 U.S.C. § 1401(3)*) necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards. ESEA § 1111(b)(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, Improving the Academic Achievement of the Disadvantaged; Individuals with Disabilities Education Act, 72 Fed. Reg. 17750 (April 9, 2007).

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.

Individuals with Disabilities Education Improvement Act of 2004 IDEA

IDEA (and its Colorado counterpart, the Exceptional Children’s Educational Act, or ECEA, C.R.S. §§ 22-20-101-206) 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 the following:

- Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary (IDEA § 612(a)(16)(A); 34 C.F.R. § 300.160; C.R.S. §§ 22-7-409(1.2)(d)(I) and 22-7-409(5)(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.” (*Id.*, § 614(d)(1)(A)(V) and (VI); 34 C.F.R. § 300.320(6); ECEA Rule 4.03(5).)

Section 504 of the Rehabilitation Act of 1973

Section 504 is the part of the Rehabilitation Act of 1973 that guarantees specific rights in federally funded programs and activities to people who qualify as disabled.

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 the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."

Policies and procedures related to serving students under Section 504 are district-determined.

Section II: Overview of the Accommodation Selection and Implementation Process

The Five-Step Process

The *Colorado Accommodation Manual* presents a Five-Step Process for all educational teams to follow in the selection, implementation, and evaluation of accommodations used during instruction and assessment. The guidance in this manual pertains to all students in the State of Colorado with a formally documented need or identified disability. The educational team is responsible to consider each student's individual need for an accommodation used during instruction, classroom assessments, and district assessments, as well as to consider policies for use on a state summative assessment.

The purpose of the Five-Step Process is to ensure:

- accommodations are provided in order for students to *gain access* to instruction and assessments
- accommodations or modifications are provided to *qualified students*
- clear documented *evidence* exists to support the use of accommodations in instruction and assessments



True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own."

—Nikos Kazantzakis

Section I

Guidance

The Five-Step Process

Each heading title below is a link to that portion of the manual.

Step 1: Expect All Students to Receive Standards-based-Instruction Standards-based Education for All Students

- Colorado Academic Standard (CAS)**
- Extended Evidence Outcomes (EEOs)**
- Extended Readiness Competencies (ERCs)**
 - Colorado Academic Standards Template
- Standards and Instruction Support**
 - District Sample Curriculum Units
- Colorado English Language Proficiency Standards**

Equal Access to Grade-Level Content

- Instruction Based on Universal Design**
 - Universal Design Diagram

Universal Design Resources

- Learning Styles**
- Learner Characteristics Inventory**
- Multiple Intelligences Tests for Children**
- CAST Center Sample Units**

Best Practice for Instruction and Assessment

- Best Practice Diagram
- Formative Assessment**
 - The Process of Formative Assessment Diagram

Instructional Intervention vs. Accommodation

- Colorado Multi-Tiered Model of Instruction & Intervention

Step 2: Learn About Accommodations and Assessments

- Purpose of Instructional Accommodations
- Definition of Terms**
 - Accommodation/Modification Comparison Chart
- Modified Standards/Assessment**

Description of Accommodation Categories

- Presentation
- Response
- Setting and Environmental
- Timing and Scheduling
- What Does the Research Say?**

Step 3: Select and Document Accommodations

Selection Process Considerations

- Student Characteristics**
- Guiding Questions**
 - Involving the Student in Selecting, Using and Evaluating Accommodations

Analyzing Instructional and Assessment Tasks

- Compare Accommodations for Instruction with Accommodations for Assessment**
- Consider Nonstandard Accommodation Requests**

Accommodation Selection Tools

Student Characteristics Charts

Accompanying Tables (A-N) – Frequently Used Accommodations Arranged by Disability-Specific Categories

Glossary of Instructional Accommodations Chart

Documenting Accommodations

Formal Plan for Students with a Documented Need

Section 504 Plan

Individual Education Program (IEP)

“Golden Thread” Diagram

Step 4: Implement Accommodations During Instruction and Assessment

Accommodations Used During Instruction

Appropriate/Inappropriate Practices Chart

Preparing Students for Assessments

Ethical/Unethical Practices Chart

Step 5: Evaluate and Monitor the Use of Accommodations

Questions to Guide Evaluation at the Student Level

Data Gathering Tools

Evaluation of Accommodation Use Data Collection Sheet

Infused Skills Grid (PEAK resource)

Postsecondary Implications

Postsecondary and Workforce Readiness

Documenting Accommodations in the Student’s IEP and Transition Plans

Section II

The Five-Step Process- Step 1



Standards-based Education for All Students

Colorado Academic Standards

With the focus of federal and state legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. The Colorado Academic Standards (CAS) 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 differentiated instructional strategies based on the varied strengths and needs of students. For all students with documented needs, including students with a disability, 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 the Colorado Academic Standards and Extended Evidence Outcomes, content standards, and accountability systems at the state and district level
- every IEP Team member should know where to locate standards and updates
- collaboration among parents and both general and special educators must occur for successful student access

All students with documented needs, including students with a disability, can work toward grade-level academic content standards, and most of these students will be able to achieve the regular academic achievement standards when the following three conditions are met:

- 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
- Standards-based IEPs for students with a disability are developed to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for “learning how to learn”)
- Appropriate accommodations are provided to give students the opportunity to *access* grade-level content

Forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards (CCSS) for English language arts and mathematics. In Colorado, the Common Core State Standards are embedded within the Colorado Academic Standards (CAS), which also include 21st Century Learner Skills, Post-secondary Workforce Readiness, and the Extended Evidence Outcomes/Extended Readiness Competencies (alternate academic achievement standards).

Extended Evidence Outcomes/Extended Readiness Competencies

The Extended Evidence Outcomes (EEOs) are the alternate academic achievement standards that link to the grade-level Colorado Academic Standards (CAS). The Extended Readiness Competencies (ERCs) are content-based access skills, or learning progressions, toward mastery of the CAS/EEOs.

The ERCs are intended to be examples of specific skills that define a student’s present level of academic achievement and functional performance and can be used to design progressions of learning for the student. Educators may customize ERCs according to each student’s need.

STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

<p>Prepared Graduates: The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting</p>	
<p>High School and Grade Level Expectations</p>	
<p>Concepts and skills students master:</p> <p>Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.</p> <p>Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.</p> <p><i>What do students need to know?</i></p>	
<p>Evidence Outcomes</p> <p>Students can: Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.</p> <p><i>How do we know that a student can do it?</i></p>	<p>21st Century Skills and Readiness Competencies</p> <p>Inquiry Questions: Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.</p> <p>Relevance and Application: Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.</p> <p>Nature of the Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</p>
<p>Extended Evidence Outcomes</p> <p>With appropriate supports, students can: Evidence outcomes for students with significant cognitive disabilities directly aligned to Grade Level Expectations</p>	<p>Extended Readiness Competencies</p> <p>Content Based Access Skills: Skills needed for student with significant cognitive disabilities to access the standards</p>

Standards Implementation Support

The Office of Standards and Instruction provides Colorado educators with support tools for the implementation of the Colorado Academic Standards (CAS).

Support Tools

Curriculum Design Tools:

21st Century Skills

Achieve the Core Free Resources

District Sample Curriculum Project

Section II

The Five-Step Process- Step 1

Click the links below to access the resources.

Extended Evidence Outcomes Adopted August 3, 2011

On August 3, 2011, the State Board of Education unanimously adopted the EEO. EEO provide the alternate standards in Mathematics, Science, Social Studies and Reading, Writing and Communicating for students with significant cognitive disabilities who qualify for the alternate assessment. These alternate expectations are directly aligned to the grade level expectations for all students.

[Mathematics with EEOs](#)

[Reading, Writing and Communicating with EEOs](#)

[Science with EEOs](#)

[Social Studies with EEOs](#)

In addition to the Colorado Academic Standards, the Colorado State Board also adopted [Colorado English Language Proficiency \(CELP\)](#) Standards which provide a continuum for language development and a framework for determining English language proficiency. The CELP standards should also be used to provide access to concepts and skills in **all** content areas through language differentiation.

Other links to CELP resources:

[CELP Standards K-5](#)

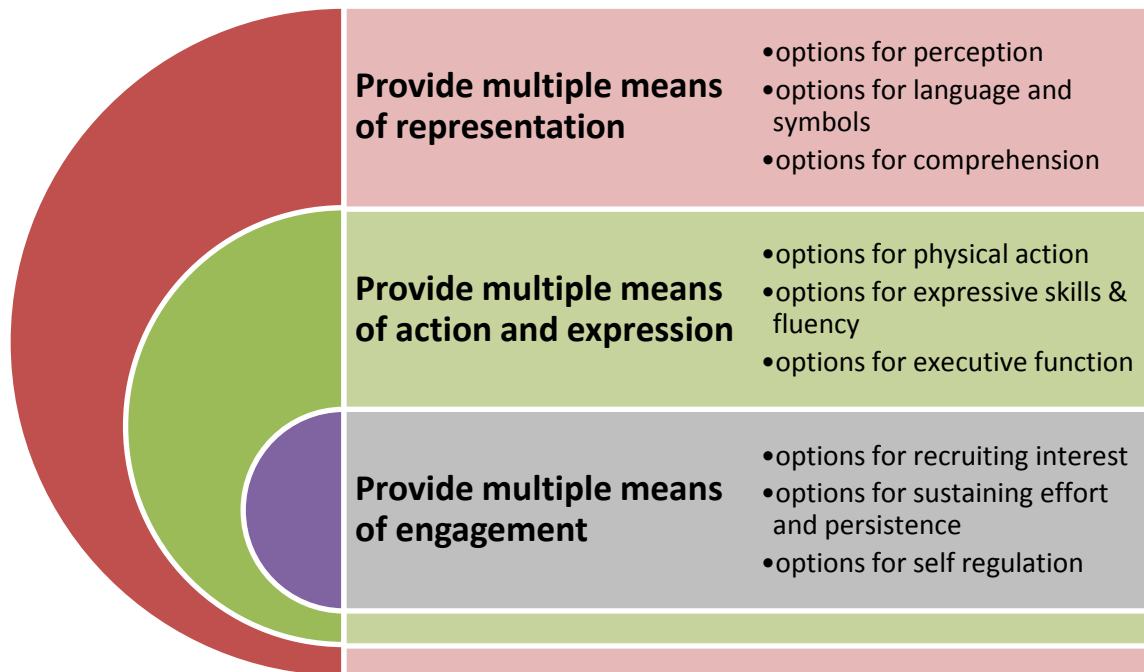
[CELP Standards 6-12](#)

[Colorado ELL Guidebook](#)

Equal Access to Grade-Level Content

Instruction Based on Universal Design

Universal Design (UD) principles address policies and practices that are intended to improve access to learning and assessments for all students. When Universal Design techniques are employed, educators can gain a more accurate understanding of what students know and can do. Universal Design is built around the premises of first determining **student learning styles**, seeing “how the student is smart” with a **multiple intelligence profile**, and then intentionally designing instruction for access by providing multiple means of representation, multiple means of action and expression, and multiple means of engagement.



ECEA 2.52 Universal Design

The term “Universal Design”, when used in 34 CFR Parts 300 and 303, has the meaning given the term in Section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

Universal Design Resources

These resources offer several options to gain more information on student characteristics as learners (some have a fee; others are free)

Learning Styles

http://kids.lovetoknow.com/wiki/Learning_Style_Test_for_Children

Learner Characteristics Inventory

www.naacpartners.org/publications/LCI/LearnerCharacteristicsInventory.pdf

Multiple Intelligences Tests for Children

http://kids.lovetoknow.com/wiki/Multiple_Intelligence_Test_for_Children

More on UD and sample units: CAST center

<http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines.pdf>

CAST UDL Book Builder- Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>

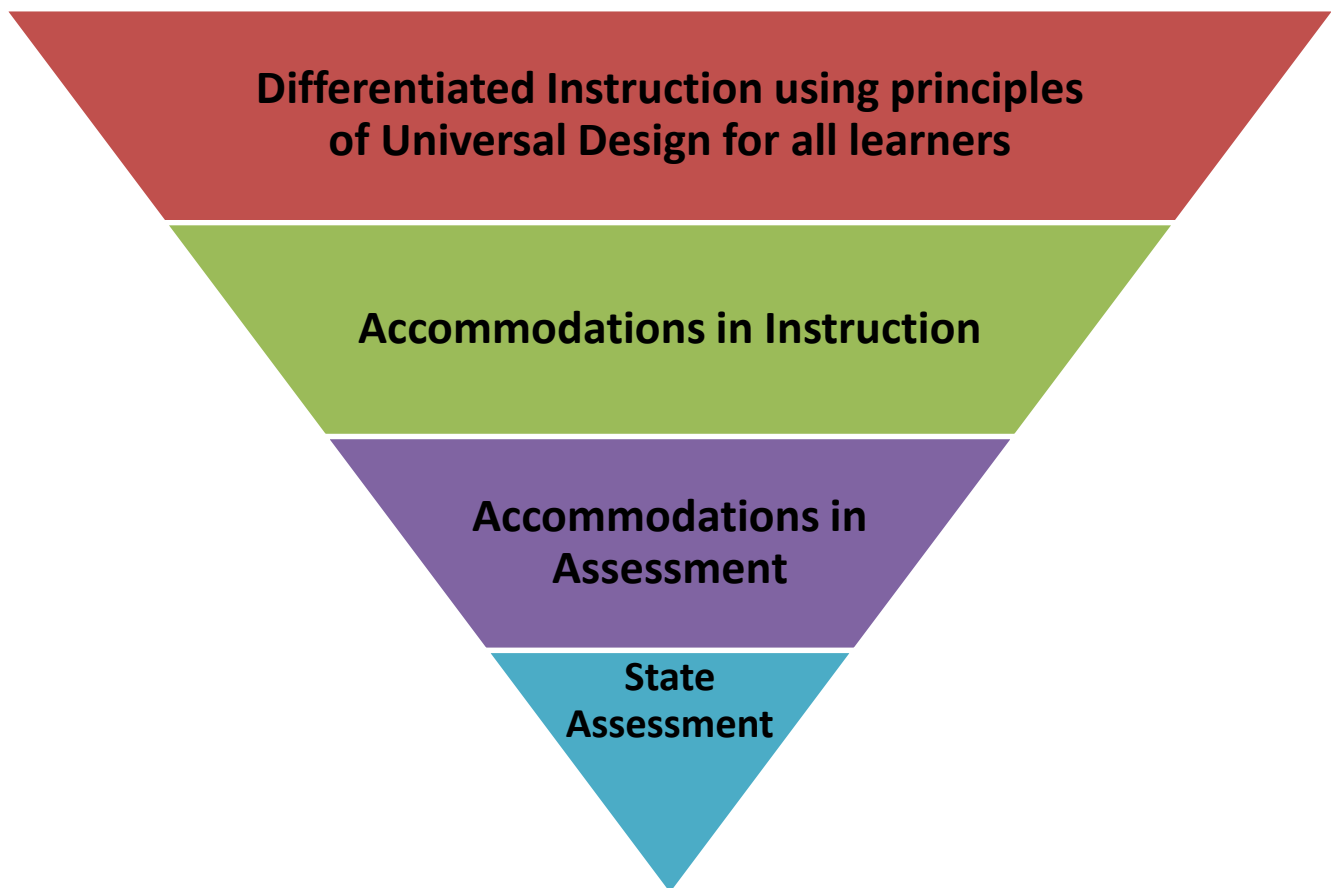
Section II

The Five-Step Process- Step 1

Best Practice for Instruction and Assessment

For both instruction and classroom assessment, there are resources and strategies for learning which should be allowable for all students, and are therefore not classified as accommodations. 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 formative assessment as well. Accommodations and instructional practices should be based on student learner characteristics.

Best Practice, including providing accommodations for instruction and assessment, is illustrated in the figure below:



An article, "*Differentiated Instruction and Implications for UDL Implementation*" by Tracey Hall, Nicole Strangman and Anne Meyer can be found on the CAST website:

http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl/

Formative Assessment

Formative assessment is a process, **not** a "test." One author's definition is:

"Formative assessment is defined as assessment carried out during the instructional process for the purpose of improving teaching or learning." (Shepard et. al., 2005 p. 275)

Black and Wiliam also refer to the "process" of formative assessment:

*Formative assessment is not a thing—it is not a single test given to students to see what they have learned for the purpose of grading, placement, or classification. That is the function of summative assessments like an end-of-unit classroom test, the quarterly benchmark test, or the annual state test. **Instead, formative assessment is a process that occurs during***

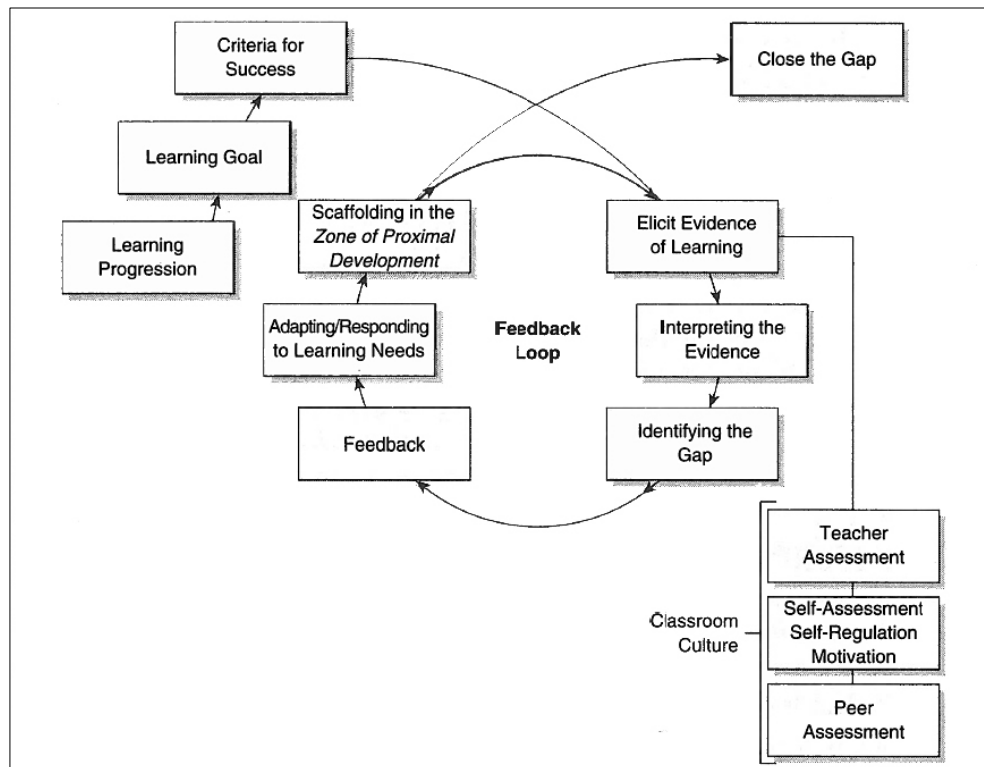
teaching and learning and involves both teachers and students in gathering information so they can take steps to keep learning moving forward to meet the learning goals.

Another article by Paul Black and Dylan Wiliam, *Inside the Black Box: Raising Standards Through Assessment*, can be accessed on the Phi Delta Kappan website:

http://blog.discoveryeducation.com/assessment/files/2009/02/blackbox_article.pdf

For a student who is evaluated on alternate academic achievement standards, the teacher conducts many “in-the-moment” formative assessments, or designs other interim assessments, based upon what the student is currently learning in order evaluate progress and inform further instruction.

The Process of Formative Assessment (Heritage, p. 11)



Section II

The Five-Step Process- Step 1

Instructional Intervention vs. Accommodation

For a student with a disability, an **accommodation** is a practice or procedure that is aimed at providing equal access to the content being taught. Access gives a student the opportunity to participate meaningfully in instruction.

An **intervention** is targeted, prescriptive instruction aimed to remediate a specific skill. The Response to Intervention (RtI) model is designed to address a student's gaps in learning skills and monitor progress toward a defined level of performance.

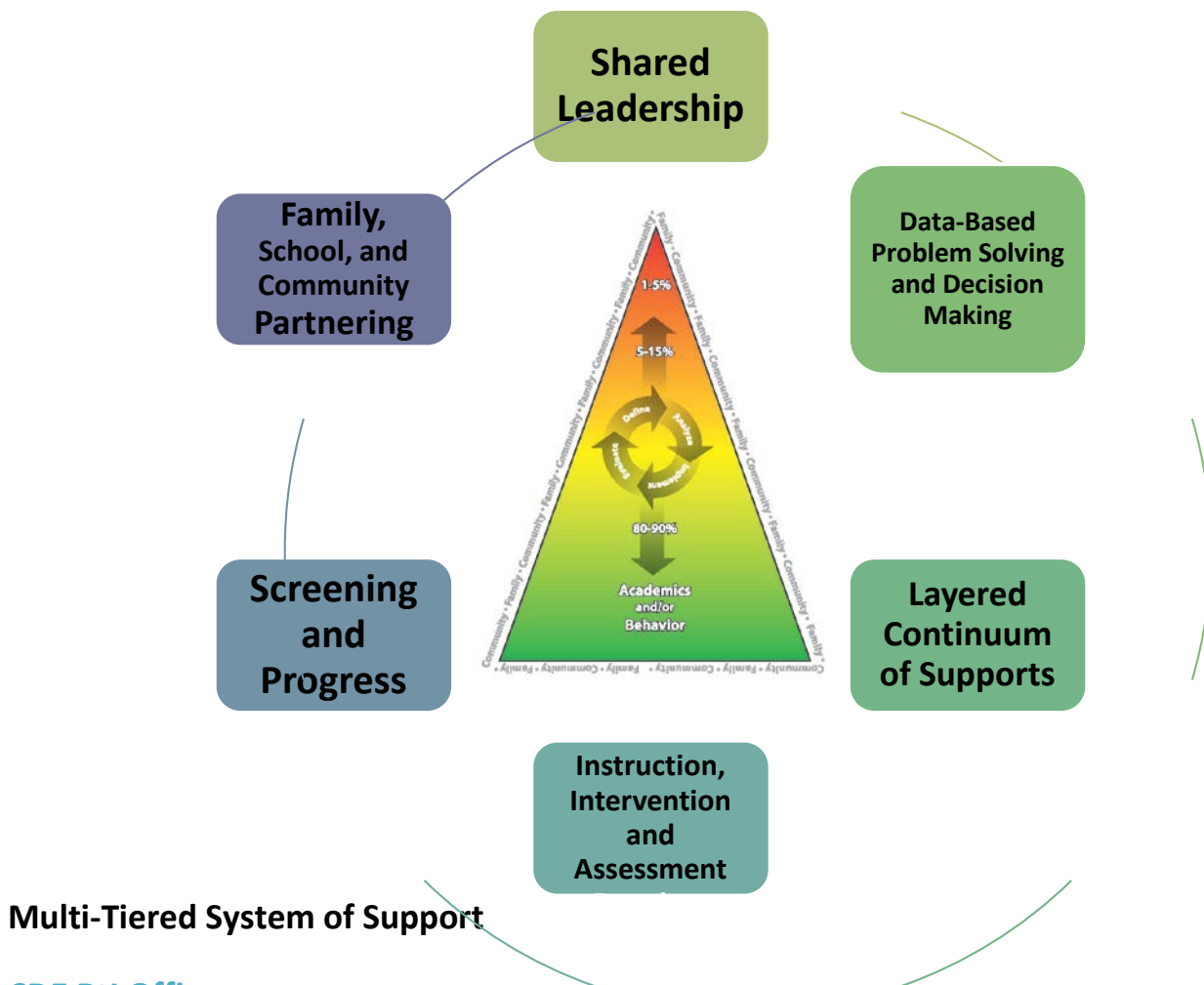
Intervention is:

- directly linked to screening, diagnostic, and/or progress monitoring types of assessment
- research/evidence-based instruction
- systematic and explicit
- varied according to individual need and response
- increasing the time, reducing the group size, increasing intensity, and narrowing the focus are examples of intervention strategies
- provided within or outside of the general education setting and by persons in various roles

Interventions are not accommodations; however, qualified students may need to use an accommodation (e.g. large print, screen reader, colored overlay, etc.) to access instructional intervention.

The National Center on Response to Intervention (NCRTI) developed three training modules for beginning implementers of Response to Intervention (RTI). These modules are intended to provide foundational knowledge about the essential components of RTI and to build an understanding about the importance of RTI implementation.

(http://www.rti4success.org/subcategorycontents/training_modules)



Learn about accommodations for instruction and assessment

Accommodations are practices and procedures designed to ensure that educators, as well as students and parents, have a valid measure of what a student with a disability knows and can do. An **instructional accommodation** is to be selected, designed, and evaluated by the student’s teachers based upon the student’s characteristics as a learner. A sound decision about a student’s need for accommodations considers the student’s preferences and needs in combination with the tasks required during assessment. The goal is to find the right balance which gives a student access to instruction and assessment without diluting the content or expected outcomes. Effectiveness of an accommodation is dependent upon the student’s proficiency with its use, which improves through regular practice in everyday life.

Purpose of Instructional Accommodations

Accommodations are...	Accommodations are NOT...
based on individual student documented need and used routinely in instruction with sufficient frequency to ensure familiarity and independent use	to be provided solely for convenience
designed to give students equitable access to the general curriculum during instruction and assessment	intended to give educational advantage
to be used for students to produce their own work independently and demonstrate learning	used to reduce learning expectations or replace instruction
determined by districts for classroom and/or district interim assessments	intended to “help all students do better”
documented in a formal education plan	to be continued without evidence of effectiveness

Typically, the use of accommodations 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 in the workplace. Students should be encouraged to be involved in the selection and evaluation of accommodations.

Section II

The Five-Step Process- Step 3

Definition of Terms

The terms **adaptation**, **accommodation**, and **modification** are not always specifically defined or used consistently in the various federal laws and are sometimes even used interchangeably. However, it is generally agreed that they are not fully interchangeable terms, but rather have different distinct meanings for educators.

For purposes of this document, the word “**adaptation**” will be used as the generic term for any change or adjustment made in the classroom that allows any student to be successful. Adaptations are simply good teaching strategies for helping all students understand material presented during classroom instruction. Adaptations may include such techniques as asking clarifying questions, scaffolding skills toward a more complex concept; rephrasing or “chunking” information into more easily handled tasks, adjusting the number of homework problems assigned on a given day, or making instructional changes based on formative, “in-the-moment” assessment. No specific documentation or eligibility criterion is required for teachers to make general instructional adaptations.

If a student has a documented need or a disability that requires some change in method or procedure in order to allow the student to access the information, then certain adaptations in presentation, response, setting/environment, or timing/scheduling may be considered to be an **accommodation**. Will the student ultimately be expected to master the same content, but demonstrate that mastery in alternate ways or with alternate support? If standards are not fundamentally or substantially altered, then this adaptation is considered to be an accommodation to a learning or performance difference. Typically, this accommodation is reflected in how the teacher delivers instruction and/or how the student demonstrates mastery. **The use of an instructional accommodation does not change the grade-level academic achievement standard or assessment.** Providing an accommodation for a student with a formal educational plan, including an IEP, is not discretionary.

However, an adaptation or accommodation can become a **modification** if the student’s IEP Team determines that the student meets participation guidelines as a student with a significant cognitive disability. The student will receive instruction based on alternate academic achievement standards and be evaluated with alternate assessments based on alternate academic achievement standards (AA-AAS), such as district alternate assessments, CoAlt, and the 11th Grade Alternate Assessment for Colorado ACT. Modifications **reflect a change of content and rigor** and require a standards-based IEP for instruction. **Modifications change what the student is expected to learn and the academic achievement standard by which the student is evaluated.**

As an example to illustrate these terms, consider a hypothetical student who may be experiencing difficulty understanding a certain concept or reading a particular passage. The teacher may give the student another book or article with additional background information, illustrations to help him/her understand the concept better, or adapted text that has a lower text complexity. Such a strategy could be considered a simple **adaptation**. The teacher notices a student struggling and offers some scaffolded information.

However, suppose the student has been identified as a student with dyslexia and has a formal educational plan that documents the student’s need for changes in presentation. Rather than receiving the information from a printed textbook or website, the teacher can provide a partner reader, audio book, adapted text, screen reader or other prescribed method for the student to access the information. The student has a documented need, and receives a presentation **accommodation**. The student is still receiving instruction based on grade-level academic achievement standards (CAS) and will participate in grade-level assessments with, or without an accommodation as determined by the educational team. If the student is eligible for special education services, the special education teacher may offer additional specialized instruction focused on remediating an identified area of reading difficulty. Accommodations are not intended to take the place of instruction. Adaptations simply help the student understand the grade-level concept.

To carry the example one step further, if the student’s IEP Team determines that the student meets the participation guidelines as a student with a significant cognitive disability, then the student would receive **modified** instruction based on **alternate academic achievement standards (EEOs)** in designated content areas. The student’s IEP would outline ways the student is to work on meaningful tasks linked to the grade-level standard. Depending upon the individual, the student may need explicit instruction, modified reading and tasks that are related, but less difficult, frequent repetition, fewer tasks, or less content. Such a student would also be eligible to take an alternate assessment based on alternate academic achievement standards (district alternate assessments, CoAlt, or 11th Grade Alternate for the Colorado ACT).

Colorado Academic Standards (CAS)

Accommodation

- Grade-Level Academic Achievement Standard
- Grade-level assessment

Instruction based on CAS grade-level content standards and Evidence Outcomes utilizing intentionally-designed accessible instruction based on principles of UDL and Differentiated Instruction.

Adapts how the student accesses the content, but does not change what the student learns

Can be used by students with documented needs, including students with a disability by using strategies for differentiated instruction; adapting text and strong support for acquisition of academic vocabulary

Modification

- Alternate Academic Achievement Standard
- Alternate Assessment

Instruction is based on Extended Evidence Outcomes and Extended Readiness Competencies (EEOs/ERCs); IEP outlines goals and objectives

Reduces learning expectations by decreasing what the student is expected to learn (content) and/or demonstrate (rigor)

For students with a significant cognitive disability who meet participation guidelines
*See worksheet in Tools section along with clarifying document



Educators should understand that routinely providing modifications to content during classroom instruction and/or classroom assessments for students who do not have a significant cognitive disability may have the unintended consequence of reducing a student's opportunity to learn critical content that may be evaluated on district and state assessments.

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Modified Standards/Assessment

Colorado has chosen not to adopt modified academic achievement standards and does not provide modified state assessments. **Students, including students with a disability, who have cognitive and adaptive functioning within normal limits, receive enrolled grade-level instruction and are evaluated with grade-level academic achievement standards.** Approximately 99% of students will take the general statewide summative assessment, with or without accommodations.

Description of Accommodations Categories

Instructional accommodations are based on each student's unique learner characteristics and needs. There is no prescribed list of certain accommodations that are provided for a given eligibility category. As stated previously, thoughtful consideration should be given to the selection of accommodations, so that students can focus on learning the content, not just using their accommodation. When IEP Teams consider instructional accommodations, the *"More is Better"* philosophy is not necessarily true.

Accommodations are commonly categorized in four ways:

Presentation accommodations allow a student with a disability to access information in ways other than standard visual or auditory means (e.g., by reading or listening.) These accommodations change the way that instruction, directions, and information are presented to students. These alternate modes of presentation include font size, audio, sign language, picture symbols, etc.

Response accommodations are methods a student uses to provide responses to instructional activities or assessment tasks. Examples of response accommodations may include producing text either orally to a scribe or using speech-to-text software, using an assistive communication device, or a switch to indicate choices.

Setting and Environmental accommodations are changes to the location in which an assignment or assessment is given or the environmental conditions the student needs. Some examples may include the location where a student works or takes an assessment, use of sensory tools, ear plugs etc.

Timing and Scheduling accommodations are changes in the allowable amount of time or the time of day instruction or assessments are given. These types of accommodations may include allowing extended time, frequent breaks, or providing key instruction during the time of day the student is most responsive.

What Does the Research Say?

The National Dissemination Center for Children with Disabilities (NICHCY) reports that, unfortunately, there is a lack of extensive research regarding the use of accommodations and their extensive application across testing environments. However, some research has been able to suggest that:



...if accommodations are poorly matched to student need, or if the student has not had the opportunity to practice using the accommodation frequently enough to achieve fluency, lowered scores appear to result.

The use of more accommodations is not necessarily better. Providing students with a “laundry list” of accommodations that are not truly needed, or that have not been evaluated and determined to be effective, may actually have a negative impact on performance. The better approach is to focus on a student’s identified needs within the general education curriculum when choosing accommodations. It is then the educators’ responsibility to implement the accommodation with fidelity and evaluate its effectiveness in both instruction and assessment.

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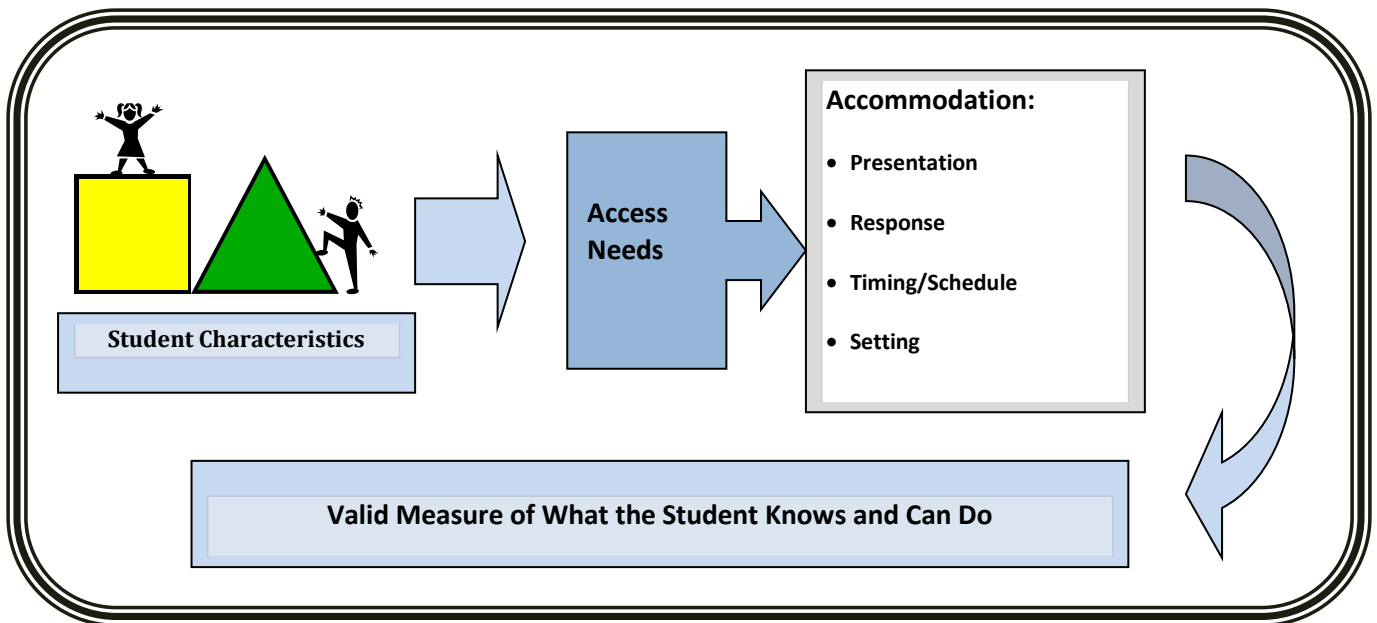
Select and document accommodations based on the learning needs of an individual student

To ensure that a student with a disability is engaged in standards-based instruction and assessments, every educational team 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 pertinent information about the student's disability, learner characteristics, and present levels of academic achievement and functional performance in relation to local district and state academic standards (Colorado Academic Standards).

Selection Process Considerations

Student Characteristics

Selecting accommodations for instruction and assessment is the responsibility of an educational team. Accommodations should always be chosen based on the student's characteristics and learning needs. After considering characteristics and needs, the educational team should identify access 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 for both instruction and assessments. This concept can be illustrated by the following graphic:



Guiding Questions

The following questions may be used to help facilitate team discussions:

- What are the student’s learning strengths?
- What areas are in need of further improvement as evidenced by data?
- How is achievement of grade-level content standards impacted by the student’s learning needs?
- What specialized instruction is addressed in the IEP (e.g., learning strategies, organizational skills, reading skills) in order for the student to achieve grade-level 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 assistive technology and/or adaptive equipment has been used to assist the student in producing work independently?
- Has the student received regular systematic instruction in the use of assistive technology/adaptive equipment in order to build the student’s independence?
- What were the results of assignments and assessments when accommodations were used and when they were not used?
- What type of data was collected?
- What trends are noted from the data?
- What is the student’s perception of how well an accommodation worked?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about the effectiveness of the accommodation?
- Based on the evidence, should the use of the accommodation continue, be adapted or be discontinued?

After accommodations are selected, consider:

- The student’s willingness to use the accommodation consistently
- How frequently the student will have an opportunity to use the accommodation
- Conditions for use on state assessments



An accommodation should not be dismissed as an instructional accommodation based solely on the fact that the accommodation is not allowable on a state assessment.

Involving the Student in Selecting, Using, and Evaluating Accommodations

It is critical for a student with a disability to 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. Students need a variety of opportunities to learn which accommodations are most helpful for them and how to request accommodations in various settings. Some optional tools are provided in Section III which can be used or adapted to guide discussion with the student and provide opportunity for parental input on the use of instructional accommodations.

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Analyzing Instructional and Assessment Tasks

After first considering student characteristics, it is important to look at the tasks students are being asked to do instructionally and on various state and district assessments. Below are some guiding questions:

- Are the test tasks similar to classroom assessment tasks and 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?
- Does the student use an accommodation for a classroom task that is NOT allowed for a similar task on the state or district assessments?

Compare Accommodations for Instruction with Accommodations for Assessment

(See Part II of this manual for complete explanation of accommodations for state assessment)

While some accommodations are perfectly useful and appropriate for use during instruction, in some cases, certain accommodations may not be allowed on a state assessment because their use would invalidate the results of the test. Some instructional accommodations may alter what a test is designed to measure. For example, a calculator may be useful at times during instruction, but may not be used on a mathematics assessment designed to assess the student's ability to perform computations.

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. Data should be collected to compare the student's performance levels with and without the use of the accommodation. (See Section III for two optional data collection forms, which can be used or adapted to monitor the use and effectiveness of accommodations.)



Collecting accurate data on actual accommodation use is important information for the educational team.

Consider a Nonstandard Accommodation Request

Educators should not dismiss the use of a given accommodation during instruction just because it may not be allowed on state assessments. Remember, some accommodations, such as specially-designed handwriting paper, can be used if approved as a Nonstandard Accommodation. See Section IV for more information about requesting a Nonstandard Accommodation and consult your District Assessment Coordinator (DAC) for assistance with submitting the request.



Care should be taken to ensure that evaluation supporting the existence of a disability shows clear connection to the Present Level of Academic Achievement and Functional Performance statement, identified learner characteristics, inclusion needs and selected accommodations for instruction and assessment.

If the instructional accommodation is more permanent in nature and is not permitted on a state assessment, decision makers should consider whether to continue the use of the accommodation. If, after considering these steps, the appropriateness of using an accommodation is still not clear, contact your District Assessment Coordinator (DAC) for assistance.

Accommodation Selection Tools

Educational teams and educators may consult the suggestions for instructional accommodations listed in the



Student Characteristics Charts



Accompanying Tables related to specific learner characteristics:

Table A: Visual Impairment, Including Blindness

Table B: Hearing Impairment, Including Deafness

Table C: Fine Motor

Table D: Communication

Table E: Reading

Table F: Writing

Table G: Mathematics

Table H: Physical/Motor Skill

Table I: Attention Deficit

Table J: Auditory Processing

Table K: Setting/ Environment

Table L: Timing / Scheduling

Table M: Traumatic Brain Injury

Table N: Autism Spectrum Disorder

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Glossary of Instructional Accommodations Chart

The accommodations outlined on this chart are intended to serve as a starting point in the selection process. The chart is not intended to indicate that all accommodations listed would be appropriate for all students with the same learner characteristics, nor is the listing exhaustive. Teachers and students are encouraged to explore unique, individual solutions to provide access to instruction.

The listing of an instructional accommodation on this chart does NOT indicate that it is allowable for use on a state assessment. See Sections IV-VII for guidance.

Some resource websites have also been included in the chart for your reference.

Presentation Accommodations	Large Print
	Large print editions of texts, instructional materials, and printed tests are beneficial 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 to accommodate the visual spacing/font enlargement needs of the student. The selected font is often one that is free of serifs (sans serifs). 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 assessments. Measurement tools or items being measured should be retained in their standard increments. It is important for the print to be clear, with high contrast between the color of the print and the color of the background. It is the responsibility of the school district to secure and/or to prepare large print texts and instructional materials. Such materials are not provided to students with visual impairments by the Colorado Instructional Materials Center.
	Black and White Print/High Contrast
	Some students with visual impairment may require text with high contrast ink from the color of the background page. The high contrast enables the student to see the material more effectively.
	Color Contrasting
	Some students with visual needs are better able to view information through color contrast. This need can be met for paper-based materials by either creating different color versions of content or by providing colored transparencies to place over materials. For computer use, a content and test delivery system can allow students to overlay different colors over content and choose different combinations of text and background colors.
	Increased White Space
	Increasing the amount of blank space between items in a paper-based test booklet or between instructional content may help students better see the presented material and/or maintain visual focus.
	Magnification Devices
Some students with visual impairments read regular print materials by enlarging the print size with magnification devices. These include reading glasses, eyeglass-mounted magnifiers, free standing or handheld magnifiers, and Closed Circuit Televisions (CCTVs)/Video Magnifiers to enlarge print and display printed material with various image enhancements on a screen.	
Computer Magnification	
Some content and test-delivery systems allow students to manipulate the size of text and graphics presented on the screen. It is important that the system is able to enlarge all material, including narrative text, formulas and equations, information presented in scientific and mathematical nomenclature, tables, graphs, charts, figures, and diagrams with visual clarity. The system may provide tools that allow students to either view material in magnified form on an occasional/as-needed basis or on a more permanent basis. Other desirable features of a computer magnification system would be to allow students to easily move content that is forced off the screen into viewing mode; allow magnifying tools to work in conjunction with other accessibility tools and/or accommodations provided on the computer; and give students the option of enlarging the entire test interface (including navigation buttons, menu options, and directions) or only instructional or test content.	

Presentation Accommodations	Braille
	Braille is a method of reading a raised-dot code with the fingertips. There are braille codes specific to literature, math, and science. Some students who are blind/visually impaired will use braille as a primary and/or a secondary literacy modality. Decisions will need to be made about whether a student will use contracted or uncontracted literary braille. If instructional tasks or assessments are timed, a braille user may need additional time to complete the task. A certified teacher of students with visual impairment should work with the student's IEP Team to determine the student's need for braille.
	A student may use a manual braille writer to produce braille. "Refreshable braille displays" are electronic devices used to read text. This device is connected to a computer via a cable or Bluetooth and produces braille output on the braille display. Braille note takers are electronic devices to read and write braille.
	Accessible Denver: Resources for the Blind or Visually Impaired: www.denvergov.com/Resources/BlindVisuallyImpaired/tabid/431789/Default.aspx
	Tactile Graphics
	Tactile graphic images provide graphic information that can be discerned through touch. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper or thermoform). Tactile graphics cannot always capture the same information that is presented in a visual format and/or may be very time consuming for the student to acquire all the needed information in the graphic. In these instances, the student may benefit from an audio description or text/word description of the image.
	http://www.tactilegraphics.org/resources.html
	Audio Description of Images
	Audio description can provide access to complex images and graphics for students with visual and print disabilities. For specific information on how best to use audio description; please go to: http://ncam.wgbh.org/experience_learn/educational_media/describing-images-for-enhanced/guidelines-for-describing-imag#Introduction
	Read Aloud (Oral Presentation)
	A qualified person may be provided to read aloud to students who are unable to decode text visually. Readers should use an even tone and inflection so the student can process the information. 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 effectively when a person is reading to an entire group of students.
	Teacher-Read Directions
	A trained, qualified person may be provided to students who require all directions to be read aloud. Students who require pacing and focusing may benefit from this type of accommodation. Rephrasing or clarification of directions is not allowed.
Oral Script	
If it is determined that the student requires an oral administration type of accommodation, the same procedures outlined for use on state assessment should be routinely used in classroom assessment. Directions, assessment items and answer choices must be read verbatim from an oral script without clarifying, elaborating, or providing assistance with the meaning of words. Rephrasing or clarification of directions is not allowed.	
Read Aloud to Self	
This accommodation is useful for students who may need to see and hear text in order to comprehend what is written. The use of an auditory feedback device may also be beneficial, but will require individual administration in order not to disturb others.	

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Presentation Accommodations	Audio Cassette Tape, Compact Disc, or Digital Recorder
	Written tests and instructional materials can be prerecorded on an AAC device, audio cassette, compact disc, digital recorder, or any other type of assistive technology device which a student accesses with playback. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students may need sit near the speaker, use a quality microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions or pass the microphone). Advantages include ease of operation, portability and low cost. Audio versions of tests and other written materials may need to be supplemented with a print or braille version of the text, so a student can have access to complicated graphic material. Copyright issues may need to be addressed. Consult your Assistive Technology Specialist for recommendations.
	Audio Books
	An audio book is a human-recorded version of a printed book. Some of these recordings contain the full book and some are abridged. Audio books are produced on tape, CD, and in other electronic formats playable on computers and various types of digital media devices. They can be borrowed from libraries, downloaded or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. In most cases audio books are subject to copyright restrictions unless they are specifically designated as public domain works or fall under copyright exemption. (also see Learning Ally
	Colorado Talking Book Library www.cde.state.co.us/ctbl/
	Learning Ally
	Learning Ally provides accessible audio textbooks and literature titles for individuals with visual and learning disabilities. The 71,000+ library of audio books are human voice recorded by subject specialists and are available through an individual or institutional membership. In addition to the audio format, Learning Ally is incorporating synchronized text to speech into their collection of books and will gradually add these books to the library. Learning Ally titles can be accessed by downloading through an online account. The books can then be played on the Learning Ally audio app for the iPhone, iPod Touch, or iPad, as well as software for a PC or Mac, and specialized hardware devices. Downloadable DAISY books provide instant access with enhanced navigation, bookmarking, and variable speed control.
	www.learningally.org/Audiobooks/21/ (formerly Recording for the Blind & Dyslexic)
	Electronic Books
	An electronic book (or e-book) is a digital version of a printed book. These books come in a variety of formats. Depending on the source, these books can be read aloud by a computer generated voice using special software or hardware. Unlike audio books, electronic books include the full text so that students can read along while they listen without requiring a printed copy. Digital books are widely available from online bookstores and can be downloaded from several websites. Not all publishers allow their electronic books to be read with computer speech due to copyright.
	Colorado Talking Book Library http://www.cde.state.co.us/ctbl
	Bookshare.org
Bookshare is an online library of digital literature and textbooks designed for use by individuals who are blind or have other print related disabilities. The digital books are primarily contributed by volunteers or provided in digital format by publishers. Bookshare provides free individual and institutional memberships to eligible schools and students in the United States. The books are available in DAISY format which is playable with specialized hardware or software.	
www.bookshare.org (access to content)	
Accessible Materials	
Accessible Instructional Materials (AIM) are specialized formats of curricular content that can be used by and with print-disabled learners. They include formats such as braille, audio, large print, and electronic text. If a student is unable to read or use standard print based materials but is able to understand the content presented in textbooks and other related core instructional materials that are used across the curriculum, the student may need specialized formats of the curricular materials. For some students, printed instructional materials can be a barrier to participation and achievement in the general education curriculum.	

Presentation Accommodations	National Center on Accessible Instructional Materials http://aim.cast.org
	Tarheel Reader - www.tarheelreader.org (collection of free, easy-to-read, and accessible books on a wide range of topics to share or create)
	Audio Amplification Devices
	Some students may benefit from hearing assistive technology to enhance their access to auditory instruction. The device used may vary depending on the impact of the hearing loss and personal amplification the student may be using. Amplification enhances the intelligibility of teacher-directed instruction, seating options, and in some cases connectivity with other technology (computers, audio devices, etc). There is an array of options available such as infrared and frequency modulated (FM) amplification systems, in addition to a student's personal hearing aids/cochlear implant(s), to increase clarity of the teacher's voice. An FM system can also be used with headphones. The teacher/speaker wears a small microphone which would transmit to either a classroom and/or device that is worn by the student. A student-worn receiver allows the student to receive consistent voice input regardless of where the teacher is standing in the classroom. When working with students in classroom situations that contain ambient noise, another consideration to improve spoken voice input quality may be a classroom sound field amplification system. The teacher/speaker wears a small microphone, a receiver is placed in the classroom, and the teacher's voice is clearly projected for all students. Check with a certified professional in your administrative unit, such as an educational audiologist to assist with addressing individual student need and refer to the IEP for student's amplification requirements.
	This article outlines the benefit of amplification for all students: Educational Technology Support Center White Paper: Classroom Amplification Systems calypsosystems.com/images/uploads/researchstudies/Sound_Amp_whitepaper.pdf
	Video Tape and Descriptive Video
	Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are 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.
	Described and Captioned Media: www.dcmp.org/ Accessible Denver: www.denvergov.com/Resources/BlindVisuallyImpaired/tabid/431789/Default.aspx
	Screen Reader
	A screen reader is a computer application that converts text to synthesized speech and may include an auxiliary braille display or screen enlargement capability. 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 lay a page on a scanner. When a student activates the machine, it reads the text aloud using an optical character recognition (OCR) system. Math formulas are normally displayed on screen as graphics that cannot be read by a screen reader.
Visual Cues	
Students who are deaf, deaf-blind, hard-of-hearing, or experience difficulty with auditory processing rely heavily on visual and environmental cues in the classroom, such as printed schedules, written directions, pictures, and realia. Teachers should be mindful of the student's sightline, both to see the teacher speaking/interpreter and to follow conversation during class discussion. Teachers can make natural gestures to help the student know who is speaking. Lighting is also an important consideration. Other helpful practices are to provide printed material prior to class instruction with new vocabulary highlighted, repeat/rephrase questions asked by other students, and summarize classroom discussion along with printed peer/teacher notes. It is very difficult for Deaf students to read printed text, or take notes while someone is speaking, so pacing of delivery is very important. Utilize realia, pictures and captioning to build vocabulary connections. Students with auditory processing disorders may need visual cues paired with auditory information.	

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Presentation Accommodations	Sign Language
	The use of a sign language interpreter may be appropriate for a student who is deaf, deaf-blind or hard of hearing or for a student who receives daily instruction through sign language. Some students may need all print materials signed/interpreted, while others may need only oral instructions signed. (Note: Since signing a reading test passage would invalidate what is being measured, it is not allowed.) Interpreters must be able to accurately interpret/translate using the student's preferred mode of communication (e.g., American Sign Language (ASL), Pidgin Signed English (PSE), Manually Coded English (MCE), or other method typically used by the student). During classroom/district assessment, interpreters must not paraphrase, clarify, elaborate, provide assistance with the meaning of words (expansion), choose signs that would invalidate the intent of test questions, or give unfair advantage with visual cues or facial expression. (e.g., if a math question presented pictures of several shapes and called for the student to identify the circle, the interpreter would fingerspell C-I-R-C-L-E rather than using the sign CIRCLE that would define the term visually.) Interpreters must not give even the slightest nonverbal response to affirm or negate a student's response to test items. Interpreters need to have prior preparation in order to conceptually convey the intended meaning without providing unintended advantage or invalidating the construct being measured. Sign language interpreters should be included in test administration and security procedures training and are expected to keep all test-related information strictly confidential. (See Appendix B -Special Instructions for Signing of Oral Scripts)
	Picture Symbols and Real Objects
	Picture symbols and real objects are used to represent words in a concrete manner. These accommodations assist emergent readers to understand a symbolic representation of words.
	Markers and Highlighting
	Markers and highlighting are used to draw student's attention to key elements of content. Students or teachers may use markers, arrows, stickers, or highlighting of key words as visual tools for focusing students' attention.
	Masking/Tracking Tools
	A common technique for focusing a student's attention on a specific part of a printed item is provided by masking. Masking involves blocking off content that is not of immediate interest to the student. Students may use a variety of methods to mask content, including masking templates, sticky notes, rulers or straight-edges, highlighter rulers, or blank sheets of paper. A digital content delivery system may include tools, such as Digital Answer Masking, Digital Sticky Notes, and/or Digital Line-by-Line Reader, that allow students to mask or hide portions of instructional or test content, as well as the interface, so that the student can focus on content that is of immediate interest. Masking tools allow students to cover and reveal individual answer options, navigational buttons, and menus. Tools should also be available that allow students to create custom masks that simulate the placement of sticky notes over any sized area of the screen (e.g., a graphic, chart, table, or narrative block of text). Students should be able to move, hide, and reposition any masking element placed on the screen.
	StateWide Assistive Technology, Augmentative and Alternative Communication www.swaac.com/index.html
	Notes, Outlines, and Instructions
Written class notes may be taken by another student on NCR paper (duplicate set paper) or printed/photocopied. A teacher could provide a printed copy of step-by-step instructions, examples, assignments or notes from an interactive whiteboard. Students could also be given a detailed outline of the material to be covered prior to or during the class period, and an outline of material to be covered (syllabus) at the beginning of each grading period. iPad apps such as ScreenChomp, Board Cam, ReplayNotes for Kids and others allow for screen capture or audio recording for later playback.	
Talking Materials/Text-to-Speech	
Many classroom materials are now available with auditory components. These include calculators, "talking" clocks, thermometers, timers, and voltmeters. 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. All components of the delivery interface containing text, such as buttons, menu options, and directions, should have read-aloud available for them. A text-to-speech accommodation must be supplemented with a standard print, braille, or large print version of the test so the student can have access to all the instructional materials, and complete the assignment while using the technology.	

Presentation Accommodations	Graphic Organizers
	Various types of graphic organizers or Foldables® may be beneficial for students who need support for organization and sequencing of multi-step processes.
	Graphic Organizer generator: www.teach-nology.com/web_tools/graphic_org/ Dinah Zike's Foldables® http://www.dinah.com/
	Other Presentation Accommodations
	Some students may have other presentation accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.



**Presentation Accommodations:
Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests**

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist or TVI-vision specialist for specific equipment and software recommendations.

Large Print and Magnification

- Capacity to self-select print size or magnification
- Ability to scroll or advance screen
- Apply magnification to screen graphics and tables without distortion
- Very gradually consider building visual stamina; avoid visual fatigue
- Choose background to improve readability of overlying text

Instructions simplified/clarified

- Capacity to self-select audio (screen reader), alternate language or signed versions of instructions and test items (all students wear ear/headphones)
- Choose to have text repeated

Audio presentation of instructions and test items

- Ability to self-select audio (screen reader)
- Use screen reader that converts text into synthesized speech or braille
- Control audio speed and quality of audio presentation
- Wear headphones or test individually
- Ability to process audio descriptions of graphics and other visual media
- Choose to repeat as many times as needed
- Ability to understand synthesized voice of reader
- Activate alternative text or "alt tags" for images

Sign Language

- Capacity to self-select alternate versions of written text/ instructions presented in sign language
- Capacity to self-select signed versions of instructions and test items
- Not feasible to read lips on video
- Check equipment compatibility
- Consider quality, accuracy and appropriate speed of signed information

Languages other than English

- Capacity to self-select alternate language versions of test items in written or audio format
- Be aware that translation may require different speed than English

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Braille

- Use machine translation capabilities
 - Check compatibility of interfaces
 - Enable pop-up translation features
 - Ability to regulate audio speed
-
- Ability to use screen reader to convert text into synthesized speech or braille
 - Provide tactile graphics or three-dimensional models for some images
 - Select screen and text colors
 - Check compatibility of equipment and interfaces
 - Express need for additional time if necessary

Highlighters or Place holder

- Capacity to self-select highlighter tool
- Ability to select text for highlighting

Graphics or images that supplement text

*Carefully consider images selected for presentation; avoid complex backgrounds or wallpaper that may interfere with the readability of overlying text

- Select alternative text or “alt tags” for images
- Use tactile graphics or three-dimensional models for images

Paper/pencil format

- Select for students who are not yet computer literate
- Use if needed accessibility features or accommodations are not available

Use of Color

- Ability to self-select appropriate screen and text color
- Ability to adjust contrast/ size and font

Multiple column layout

*For classroom presentation, keep in mind that linear presentation order needs to be logical.

Book Creators:

Book Writer (can add video and sound) (fee)

Create Book from Text: Txt2Book (fee) <https://itunes.apple.com/us/app/txt2book-create-book-from/id492393388?mt=8>

CAST Book Builder <http://bookbuilder.cast.org/>

Tarheel Reader <http://tarheelreader.org/> (Literacy!)

Class collaboration

Edmodo – web-based platform that provides a safe and easy way for your class to connect and collaborate, share content, and access homework, grades and school notices. <http://www.educatorstechnology.com/2013/06/a-handy-guide-to-everything-teachers.html>

Response Accommodations

Response Accommodations	Speech-to-Text/Voice Recognition Software
	Speech-to-text conversion, or voice recognition, allows a student to use his/her voice as an input device. 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). Allow ample time for instruction and practice when using these types of devices.
	Braille
	A braille is a machine used to produce text in braille. As combinations of its six keys are pressed, the braille cells are embossed on the paper rolled into the machine. Some students use an electronic braille device or note taker, in which the braille is stored in the machine for later embossing through an alternative computer port. Such tools are procured by a teacher certified in the area of visual impairments. Consult your teacher of students with visual impairments (TVI) for recommendations for individual students.
	Voice Recording Devices
	A student uses a tape recorder or other recording device to record class work or test responses rather than writing on paper.
	Computer or Personal Portable Keyboard
	Computers, or other word processing systems, allow a student to produce a written response to instructional materials or assessments. Students should receive adequate instruction and time for use in order to build fluency and independence.
	Wireless Devices
	iPads, tablets, and other wireless devices have become useful tools for students as both presentation and response accommodations.
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. Following the dictation, scribes should request clarification from the student about the use of capitalization and punctuation, and must allow the student to review and edit what the scribe has written. Individuals who serve as a scribe need to become familiar with the content-area vocabulary involved and understand the strict boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less. The use of a scribe should be limited as it inhibits a student's ability to produce his/her work independently. Appropriate assistive technology should be provided, taught, and used whenever possible. The educational goal is for the student to be able to produce work independently. Examples of inappropriate use of a scribe may include: "The student can tell much more than he/she can write." or "This student can do so much better with a scribe." Such statements may well be true for many students. However, such a reason indicates convenience rather than need and may result in educational advantage. A scribe is not to be routinely used because a student lacks language competency, handwriting fluency, or spelling skill.	
See Section III for an example decision-making process your district may choose to adapt. *The CDE thanks Cherry Creek School District for sharing this resource. For use on state assessment, see Appendix C - Special Instructions for Scribe	

Section II

The Five-Step Process- Step 3

Response Accommodations	Calculator
	If a student's disability affects math calculation, but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used for instruction. 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. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. On the other hand, if students are learning problem solving skills that include subtraction (e.g., bargain shopping for items with a better value), the use of a calculation device may be a valid accommodation. Calculators may be adapted with large keys or voice output (talking calculators). In other cases, an abacus may be useful for students when mathematics/science problems are to be calculated without a calculator. The abacus functions as a paper and pencil device for students with visual impairments.
	Spelling and Grammar Devices
	The use of a dictionary may be beneficial for assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spellcheckers. Students enter an approximate spelling and then see or hear the correct spelling or correct use of a word. Students who use a word processor may be allowed to use a spell check or other electronic spelling device.
	Word Prediction
	Word prediction software can work in various modes of operation based on the student's needs. This accommodation provides a word list pop-up tool that can assist the student with word choice and spelling based on the letters that a student types on the screen.
	Word Prediction Software Comparison Chart: http://www.spectronicsinoz.com/article/word-prediction-software-comparison-chart Write Online (fee for license) http://www.cricksoft.com/us/products/tools/writeonline/special-needs.aspx
	Prompt / Encourage Student Responses
	Some students may respond to prompting or encouragement to maintain focus during instruction or testing. On a paper-based task, teachers may encourage or prompt the student to continue. For example, a teacher may walk by a student's desk and point to a picture symbol or card that encourages the student to refocus on the work at hand. In a computer-based environment, the system can be programmed to generate a prompt after a predefined number of minutes elapsed since a student interacted with the content.
	Organization Tools
	Organization tools include graph paper, highlighters, place markers, and scratch paper. 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.
Graphic Organizers	
Graphic organizers help students arrange information into patterns in order to organize their work and stay focused on the content. Graphic organizers are especially helpful for writing reports and essays. Semantic mapping software is now available to enable students to understand a narrative story, informational text, or writing elements through graphics.	
Specialized Paper	
Some students require special paper in order to respond in writing. Some examples include graph paper, paper with raised lines, or paper with colored/highlighted lines.	
Additional Paper	
Some students may benefit from having additional paper available to use during instruction. This paper may be blank (scratch), lined, graph, or other paper.	

Response Accommodations	Slant Boards
	Slant boards often help students with motor fatigue or students who need closer visual accesses to print material. An inclined surface may assist in maintaining better posture, thus allowing a student to respond in writing with less fatigue.
	Pencil Grip / Large #2 Pencil
	A pencil grip/large #2 pencil that the student is accustomed to using may help the student with motor fatigue and thus allow the student to respond in writing.
	Abacus / Tactile Math Manipulatives
	Some students require an abacus or physical objects in order to accomplish math calculations. Some examples include raised touch math dots, counters, number lines, 1-100 chart, raised line graph paper, shape construction board, braille ruler, or protractor.
	Other Response Accommodations
	Some students may have other response accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.

Response Accommodations: Technology



Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist or TVI-vision specialist for specific equipment and software recommendations.

- Write**
- Alternate Pencil**
- Augmentative Communication Device**

- Scribe**

- Braille**
- Tape Recorder**
- Paper/pencil response**

- Capacity to select among multiple options to indicate response— mouse click; keyboard; touch screen; speech recognition; assistive devices to access the keyboard(e.g., mouth stick, eye gaze, or head wand
- Partner Assisted Scanning to select letter for multiple choice
-
- Ability to use speech recognition software to dictate response
- Ability to use multiple options to indicate response (listed above)

- Ability to use speech recognition software
- Ability to operate equipment and dictate response
- Capability of producing response using braille writer or other equipment
- Use paper/pencil in addition to computer (e.g. use scratch paper for solving problems, drafting ideas Use paper and pencil in place of computer (e.g. or composing extended response items)

Section II

The Five-Step Process- Step 3

Spell Check

- Ability to self-select the spell-check option
- Capacity to disable option when spelling achievement is being measured
- May have implications when using speech recognition software

Calculator

- Ability to self-select calculator option
- Capacity to disable option when math fluency is being measured

English or bilingual dictionary / glossary

- Ability to self-select dictionary option
- Ability to access pop-up definitions built into assessment
- Capacity for use of multiple languages

iPad Apps for Differentiation

- Anne Beninghof's Ideas for Education – Reading Comprehension Booster iPad app (purchase) <http://www.ideasforeducators.com/>
- Anne's Blog: <http://www.ideasforeducators.com/idea-blog.html>
- *15 iPad Skills Every Teacher and Student Should Have*, Educational Technology and Mobile Learning <http://www.educatorstechnology.com/2013/01/15-ipad-skills-students-must-have.html>
- Create iBooks on the iPad (fee) <https://itunes.apple.com/us/app/book-creator-for-ipad/id442378070?mt=8>

Setting / Timing Accommodations

Setting/Environment Accommodations	Reduce Distractions to the Student and Auditory Sensitivity Accommodations
	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. Preferential seating near the teacher's desk or in the front of a classroom may be helpful for some students. Enclosed classrooms may be more appropriate than open classrooms. Study carrels or other means of focusing sightline may 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 non-glare lighting.
	Auditory Calming/Music /Noise Buffers
	Some students concentrate best while wearing noise buffers such as earphones, earplugs, or music.
	Reduce Distractions to Other Students
	Some students use accommodations that may distract other students, such as having an oral administration or scribe. In addition, some students might perform better when they can read and think aloud, or a student may make noises or use equipment that distracts other students. Distractions to other students are reduced by using these accommodations in individual settings.
	Change Location to Increase Physical Access or to Use Special Equipment
	Occasionally a setting might be changed to increase physical 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 or in a study carrel. Provide space for a guide or working dog, and explain to other students that the dog is working and should be ignored. 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.
	Adaptive Furniture/Equipment
	Some students benefit from the use of adaptive or customized furniture to aid positioning during instruction or assessment. Other students may find it helpful to use a slant board or wedge to minimize visual fatigue and provide a better work surface.
	Special Chairs
	Some students may need to physically move during instruction and have a difficult time sitting in a regular chair, so ball chairs or rocking chairs may be beneficial. Another way to accommodate this type of need is to modify a regular chair by adding a cushion or a small ball.
Fidget Toys	
Some students may need something in their hand to manipulate as they work in order to focus their attention. Some examples of these are small balls, pieces of textured cloth, or putty.	
For additional suggestions, consult your school's Occupational Therapist or Physical Therapist.	

Section II

The Five-Step Process- Step 3

Setting / Environment Accommodations	Weighted Vests
	Some students may require accommodations that provide proprioceptive input and aid in self-regulation; items such as weighted vests or blankets may assist in calming or focusing a student’s attention to the task at hand.
	Thera-tubing or Stretchy Bands
	Thera-tubing is often used as a replacement accommodation for foot tapping. These bands provide students resistance and are used as a calming or focusing accommodation.
	Other Setting/Environment Accommodations
	Some students may have other setting/environment accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.



Setting / Environment Accommodations:

Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist, behavior specialist or TVI/vision specialist for specific equipment and software recommendations.

Writing

Alternate Pencil

Augmentative Communication Device

Scribe

Braille

Tape Recorder

Paper/pencil response

Spell Check

Calculator

English or bilingual dictionary / glossary

- Capacity to select among multiple options to indicate response— mouse click; keyboard; touch screen; speech recognition; assistive devices to access the keyboard(e.g., mouth stick, eye gaze, or head wand)
- Partner Assisted Scanning to select letter for multiple choice
- Ability to use speech recognition software to dictate response
- Ability to use multiple options to indicate response (listed above)
- Ability to use speech recognition software
- Ability to operate equipment and dictate response
- Capability of producing response using braille writer or other equipment
- Use paper/pencil in addition to computer (e.g. use scratch paper for solving problems, drafting ideas Use paper and pencil in place of computer (e.g. or composing extended response items)
- Ability to self-select the spell-check option
- Capacity to disable option when spelling achievement is being measured
- May have implications when using speech recognition software
- Ability to self-select calculator option
- Capacity to disable option when math fluency is being measured
- Ability to self-select dictionary option
- Ability to access pop-up definitions built into assessment
- Capacity for use of multiple languages

Timing / Scheduling Accommodations	Extended Time
	A student's educational team is to determine, based on documentation, a specific amount of extra time to complete assignments, projects, and tests. Data can be collected to assist in the calculation of a typical amount of time that a student requires to perform a given task. 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 time limit. For rare cases, double time may also be allowed. Decisions should be made on a student-by-student basis and evidenced with the collected data. Usually "unlimited" time is not appropriate or feasible. The amount of extra time a student needs (time and 1/2, double time, etc.) should be documented in the IEP based on gathered evidence of need. Students who have too much time may lose interest and motivation to do their best work, while others may simply need additional time to complete work independently.
	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. If the length of a break is predetermined, a timer might be used to signal the end of the break. In an assessment, the breaks do not extend the allotted time.
	"Stop the Clock" Breaks
	For timed tests, the testing clock can be paused for a period of time to allow the student to refresh, refocus, or take a restroom break. The time allowed, whether standard or extended time, is then resumed when the student returns to task.
	Change Time of Day, Schedule, or Order of Activities
	If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Sometimes students are allowed to complete activities over multiple days – completing a portion each day in order to reduce fatigue for students who are medically fragile or have significant support needs.
	Verbal/Visual/Tactile Prompts to Stay on Task
	Such prompts as general verbal reminders ("Keep on/continue working" or "Stay on task"), visual reminders (picture symbols or color-coded cards), and tactile reminders (gentle touch on the hand or arm, soft tap on the table, paperclips to divide tests into sections) may be used to refocus student attention.
Countdown Timers	
Countdown timers allow the student to track how much time is left for timed assignments or assessments.	
Other Timing/Scheduling Accommodations	
Some students may have other timing/scheduling accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.	

Timing / Scheduling Accommodations:



Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist, behavior specialist or TVI/vision specialist for specific equipment and software recommendations.

Section II

The Five-Step Process- Step 3

Extended Time

Time of day beneficial for the student

Breaks

Multiple work/test sessions possibly over multiple days

- A consideration is the availability and/or location of computers and peripherals
- Timing may need to be adjusted to allow a student to access equipment
- Partner Assisted Scanning to select letter for multiple choice
- For use when individualized timing is required (e.g. for a student who is more alert at a certain time of day because of medication)
- Consider availability/location of computers and peripherals
- Ability to save completed work
- Capacity to turn monitor on/off or activate blank screen
- Ability to retain place and return to continue working
- In testing situations, maintain security
- Ability to maintain place and save completed responses
- Ability to maintain security
- Ability to log on/log off
- For short breaks, ability to create a blank screen rather than logging out

Documenting Accommodations

Formal Plan for Students with a Documented Need

Districts determine policies and procedures for documenting needs for a student who does not qualify as a student with a disability under Section 504, or as a student with a disability and evidence of educational need who qualifies to receive special education services. Check with your District Assessment Coordinator (DAC) for specific information on what your district requires regarding documenting accommodations for students served under other educational plans.

Section 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.

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

- communicable diseases (e.g., hepatitis)
- chronic illnesses or other health issues
- allergies or asthma
- drug or alcoholic addictions (as long as they are not currently using illegal drugs)
- environmental illnesses
- hearing or vision issues
- attention difficulties
- temporary disabilities from an accident that may require short-term hospitalization or homebound recovery

Individualized Education Program (IEP)

For students with a disability served under IDEA, the IEP Team is responsible, among other things, to:

- determine eligibility
- develop an appropriate Individualized Education Program (IEP), including specialized instruction and related services
- specify appropriate academic achievement levels (grade-level or alternate) and
- document instructional and assessment accommodations

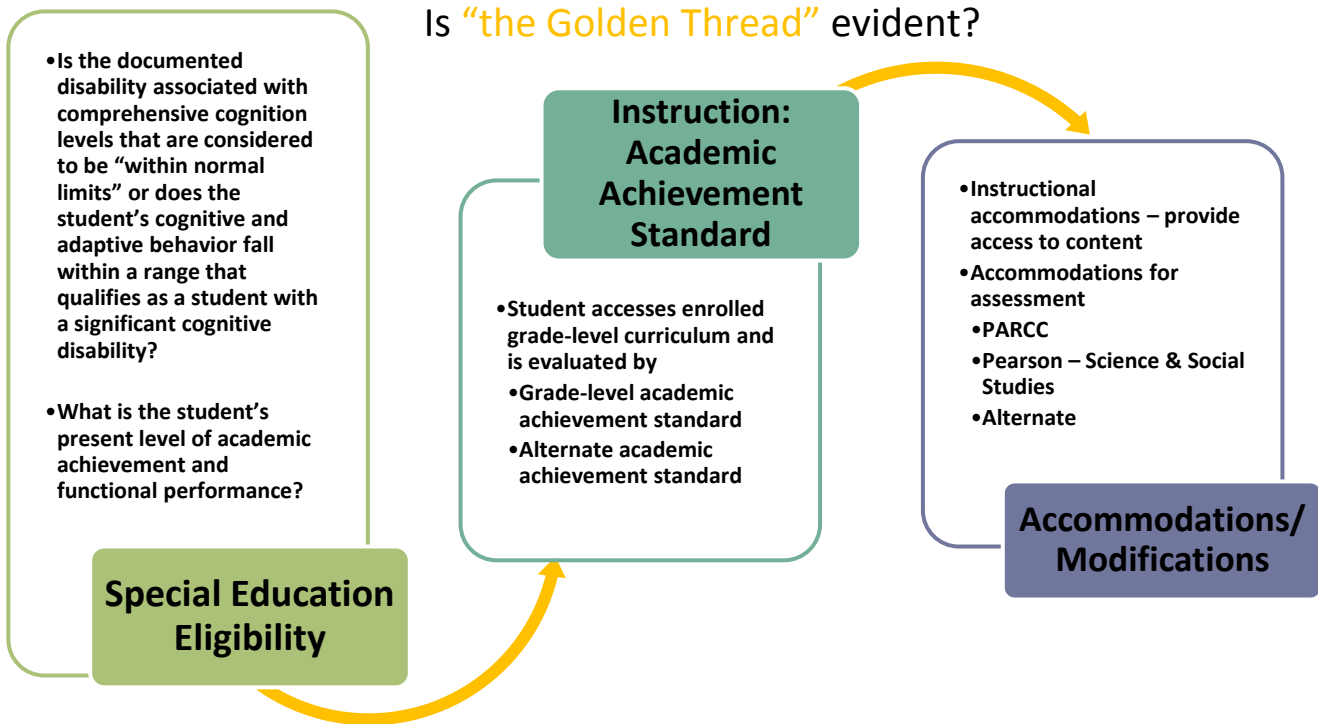


Care should be taken to ensure that evaluation supporting the existence of a disability shows clear connection to the Present Level of Academic Achievement and Functional Performance statement, identified learner characteristics, inclusion needs and selected accommodations for instruction and assessment.

In trainings, the CDE Monitoring and Compliance Team often refers to this logical progression through the body of evidence as “The Golden Thread” that should weave throughout the IEP document connecting all the pieces to tell a complete educational story for the student. Is the IEP complete and concise enough for anyone to be able to follow the educational plan determined by the IEP Team?

Section II

The Five-Step Process- Step 3



IEP Teams are also required to 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” [IDEA 2004 Sec. 614 (d) (1) (A) (i) (I)].

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

“Consideration of Special Factors” [Sec. 614 (d) (3) (B)]. This section outlines consideration of communication and assistive technology supports. Goal statements may also address the use of augmentative communication.

“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.”

“Participation in Assessments” [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of a student with disabilities in general state and district-wide assessments.

“Instructional Accommodations” – Make note of instructional accommodations that are provided and routinely used. Remember, this is not a checklist of every possible accommodation strategy. Select only those accommodations that are necessary-- not simply convenient. Use should be evaluated for effectiveness periodically and adjusted or discontinued as evidenced by data collected.

“Accommodations for Assessment” - If the IEP Team agrees that a Nonstandard Accommodation is necessary for student success during instruction **and** state assessment, the statement, “Pending CDE approval” should be included under State Assessment in the Nonstandard Accommodation section of the IEP. A description of the accommodation and a statement of student need should also be included. After the District Assessment Coordinator submits the request, and approval is obtained from the CDE Office of Student Assessment, the District Assessment Coordinator (DAC) should communicate the approval to the student’s teachers.



On an educational plan, there should never be more accommodations listed for the state assessment than for instruction and district assessment accommodations.

Implement accommodations during instruction and assessment

Teachers are responsible to plan how and when the student will learn to use each new accommodation. Care should be taken to provide ample time for the student to learn to use instructional and assessment accommodations before an assessment takes place. Teach the student to self-advocate for the accommodation in the classroom setting to ensure that the accommodation is being implemented effectively. It is the expectation of IDEA and the State of Colorado that educators will provide selected accommodations during instruction with fidelity, in accordance with the student’s IEP.



Appropriate provision of a documented accommodation is not discretionary.

Accommodations Used 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. The accommodation must have been routinely used with sufficient frequency to ensure the student’s ability to use the accommodation with fluency and independence during instruction. The following chart provides examples of appropriate and inappropriate practices for accommodation use in instruction.

Instructional Accommodations	
★ Appropriate Practices ★	Inappropriate Practices
Using accommodations that allow students to be included and to access grade-level content	Choosing not to use an accommodation chosen for instruction just because it may not be allowed on assessments
Making accommodation choices which will provide the most seamless experience between instruction and assessment (while maintaining the validity of the assessment)	Failing to make accommodations available during instruction when the student will need that accommodation on the assessment
Designing accommodations WITH the student that encourage independence and build skills for life-long learning	Fostering dependence on another outside person
Ensuring that accommodations needed for assessment are routinely available during instruction	Using accommodations that compromise student’s ability to learn grade-level content for convenience
Practicing discretion so as not to call attention to their disability or embarrass the student in any way	“Forgetting” to provide the accommodation during instruction or commenting about the accommodation, even in a joking manner
Tracking each student’s ongoing accommodation use to ensure that the accommodation is effective and consistently implemented across the school day	Neglecting to inform all school personnel who work with the student about accommodation needs

Section II

The Five-Step Process- Step 4

Preparing Students for Assessments during Instruction

Naturally, teachers will want to familiarize students with various test formats and test-taking strategies. However, the following chart outlines examples of ethical and unethical practices:

★ Ethical Practices ★	Unethical Practices
Develop instructional objectives based on the Colorado Academic Standards/Extended Evidence Outcomes	Prepare instructional objectives or study guides based on specific Colorado test items and teach accordingly – “Teach the test”
Prepare students for use of technology	Administratively determine which assessment the student can take
Base assessment decisions on individual student needs not convenience	Use an accommodation for an entire group or class over an extended period of time whether every student needs it or not
Ensure that accommodations used in instruction that are needed and allowable for an assessment are available	Restrict access to or deny allowable accommodations on an assessment that are normally used during instruction
Use released items to familiarize teachers and students with item types (multiple choice, short constructed response and constructed response) and test format	Look at test booklets for any reason other than to distribute and collect them
Resources and released items are available on the CDE Website: www.cde.state.co.us/assessment/CoAssess-Released.asp	Respond to question or give hints on test questions

Evaluate and monitor the use of accommodations

After accommodations have been selected based upon the individual student's needs and used consistently for instruction and classroom/district assessment, data should be collected periodically and analyzed for effectiveness. Data on the use and impact of accommodations during instruction and assessments may reveal patterns of accommodation use that support the continued use of some accommodations or the rethinking of others.

Examination of the data may also indicate areas in which the educational decision-making teams 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 used during classroom or district assessment. Data may include the following:

- Observations conducted during test administration
- Interviews with test administrators
- Talking with students after testing sessions (helpful to guide the formative evaluation process at both the school and student levels)

Questions to Guide Evaluation at the Student Level

Accommodation use 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 is not intended to be exhaustive, but rather could be used to start the discussion.

- What accommodations are used by the student during instruction and assessments?
- 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 that using accommodations was ineffective?
- What is the student's perception of how well the accommodation worked?
- What combinations of accommodations seem to be effective?
- What are the difficulties encountered in the use of accommodations?
- What are the perceptions of teachers and others about how the accommodation appears to be working?
- What policies are in effect to include the student in determining what types of accommodations will benefit him or her, and does the student understand why there is a need for an accommodation?

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 educational team should contribute to the information gathering and decision-making processes.

Data Gathering Tools

Teachers are encouraged to design and use any type of data gathering methods they desire. Please see the Section III for some sample forms you may use or adapt for your purposes to track and evaluate the use and effectiveness of accommodations in instruction and classroom assessment.



[Evaluation of Accommodation Use Data Collection Sheet](#)



[Infused Skills Grid \(PEAK resource\)](#)

Section II

The Five-Step Process- Step 5

Postsecondary Implications

Postsecondary and Workforce Readiness

Postsecondary and workforce readiness is an important educational outcome for all students. As a student with a disability plans for transition to postsecondary settings, it is important for IEP Teams to have documented the student's previous eligibility for, and evidenced use of accommodations so that the student may request to 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 for use of accommodations. This is also true for students who transition into vocational and other workplace settings.

Documenting Use of Accommodations in the Student's IEP and Transition Plans

In order to determine a person eligible to receive reasonable accommodations in the adult world, providers must be able to document that the individual has a mental or physical condition that substantially limits a major life activity and needs the requested accommodation to access educational courses and activities or employment. It is important to know that information requested by most adult service agencies and colleges could easily be incorporated into existing paperwork, including a student's evaluation reports, body of evidence used to determine eligibility, IEPs, and Summary of Performance. When considering accommodations for instruction or assessment, be sure to include information that provides the **rationale** or **evidence** that shows the requested accommodation is necessary and effective. For example, what evidence do you have that tells you this particular student needs extended time? Do you have evidence that extended time has been a benefit to this student? Do you have scores from timed and untimed tests? Do you have documented teacher observations? It is not sufficient to indicate a student needs a specific accommodation without including the rationale or evidence that supports the request. For additional resources, see the CDE Secondary Transition website: <http://www.cde.state.co.us/cdesped/Transition.asp>

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[http://www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_\(ASES\).html](http://www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_(ASES).html)



Golden bridge, silver bridge or diamond bridge; it doesn't matter! As long as the bridge takes you across the other side, it is a good bridge!

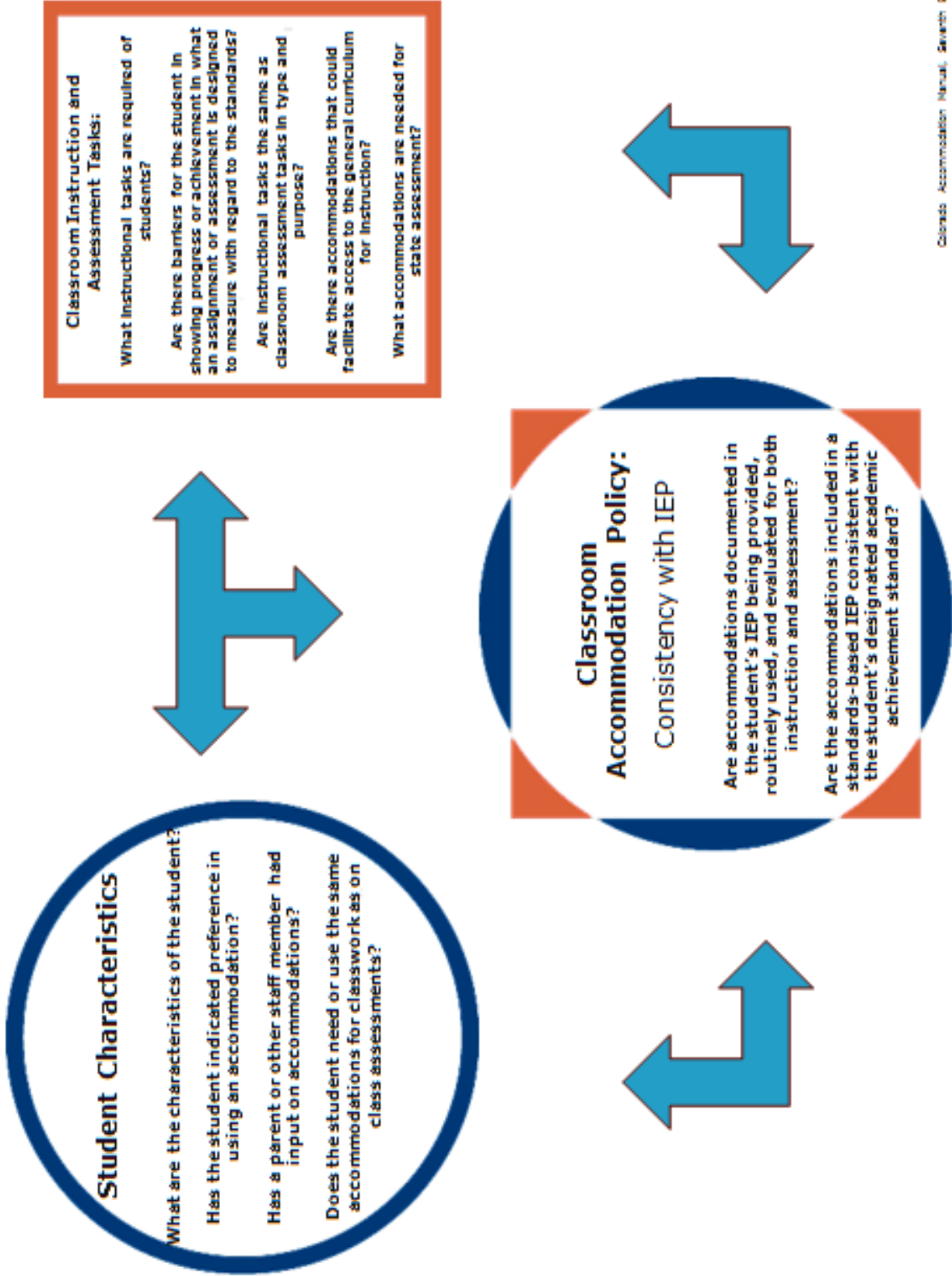
— Mehmet Murat ildan

Section III: Tools for Instructional Accommodations

The reference Tools listed below are discussed in Sections I and II, and are also provided here for ease of access and printing. Click on the title to access the pdf version for printing.

1. **Consideration When Making Decisions for Instructional Accommodations**
2. **Student Characteristics Charts**
3. **Tables A-N: Instructional Accommodations Linked to Student Characteristics**
 - Table A: Visual Impairment
 - Table B: Hearing Impairment
 - Table C: Fine Motor
 - Table D: Communication
 - Table E: Reading
 - Table F: Writing
 - Table G: Mathematics
 - Table H: Physical/Motor
 - Table I: Attention Deficit
 - Table J: Auditory Processing
 - Table K: Setting / Environment
 - Table L: Timing and Scheduling
 - Table M: Traumatic Brain Injury
 - Table N: Autism Spectrum Disorder
4. **Alternate Academic Achievement Standard and Alternate Assessment Eligibility Participation Guidelines Worksheet**
5. **Companion document Participation Guidelines**
6. **Companion document Participation Guidelines – Prints in Booklet Format**
7. **Glossary of Instructional Accommodations Chart**
8. **Parent Input for Accommodations**
9. **Accommodations from the Student’s Perspective**
10. **Dos and Don’ts When Selecting Accommodations**
11. **Use of Scribe: Example Decision-Making Guide (example from Cherry Creek ISD)**
12. **Accommodation Use in the Classroom**
13. **Evaluation of Accommodation Use Data Collection Sheet**
14. **Infused Skills Grid (PEAK resource)**
15. **After-Test Accommodations Questions**
16. **School/District Logistics Planning Checklist for Classroom/State Assessment Accommodations**
17. **Request for Dual Assessment Form**

Educational Team Considerations for Instructional Accommodations



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Use these questions to identify a student's characteristics as a learner which may indicate a need for an accommodation. Mark "yes" if the student has the characteristic. Follow the next steps for more information about types of accommodations that could be helpful for instruction. The provided list is certainly not exhaustive, but may be used as a guide when selecting accommodations as discussed in Step 3 of the Five Step Process.

Student Characteristics	YES	Refer to Tables A-N for accommodations to consider
1. Does the student have blindness or low vision that requires an accommodation?	<input type="checkbox"/>	Go to Table A
2. Does the student have a hearing impairment that requires an accommodation?	<input type="checkbox"/>	Go to Table B
3. Does the student have some other physical condition that requires an accommodation?	<input type="checkbox"/>	Go to Table C or H
4. Does the student have difficulty with expressive or receptive communication?	<input type="checkbox"/>	Go to Table D
5. Has the student been identified as having a reading impairment or difficulty with decoding?	<input type="checkbox"/>	Go to Table E
6. Does the student have difficulty with writing composition, grammar or spelling?	<input type="checkbox"/>	Go to Table F
7. Does the student have weak manual dexterity, fine motor difficulty, have trouble typing or using a pencil?	<input type="checkbox"/>	Go to Table C, H or F
8. Does the student have mathematics-related impairment?	<input type="checkbox"/>	Go to Table G
9. Is the student easily distracted, have a short attention span or have difficulty tracking from one page or line to another and maintaining his or her place?	<input type="checkbox"/>	Go to Table I
10. Does the student need directions repeated frequently or have memory impairments?	<input type="checkbox"/>	Go to Table J
11. Does the student have a medically documented and/or credible history of a brain injury, including traumatic brain injury, that causes educational impact?	<input type="checkbox"/>	Go to Table M
12. Does the student have a developmental disability significantly affecting verbal and non-verbal	<input type="checkbox"/>	Go to Table N

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communication and social interaction that adversely affects the child's educational performance?		
13. Does the child engage in repetitive activities and stereotyped movement, resist environmental change or change in daily routine, or have unusual responses to sensory stimuli?	<input type="checkbox"/>	Go to Table N
14. Does the student use visual supports/schedules to produce work?	<input type="checkbox"/>	Go to Table N

Characteristics Affecting Setting/Environmental Accommodations	YES	Next Steps
1. Do others easily distract the student or does that student have difficulty remaining on task?	<input type="checkbox"/>	Go to Table K
2. Does the student require any specialized equipment or other accommodations that may be distracting to others?	<input type="checkbox"/>	Go to Table K
3. Does the student have visual and/or auditory impairments that require special lighting and/or acoustics?	<input type="checkbox"/>	Go to Table K
4. Can the student focus on his or her own work in a large group setting?	<input type="checkbox"/>	Go to Table K
5. Does the student exhibit behaviors that may disrupt the attention of other students?	<input type="checkbox"/>	Go to Table K
6. Do any physical or environmental accommodations need to be made for the student in the classroom?	<input type="checkbox"/>	Go to Table K

Characteristics Affecting Timing and Scheduling	YES	Next Steps
1. Can the student work continuously for the length of time allocated for standard test administration?	<input type="checkbox"/>	Go to Table L
2. Does the student use an accommodation or adaptive equipment that requires more time to complete test items (e.g., braille, scribe, use of head	<input type="checkbox"/>	Go to Table L

pointer to type)?		
3. Does the student tire easily due to health impairments?	<input type="checkbox"/>	Go to Table L
4. Does the student have a visual impairment that causes visual fatigue and requires frequent breaks?	<input type="checkbox"/>	Go to Table L
5. Does the student have a learning disability that affects the rate at which the student processes written information?	<input type="checkbox"/>	Go to Table L
6. Does the student have a motor disability that affects the rate at which the student writes responses?	<input type="checkbox"/>	Go to Table L
7. Does the student take any type of medication to facilitate optimal performance?	<input type="checkbox"/>	Go to Table L
8. Does the student's attention span or distractibility require shorter working periods and frequent breaks?	<input type="checkbox"/>	Go to Table L

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⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

For additional Assistive Technology Information, visit the StateWide Assistive Technology, Augmentative and Alternative Communication site: www.swaaac.com/index.html

 **Table A. Student Characteristic: Visual Impairment, Including Blindness**


Accommodation Category	Consider the following accommodations for use in instruction with students who benefit from auditory support for a visual impairment, visual processing disorder, or print disability*
<p>Presentation</p> <p>Resources: Colorado Center for the Blind www.cocenter.org American Council of the Blind of Colorado www.acbco.org National Federation of the Blind, Colorado Chapter www.nfbco.org</p>	<p>• Large print; enlarge with photocopy machine to recommended font size</p> <p>⌘ Hand held magnification devices</p> <p>⌘ Braille notetaker</p> <p>⌘ Refreshable Braille displays</p> <p>⌘ Computer magnification</p> <p>⌘ Black and white print; black or white on high contrast screen</p> <ul style="list-style-type: none"> • Color contrasting • Increased white space • Use easy-to-read sans serif font such as Verdana, Arial, or Calibri • Abacus <p>⌘ Closed Circuit TV (CCTV)/video magnification</p> <ul style="list-style-type: none"> • Braille <ul style="list-style-type: none"> • Read aloud/oral presentation <p>⌘ Recordings for the Blind and dyslexic</p> <p>⌘ Recorded books, Mp3 players, other electronic reading devices; descriptive video</p> <p>⌘ Screen reader programs</p> <ul style="list-style-type: none"> • Large print or braille notes, outlines, and instructions • Masking or tracking tools for enlarged print <p>⌘ Talking materials (talking calculators, clocks etc.)</p> <ul style="list-style-type: none"> • Real objects; tactile materials; tangible symbols • Tactile Graphics




<p>Response</p> <p>For additional information see CDE Blindness/Low vision website: http://www.cde.state.co.us/cdesped/BLV.asp Vision disabilities: http://www.cde.state.co.us/cdesped/SD-Vision.asp</p>	<ul style="list-style-type: none">⌘ Express response to a scribe⌘ Type on word processor⌘ Speech to text programs⌘ Type on Braille Notetaker⌘ Speak into tape recorder, Mp3 devices or other recording devices⌘ Use calculation devices (e.g., talking calculator with enlarged keys, abacus)
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Table B. Student Characteristic: Hearing Impairment, Including Deafness

 Symbol represents accommodations that can be considered as use of Assistive Technology


Accommodation Category	Consider the following accommodations for use in instruction with students who benefit from auditory support for hearing loss, deafness , auditory processing disorder, or developmental language delay*
<p>Presentation</p> <p>Resources: PARC: General Education Inclusion Readiness Checklist- Cheryl Johnson, Ed.D 2011 http://www.handsandvoices.org/pdf/PARC_2011.pdf</p> <p>Tips for Working with Deaf or Hard of Hearing Students in the Classroom http://www.handsandvoices.org/pdf/mainst_cal.pdf</p> <p>Explain idioms/multiple meaning words: http://www.readwritethink.org/files/resources/interactives/idioms/idiom_1.html</p> <p>Using Assistive Listening Devices: http://www.youtube.com/watch?v=M4lBkdReE</p>	<ul style="list-style-type: none"> • Sign language (student’s preferred mode) • Face the student during all verbal instruction • Write on white board and face the class for instruction • Speak clearly with unexaggerated speech; rephrase rather than repeating • Develop a signal system for student to nonverbally inform the teacher when difficulties occur  Audio amplification devices: personal hearing aids; cochlear implant; classroom sound field system; personal FM system • Encourage student to advocate for own listening and understanding needs • Visual cues; picture supported text • Written notes, outlines, and instructions; class notetaker • Advanced organizers and outlines of lectures • Use natural gestures (e.g., point to materials; acknowledge who is speaking) • Allow only one person to speak at a time • Repeat questions and responses from classmates; pass FM microphone to speaker • Provide notes from classmate (duplicate copy paper/ print whiteboard notes) or teacher notes  Use captioned versions of streamed video/film or provide printed script • Give oral/sign language interpreter instructional materials in advance • Pre-teach academic vocabulary • Use expansion techniques to scaffold vocabulary in context and use pictures for multiple meaning words • Use visual /picture/sign language online dictionaries, vocabulary flashcards, graphic organizers to build vocabulary • Show first; then explain • Frequently summarize main points and provide an outline for guided note taking and vocabulary reinforcement • Write page numbers, assignments and other important information on board prior to presentation  Access to telecommunication/text messaging/ video relay • Provide content material in accessible text level format • Provide picture-rich background materials to link vocabulary to prior knowledge or experience • Maintain cochlear implant / personal hearing aids/FM equipment and chart daily use • Use installed visual warning system for building emergencies; buddy check system

	<ul style="list-style-type: none"> • Model acceptance, respect and communication techniques • Provide access to daily school announcements, assemblies etc. • Access to computer audio by inputting FM transmitter into auxiliary access port
<p>Response</p> <p>For additional information see CDE Hearing Disabilities website: http://www.cde.state.co.us/cdesped/SD-Hearing.asp</p>	<ul style="list-style-type: none"> • Express response to a scribe or interpreter (sign to voice) ⌘ Use word processor or portable keyboards (text-to-voice programs) ⌘ Use of word processor with spelling and grammar software ⌘ Word prediction software • Use visual organizers • Use graphic organizers • Demonstrate reading comprehension through digital storytelling

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Table C. Student Characteristic: Fine Motor

 Symbol represents accommodations that can be considered as use of Assistive Technology














Accommodation Category	Consider the following accommodations for use in instruction with students who have a physical disability, Autism Spectrum Disorder, orthopedic impairment , other health impaired, or Traumatic Brain Injury affecting fine motor control*
Presentation	<ul style="list-style-type: none">  Slant boards  Text reader program  Electronic books
Response For additional information see CDE Physical Disabilities website: http://www.cde.state.co.us/cdesped/SD-Physical.asp	<ul style="list-style-type: none"> • Express response to a scribe  Voice-activated computers  Type on word processor or portable keyboard  Speech-to-text programs  Speak into tape recorder, Mp3 player, or other recording devices  Use thick pencil, pencil grip, or modified pencils • Use written notes, outlines, and instructions

Table D. Student Characteristic: Communication


 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with receptive/expressive communication skills*
<p>Presentation</p> <p>Resource:</p> <p>Assistive Technology Resource Guide http://www.idahoat.org/Portals/0/Documents/Assistive%20Technology%20Guide.pdf</p>	<ul style="list-style-type: none"> • Sign/Picture/Symbol support • Sign Supported Speech • Repeat/rephrase directions • Simplified instructions  Text reader
<p>Response</p> <p>*For additional information see:</p> <p>CDE Speech or Language Impairment website: http://www.cde.state.co.us/cdesped/SD-SLI.asp</p> <p>Statewide Assistive Technology, Augmentative and Alternate Communication website http://www.swaac.com/</p> <p>Writing with Alternative Pencils UNC School of Medicine Dept. of Allied Health Sciences – Center for Literacy and Disability Studies http://www.med.unc.edu/ahs/clds/products/available-for-purchase</p>	<ul style="list-style-type: none">  Computer word prediction programs  Spell check programs  Augmentative Communication Devices • Alternative pencil

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Table E. Student Characteristic: Reading

 Symbol represents accommodations that can be considered as use of Assistive Technology

















Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with reading*
<p>Presentation</p> <p>Resources: LETRS Module 6: <i>Digging for Meaning: Teaching Text Comprehension</i>, 2nd Edition (Louisa Moats 7 Nancy Hennessy)</p> <p>LETRS Module 4: <i>The Mighty Word: Building Vocabulary and Oral Language</i>, 2nd Edition (Louisa Moats)</p>	<ul style="list-style-type: none"> • Read aloud/ oral presentation • Pair-Share reading • Use adapted books for grade-level text • Picture supported text •  Recorded books, Mp3 players, other electronic reading devices •  Screen reader programs • Vocabulary games • Visual cues such as color coding phonemes, or word parts •  Video tapes/DVD • Read out loud to self •  Text reader programs •  Masking or tracking tools
<p>Response</p> <p>*For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp</p>	<ul style="list-style-type: none"> •  Word prediction programs • Demonstrate comprehension through role play, illustration, graphic organizers etc. • Focus on fluency to improve comprehension

Table F. Student Characteristic: Writing


 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with the writing process*
<p>Response</p> <p>Resources:</p> <p>Fountas & Pinnell word study PLC Live Binder http://www.livebinders.com/play/play_or_edit?id=322117</p> <p>Dinah Zike’s Visual Kinesthetic Vocabulary www.dinah.com http://www.youtube.com/watch?v=xudikERRmRc</p> <p>LETRS Module 9: <i>Teaching Beginning Spelling and Writing</i> (Louisa Moats)</p> <p>LETRS Module 3: <i>Spellography for Teachers: How English Spelling Works, 2nd Edition</i> (Louisa Moats)</p> <p>*For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp</p> <p>*For additional information see CDE Orthopedic Impairment website: http://www.cde.state.co.us/cdesped/sd-orthopedic</p>	<p>Composition:</p> <ul style="list-style-type: none">  Type on word processor or portable keyboard  Use Speech-to-text programs  Speak into tape recorder, Mp3 Player or other recording device  Use spelling and grammar programs <ul style="list-style-type: none"> • Teach commonly occurring letter patterns • Pair spelling with fingerspelling for tactile reinforcement  Use Word prediction program  Appropriate online dictionary <ul style="list-style-type: none"> • Individual student dictionary • Use written notes, outlines, and instructions  Use graphic organizers or software to create <p>Handwriting:</p> <ul style="list-style-type: none">  Use specially designed paper with raised/colored lines (e.g. “Handwriting Without Tears” or similar ruled paper ; requires a Nonstandard Accommodation Request) <ul style="list-style-type: none"> • Use of pencil grip to reduce fatigue • Use slant board/clip board/magnetic strips to hold paper to whiteboard (e.g. “MagnaDoodle” type slate) • Teach cursive rather than manuscript  Use computer/word processor/adaptive keyboard <ul style="list-style-type: none"> • Express response to a scribe (limit to need, not convenience) • Adapted pencil <p>Notetaking</p> <p>Smart Pen- hand-held pen that records audio, tracks notes and can download to computer or phone. http://www.livescribe.com/en-us/solutions/learningdisabilities/</p>

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Table G. Student Characteristic: Mathematics

 Symbol represents accommodations that can be considered as use of Assistive Technology











Accommodation Category	Consider the following accommodations for use in instruction with students who have a specific learning disability in the area of mathematics*
<p>Presentation</p>	<ul style="list-style-type: none"> • Graph paper to help line up numerals for computation • Number lines on desk/floor/wall • Turn lined notebook paper landscape for columns (e.g. division) • Mnemonic devices, rhymes, choral responses and songs to aid memory • “Finger Multiplication” / patterns to learn facts • Visual cues to steps in problem-solving • Manipulatives and hands-on experiences • Graphics and models • Role play story problems  Calculation devices (talking calculator; enlarged keys, abacus) • Fold paper/use mask sheet to reveal only one problem at a time • Reduce number of practice problems assigned • Sample problems for reference
<p>Response</p> <p>*For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/sd-sld</p>	<ul style="list-style-type: none">  Calculation devices  Visual organizers  Graphic organizers Math tables and formulas • Manipulatives • Abacus • Lattices for multiplication • Individual dry erase boards

Table H. Student Characteristic: Physical/Motor Skill


 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students having difficulty with motor skills*
<p>Presentation</p>	<ul style="list-style-type: none"> • Partner Assisted Scanning • Allow longer processing time • Books on tape • Uncluttered work area • Adjustable/tilt table to have equipment within reach • Adapted seating • Prolonged sitting may cause chronic pain
<p>Response</p> <p>Resource:</p> <p>Color Coded Eye Gaze Frame http://s3.amazonaws.com/pbs.teacherline-prod/capstones%2Fportfolios%2F627%2F783%2F10517%2Fcolor-coded-eye-gaze-frame---secep-principals-meeting.pdf</p> <p>*Statewide assistive technology, augmentative and alternate communication website http://www.swaac.com/</p>	<ul style="list-style-type: none"> • Allow for longer response time • Express response to a scribe through speech, pointing, or by using an assistive communication device  Type on word processor or personal portable keyboard  Speech-to-text programs  Speak into tape recorder, Mp3 Players or other recording devices  Use augmentative devices for single or multiple messages • Use written notes, outlines, and instructions  Scanning software

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Table I. Student Characteristic: Attention Deficit

 Symbol represents accommodations that can be considered as use of Assistive Technology












Accommodation Category	Consider the following accommodations for use in instruction*
<p>Presentation</p>	<ul style="list-style-type: none"> • Gain attention before speaking • Incorporate movement into lessons • Provide consistency, stability and structure daily  Recorded books, Mp3 players, other electronic reading devices  Computer-based instruction • Give short and simple directions with examples • Use nonverbal signals • Masking or tracking device • Repeating directions • Text highlighting  Low Gain Amplification systems (if prescribed) • Capitalize on student interests
<p>Response</p> <p>Resource:</p> <p>*For additional information see CDE Serious Emotional Disabilities (SED) website: http://www.cde.state.co.us/cdesped/SD-Emotional.asp</p>	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet  Use materials or devices used to solve or organize responses  Use visual organizers  Use graphic organizers • Use mnemonic devices to aid memory • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns  Time cue or countdown clock

Table J. Student Characteristic: Auditory Processing


 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction for students who have difficulty with comprehension*
<p>Presentation</p> <p>*For additional information see CDE Hearing Impairment, Including Deafness website: http://www.cde.state.co.us/cdesped/sd-hearing</p>	<ul style="list-style-type: none"> • Gain attention before engaging student • Consider voice amplification for teacher or classroom sound field system • Repeat /limit directions or instructions • Enunciate clearly with measured pace • Utilize vocal inflection, intonation and volume changes to emphasize important information • Written/picture supported directions • Provide brief, to-the-point instruction • Model steps in directions • Restate or rephrase if student does not respond • Avoid dividing student’s attention between watching, listening and writing • Student takes notes during directions • Students retells directions •  Amplification system •  Text-to-speech •  Low Gain Amplification Systems (if prescribed)

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Table K. Student Characteristics Related to Setting / Environment Needs

 Symbol represents accommodations that can be considered as use of Assistive Technology



Accommodation Category	Consider the following accommodations for use in instruction*
<p>Setting/Environment</p> <p>*For additional information see: CDE Serious Emotional Disabilities (SED) website: http://www.cde.state.co.us/cdesped/SD-Emotional.asp</p>	<p> Use headphones, sound buffers, classroom sound field amplification or preferred acoustic seating for student</p> <ul style="list-style-type: none"> • For students who are Deaf/Hard of Hearing, arrange chairs in circle so student can know who is speaking and maintain sightline • Maintain “one speaker at a time” rule • Evaluate lighting to avoid glare • To assist with speechreading, seat a student who is Deaf/Hard of Hearing slightly to the thumb side of your dominant hand • Limit “visual clutter” to reduce distraction <ul style="list-style-type: none"> • Exercise balls or rocking chairs • Weighted vests • Fidget toys/ manipulatives • Thera-bands • Study carrel; alternate seating within room or resource room • Checkpoints for work completion • Clearly defined limits • Frequent reminders • Adaptive furniture/chairs

Table L. Student Characteristics Related to Timing and Scheduling


 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
Timing/Scheduling	<ul style="list-style-type: none"> • Simplify directions, prompts or pace rate of instructional presentation • Give students time to read and process before you begin speaking • Allow for plenty of response time • Use familiar cultural contexts for content • Allow more time to complete work (e.g., language processing or more “wait time” after questions) • Shortened sessions with frequent breaks; also be mindful of visual/mental fatigue • “Stop the clock” breaks for timed assignments or assessments • Change the time of day difficult instruction is given

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Table M. Student Characteristic: Brain Injury, including Traumatic Brain Injury

 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
<p>Presentation</p>	<ul style="list-style-type: none"> • Give student “strategic rest breaks” • Preferential seating away from distractions • Be cognizant of sensory overload with light, noise, smell, taste, music class, band • Get medical clearance for student to participate in physical activities such as PE and dance class, organized sports and recess • Reduce the amount of in-class work • Reduce the amount of homework • Allow for extended time for processing • Consider whether testing is a fair measure of learning/memory • Provide alternative testing options • Exempt from large test/projects when still recovering from brain injury/concussion • Provide note taker/scribe or copies of teacher notes if necessary • Consider focusing on contextual learning rather than rote memorization while memory is compromised • Be cognizant that executive functioning problems (poor memory/attention/emotional and behavioral lability/mental fatigue) may be underlying the brain injury
<p>Response</p> <p>*For additional information see CDE Traumatic Brain Injury website: http://www.cde.state.co.us/cdesped/sd-tbi</p>	<ul style="list-style-type: none"> • Show mastery of content in alternative fashion (oral presentation, projects) • Use compensatory strategies for memory and for attention • Use reminders from adults to consider behavioral and emotional supports • Advocate for self with “strategic rest breaks” • Advocate for self with sensory overload • Learn to “pace” cognitive demands throughout the day

Table N. Student Characteristic: Autism Spectrum Disorder

 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
<p>Presentation</p>	<ul style="list-style-type: none"> • Provide consistency with routines • Give visual cues to start and end a task • Reduce sensory stimulation such as decorations, fragrances, buzzing of equipment etc.; use noise buffers • Picture symbols accompany written information • Written/visual information to accompany all information presented orally • Written/symbol directions for tasks • Use visual presentation strategies  “pix writer”, “Picture It” or other clipart/software • Use of visual supports/visual schedules; do not talk while student looks at them • Use social stories to directly teach age-appropriate interactions and routines • Give advance notice of routine changes or change of activity through visual representation in addition to oral instructions • Redirect repetitive movement  Use of iPads or Tablets
<p>Response</p> <p>*For additional information see CDE Autism Spectrum Disorders website: http://www.cde.state.co.us/cdesped/sd-autism</p>	<ul style="list-style-type: none"> • Picture Exchange Communication system (PECS) • Sign supported speech • Graphic Organizers  Keyboarding  Text-to-speech TTS software (Verbose Text to Speech-has free trial but fee to buy; iSpeech; KurzweilEDU; Read:OutLoud; Text2Speech.org)  Speech-to-Text software (e.g. Dragon Dictation)  Use of iPads or Tablets • Strategies to support executive functioning challenges (e.g. use step-by-step approaches to work; rely on visual organizational aids; use time organizers; manage space and materials; and manage work)

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* For further clarification of terms used in this worksheet, please refer to the companion document *Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment*

<p>Criterion #1: The student has been evaluated and determined to be eligible to receive special education services and has an IEP.</p>	<p>Response:</p>
<p><input type="checkbox"/> Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?</p> <p><input type="checkbox"/> Has a current Individualized Education Program (IEP) been developed for the student?</p>	<p><input type="checkbox"/> No. Stop here. The student must meet Special Education <i>Determination of Eligibility</i> criteria in one or more disability categories defined in ECEA Rules http://www.cde.state.co.us/cdesped/IEP_Forms.asp</p> <p><input type="checkbox"/> Yes. If both elements can be affirmed, continue to Criterion #2.</p>
<p>Criterion #2: The student has documented evidence of a cognitive disability.</p>	<p>Response:</p>
<p><input type="checkbox"/> During the process of determining eligibility for a student, did the IEP Team review a body of evidence that supports the existence of a cognitive disability?</p>	<p><input type="checkbox"/> No. Stop here. The student must have documented evidence of the existence of a cognitive disability, regardless of the special education disability category.</p> <p><input type="checkbox"/> Yes. Empirical evidence of a cognitive disability is documented in the IEP. Continue to Criterion #3.</p>
<p>Criterion #3: The student has a <u>significant</u> cognitive disability.</p>	<p>Response:</p>
<p><input type="checkbox"/> The student’s demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are significantly below age expectations, even with program modifications, adaptations and accommodations and <u>and</u></p> <p><input type="checkbox"/> the School Psychologist (or other personnel trained in administering psychometric evaluation) presents evidence that the student’s cognitive and adaptive functioning is consistent with that of a student with a significant cognitive disability.*</p> <p><i>Empirical evidence includes, but is not limited to, formal testing results, multi-disciplinary team evaluations, and other evaluative data.</i></p>	<p><input type="checkbox"/> No. The documented evidence supporting the existence of a cognitive disability does not fall into the “significant cognitive disability” range. With appropriate adaptations (supports and accommodations), the student receives daily instruction based on the Colorado Academic Standards enrolled grade-level expectations. The student does not qualify for instruction on alternate academic achievement standards or to take alternate assessment based on alternate academic achievement standards. Continue to 4A to select <u>Grade-level</u> standards-based instruction and appropriate grade-level assessment.</p> <p><input type="checkbox"/> No. The documented evidence supporting the existence of a cognitive disability does not fall into the “significant cognitive disability” range. However, the IEP Team has considered the impact of the disability and other related factors in order to determine that the student qualifies to receive daily instruction based on the Colorado Academic Standards Extended Evidence Outcomes (alternate academic achievement standards) and participate in alternate assessment based on alternate academic achievement standards. Continue to 4B to select <u>Alternate</u> standards-based instruction and appropriate alternate assessment.</p> <p><input type="checkbox"/> Yes. Both elements affirm that the student meets the qualifications as a student with a significant cognitive disability. The student (a) requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer academic and functional skills necessary for application in school, work, home and community environments. Daily modified instruction is linked to the enrolled grade level Colorado Academic Standards Extended Evidence Outcomes (EEOs). For students receiving instruction on alternate standards and taking alternate assessment, the IEP must contain measurable annual goals and objectives for content areas.</p> <p>Continue to 4B to select alternate standards-based instruction and alternate assessment.</p>

	4A Instruction and Assessment based on Grade-Level Academic Achievement Standards (Grade-level Expectations / Evidence Outcomes)	4B Instruction based on Extended Evidence Outcomes (EEOs) and Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAS)
Reading Writing Math Science Social Studies	<input type="checkbox"/> Grade-level classroom/ district assessments <input type="checkbox"/> with accommodation <input type="checkbox"/> without accommodation <input type="checkbox"/> State Summative Assessment <input type="checkbox"/> with accommodations allowed for use on state assessment <input type="checkbox"/> without accommodation <input type="checkbox"/> nonstandard request- pending approval by CDE Assessment Unit	<input type="checkbox"/> Alternate classroom/ district assessments based on alternate standards <input type="checkbox"/> Alternate State Summative Assessments <p>Note: With the passage of IDEA in 1997 and its reauthorization in 2004, it is required that both state and districts provide an alternate assessment for students who cannot participate in general state and district assessments.</p>
Dual Assessment	<p>Typically, if a student meets participation guidelines for alternate standards for instruction, the alternate assessment will be taken for all content areas tested in the student’s enrolled grade level. However, in a few rare instances, a student may demonstrate specific academic strength in a particular content area. The IEP Team may determine that a student receive grade-level instruction and participate in grade-level assessment in one or more content areas, but receive instruction under alternate standards and take an alternate assessment in another content area. In such cases, a Request for Dual Assessment form must be submitted to the CDE Assessment Unit. (See Assessment Appendix in the Colorado Accommodation Manual)</p>	
Other	<input type="checkbox"/> ACCESS for ELLs (K-12) <input type="checkbox"/> with allowable accommodations <input type="checkbox"/> Colorado ACT <input type="checkbox"/> with allowable accommodations for use on the ACT assessment	<input type="checkbox"/> Alternate ACCESS for ELLs (Gr. 1-12) <input type="checkbox"/> 11 th Grade Alternate Assessment for Colorado ACT
<p>Exclusionary Factors: The IEP Team affirms</p> <p><input type="checkbox"/> that annual assessment data was reviewed for each content area and</p> <p><input type="checkbox"/> the decision for participation in the Alternate Assessment is NOT based on:</p> <ol style="list-style-type: none"> 1. A disability category or label <ol style="list-style-type: none"> 2. Poor attendance or extended absences 3. Native language/social/cultural or economic difference 4. Expected poor performance on the grade-level assessment 5. Services student receives 6. Educational environment or instructional setting 7. Percent of time receiving special education 8. English Language Learner (ELL) status 9. Low reading level/academic level 10. Anticipated student’s disruptive behavior 11. Impact of student scores on accountability system 12. Administrator decision 13. Anticipated student’s emotional duress 		
<p>IEP Team Consensus: (Record decision on IEP Form)</p> <p><input type="checkbox"/> Student meets participation guidelines as a student with a significant cognitive disability and will receive instruction based upon alternate academic standards and participate in alternate assessment as indicated above.</p>		
<p>*For further clarification of terms used in this worksheet, please refer to the companion document Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment</p>		

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This clarifying document has been prepared as a companion for the Participation Guidelines Worksheet.



Evaluation and Determination of Eligibility for Special Education

When a child is referred for special education services, the school district will use "...a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent..." to build the body of evidence to define a student's characteristics as a learner. The IEP Team will review the evaluation data and follow the Determination of Eligibility Checklists to document the student's eligibility to receive special education services under IDEA and to develop an

Individualized Educational Program (IEP). During the IEP Team considerations, the academic achievement standard for instruction will be specified and how the student will participate in assessment will be documented.

(20 U.S.C. 1414(b)(2)(A). http://www.cde.state.co.us/cdesped/IEP_Forms.asp

Cognitive Disability

As part of the multi-disciplinary process, the unique needs of the child will be identified and evaluated. If cognitive and adaptive delay is a suspected area, a school psychologist or other trained licensed personnel will select and administer valid and reliable instruments based upon the student's needs. Results of testing and observational instruments shall be reported and documented as part of an empirical body of evidence. No one procedure can be the sole determiner of whether a child has a disability or to determine a specific educational plan. Multiple sources of information must be considered to define the pervasive level of support required by the student and to identify areas of strength as well as areas of need. A comprehensive review would be expected to address the following areas: academics; communication; self-care; daily living; social skills; access to the community; self-direction; health and safety; leisure; and work. Adaptive skills should be commensurate with the scores from the cognitive evaluation and must also indicate that the student is functioning in the most significant classification ranges.

Significant Cognitive Disability

While the *Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-regulatory Guidance* issued by the U.S. Department of Education in August 2005 states that **alternate achievement standards are intended for "...students with the most significant cognitive disabilities."** (p.6) there is no federal definition or single method of determining if a student has a "significant cognitive disability"

<http://www2.ed.gov/policy/elsec/guid/altguidance.pdf>

Since the impact of having an intellectual or cognitive disability varies considerably, just as the range of abilities varies considerably among all people, the designation of "the most significant cognitive disability" is left to the professional judgment of the school psychologist and other professionals contributing to the body of evidence gathered during the evaluation and considered by the IEP Team. Generally, such students can be characterized as having intellectual functioning **well below average** (typically associated with cognitive measures indicating an IQ below 55, / 3.0 standard deviations or more below the mean) that exists concurrently with deficits in adaptive functioning. This reference is offered to help distinguish between students who meet eligibility criteria to receive special education services as a student with an Intellectual Disability and students with a significant cognitive disability.

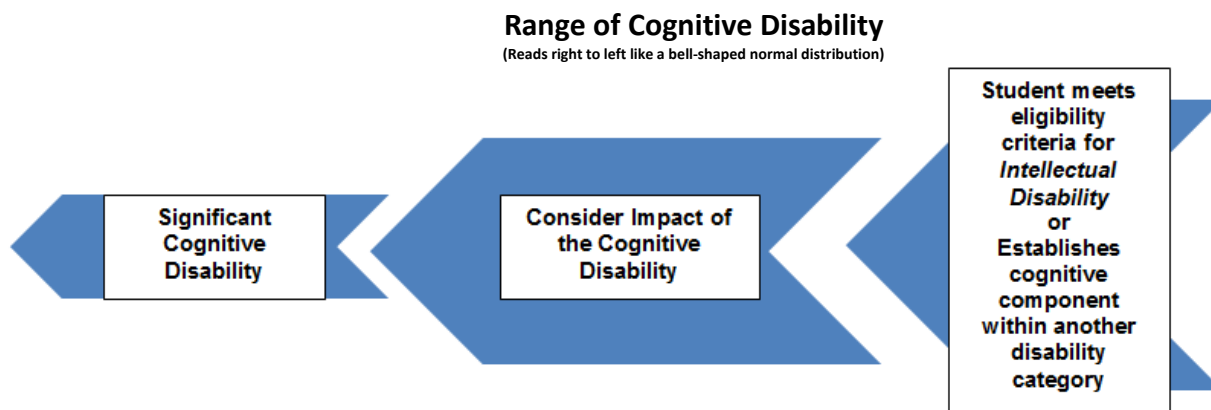
The words "*typically associated with IQ below 55*" allow for some district/school flexibility; **it is not intended to be an absolute requirement.** For students with IQ measured in the 55-70 range, additional factors related to the impact of the disability must be taken into account.

IEP Team decisions must be based upon

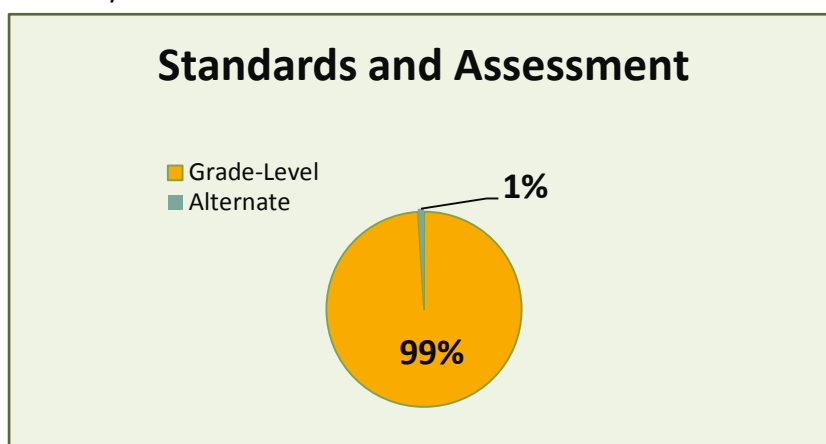
- unique abilities and needs of each individual student
- impact of the disability on educational performance
- professional judgment, supported with a collected body of evidence to support the existence of a cognitive disability that falls within the **significant cognitive disability** range, either as the primary condition, or a secondary component.

Neither the special education disability category nor a given standardized IQ score can be the sole factor considered when determining instructional standards and participation in assessment. In other words, the disability category of *Intellectual Disability* itself or an IQ score below 70 **does not automatically** qualify the student to receive instruction based on alternate standards or to take an alternate assessment based on alternate academic achievement standards.

It is the existence of the significant cognitive disability, regardless of disability category, that allows the IEP Team to consider the option of alternate standards and assessment.



Only a small number of students who have a significant cognitive disability meet the participation guidelines to receive instruction based on the EEOs and take alternate district/state assessments based on alternate academic achievement standards. However, the number of students who meet the participation guidelines is not limited, nor can it be administratively determined.



Instructional Standards

The **Colorado Academic Standards (CAS)** are expectations of what students need to know and be able to do at the end of each grade. They also stand as the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be more successful. State standards are the basis of the annual state assessment.

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On August 3, 2011, the State Board of Education adopted **Extended Evidence Outcomes (EEOs)** as alternate standards in Mathematics, Science, Social Studies and Reading, Writing and Communicating for students with a significant cognitive disability. These alternate expectations are directly aligned to the grade level expectations for all students. <http://www.cde.state.co.us/CoExtendedEO/StateStandards.asp>

Measurable Goals and Objectives

In the IEP, annual goals are based on enrolled grade-level standards and specify the specialized instruction and related services the IEP Team has identified for the student. If a student meets participation guidelines for alternate standards and assessment, the IEP must include measurable annual goals **and** objectives for the tested academic areas. Goals that are non-academic are used to teach skills students need in order access the general curriculum and benefit from specialized instruction.

Accommodations

The IEP Team is also responsible to document instructional accommodations and accommodations for district/state assessment in the IEP. (See the *Colorado Accommodation Manual* for more information.)

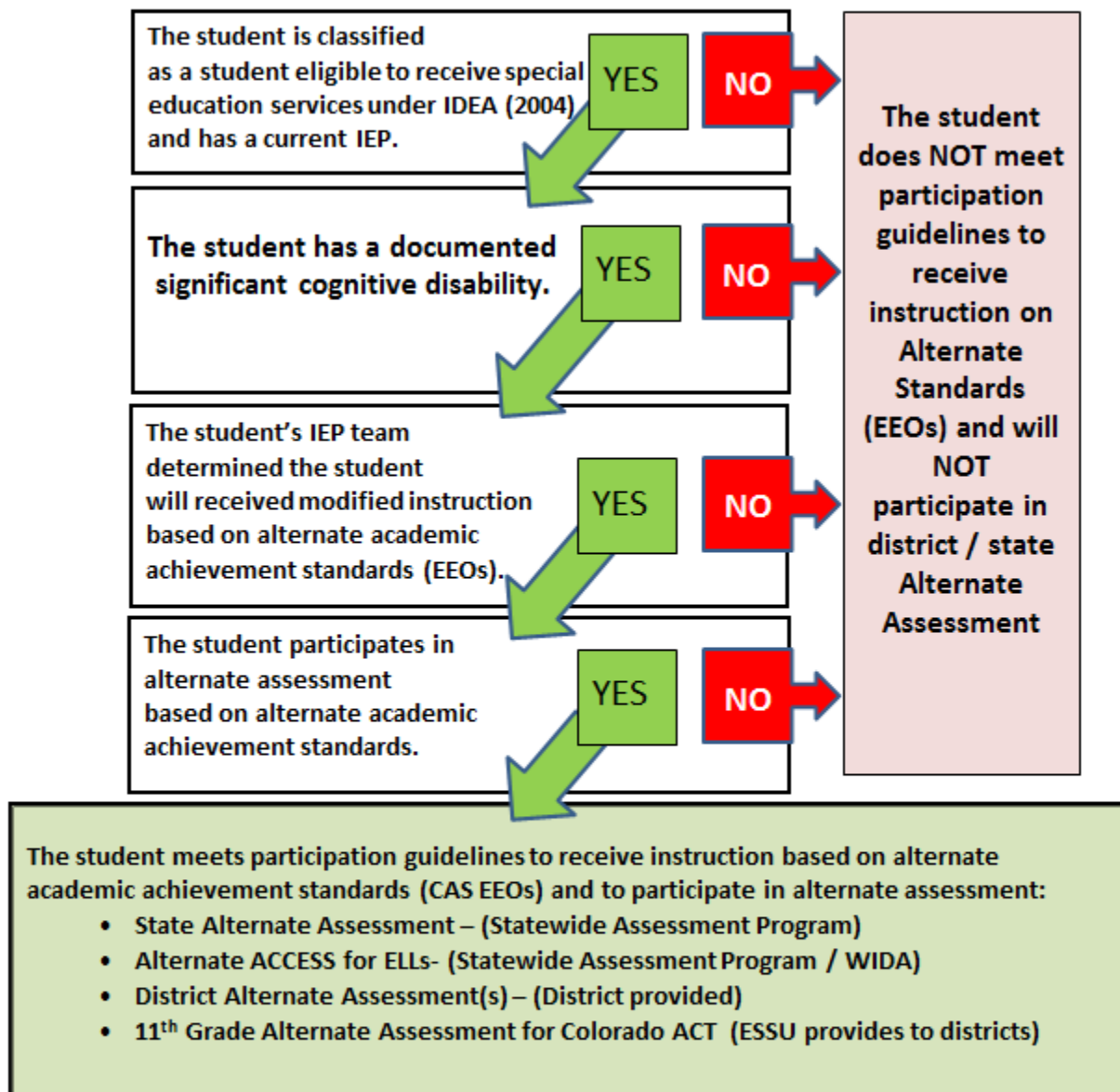
Participation in Assessment

The IEP Team determines how individual students participate in assessment programs, not whether they participate. Federal law clearly includes all students in assessment and accountability. Since instruction drives assessment, it is the instructional standard that determines assessment. If evidence of a cognitive disability is documented, then the IEP Team will consider the educational impact of the disability to determine the appropriate academic standard for instruction.

- If the severity of the cognitive disability does not fall into the most significant range, the IEP Team may choose grade-level instructional standards with/without appropriate accommodations. In that case, the student will participate in grade-level classroom/district/state assessment with or without accommodations. However, if there are compelling indications that the student should receive instruction based on alternate standards and take alternate assessment, those factors must be documented in the IEP.
- If the body of evidence supports the existence of a significant cognitive disability, the student may receive instruction based on alternate academic achievement standards and will participate in alternate classroom/district/state assessment.

Not all students who have a cognitive disability will require instruction based on alternate standards and take alternate assessment based on alternate academic achievement standards.

**Alternate Standards for Instruction and Alternate Assessment
Decision-Making Tree**



- (1) Accommodations within the general education curriculum were considered;
 (2) The decision to provide instruction and assessment based on alternate standards is NOT primarily due to social, cultural, or economic factors;
 (3) The student's achievement is more appropriately measured against alternate achievement standards (EEOs) rather than typical age or grade-level standards.

For questions regarding the Participation Guidelines, please contact:

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The accommodations outlined on this chart are intended to serve as a starting point in the selection process. The chart is not intended to indicate that all accommodations listed would be appropriate for all students with the same learner characteristics, nor is the listing exhaustive. Teachers and students are encouraged to explore unique, individual solutions to provide access to instruction.

The listing of an instructional accommodation on this chart does NOT indicate that it is allowable for use on a state assessment. See Sections IV-VII for guidance.

Some resource websites have also been included in the chart for your reference.

Presentation Accommodations

Presentation Accommodations	Large Print
	Large print editions of texts, instructional materials, and printed tests are beneficial 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 to accommodate the visual spacing/font enlargement needs of the student. The selected font is often one that is free of serifs (sans serifs). 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 assessments. Measurement tools or items being measured should be retained in their standard increments. It is important for the print to be clear, with high contrast between the color of the print and the color of the background. It is the responsibility of the school district to secure and/or to prepare large print texts and instructional materials. Such materials are not provided to students with visual impairments by the Colorado Instructional Materials Center.
	Black and White Print/High Contrast
	Some students with visual impairment may require text with high contrast ink from the color of the background page. The high contrast enables the student to see the material more effectively.
	Color Contrasting
	Some students with visual needs are better able to view information through color contrast. This need can be met for paper-based materials by either creating different color versions of content or by providing colored transparencies to place over materials. For computer use, a content and test delivery system can allow students to overlay different colors over content and choose different combinations of text and background colors.
Increased White Space	
Increasing the amount of blank space between items in a paper-based test booklet or between instructional content may help students better see the presented material and/or maintain visual focus.	
Presentation Accommodations	Magnification Devices
	Some students with visual impairments read regular print materials by enlarging the print size with magnification devices. These include reading glasses, eyeglass-mounted magnifiers, free standing or handheld magnifiers, and Closed Circuit Televisions (CCTVs)/Video Magnifiers to enlarge print and display printed material with various image enhancements on a screen.
	Computer Magnification
Some content and test-delivery systems allow students to manipulate the size of text and graphics presented on the screen. It is important that the system is able to enlarge all material, including narrative text, formulas and equations, information presented in scientific and mathematical nomenclature, tables, graphs, charts, figures, and diagrams with visual clarity. The system may provide tools that allow students to either view material in magnified form on an occasional/as-needed basis or on a more permanent basis. Other desirable features of a computer magnification system would be to allow students to easily move content that is forced off the screen into viewing mode; allow magnifying tools to work in conjunction with other accessibility tools and/or accommodations provided on the computer; and give students the option of enlarging the entire test interface (including navigation buttons, menu options, and directions) or only instructional or test content.	

Presentation Accommodations	Braille
	<p>Braille is a method of reading a raised-dot code with the fingertips. There are braille codes specific to literature, math, and science. Some students who are blind/visually impaired will use braille as a primary and/or a secondary literacy modality. Decisions will need to be made about whether a student will use contracted or uncontracted literary braille. If instructional tasks or assessments are timed, a braille user may need additional time to complete the task.</p> <p>A certified teacher of students with visual impairment should work with the student’s IEP Team to determine the student’s need for braille.</p>
	<p>A student may use a manual braille writer to produce braille. “Refreshable braille displays” are electronic devices used to read text. This device is connected to a computer via a cable or Bluetooth and produces braille output on the braille display. Braille note takers are electronic devices to read and write braille.</p>
	<p>Accessible Denver: Resources for the Blind or Visually Impaired: www.denvergov.com/Resources/BlindVisuallyImpaired/tabid/431789/Default.aspx</p>
	Tactile Graphics
	<p>Tactile graphic images provide graphic information that can be discerned through touch. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper or thermoform). Tactile graphics cannot always capture the same information that is presented in a visual format and/or may be very time consuming for the student to acquire all the needed information in the graphic. In these instances, the student may benefit from an audio description or text/word description of the image.</p>
	<p>http://www.tactilegraphics.org/resources.html</p>
	Audio Description of Images
	<p>Audio description can provide access to complex images and graphics for students with visual and print disabilities. For specific information on how best to use audio description; please go to: http://ncam.wgbh.org/experience_learn/educational_media/describing-images-for-enhanced/guidelines-for-describing-imag#Introduction</p>
	Read Aloud (Oral Presentation)
<p>A qualified person may be provided to read aloud to students who are unable to decode text visually. Readers should use an even tone and inflection so the student can process the information. 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 effectively when a person is reading to an entire group of students.</p>	
Teacher-Read Directions	
<p>A trained, qualified person may be provided to students who require all directions to be read aloud. Students who require pacing and focusing may benefit from this type of accommodation. Rephrasing or clarification of directions is not allowed.</p>	
Oral Script	
<p>If it is determined that the student requires an oral administration type of accommodation, the same procedures outlined for use on state assessment should be routinely used in classroom assessment. Directions, assessment items and answer choices must be read verbatim from an oral script without clarifying, elaborating, or providing assistance with the meaning of words. Rephrasing or clarification of directions is not allowed.</p>	
Read Aloud to Self	
<p>This accommodation is useful for students who may need to see and hear text in order to comprehend what is written. The use of an auditory feedback device may also be beneficial, but will require individual administration in order not to disturb others..</p>	

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	<p>Audio Cassette Tape, Compact Disc, or Digital Recorder</p> <p>Written tests and instructional materials can be prerecorded on an AAC device, audio cassette, compact disc, digital recorder, or any other type of assistive technology device which a student accesses with playback. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students may need sit near the speaker, use a quality microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions or pass the microphone). Advantages include ease of operation, portability and low cost. Audio versions of tests and other written materials may need to be supplemented with a print or braille version of the text, so a student can have access to complicated graphic material. Copyright issues may need to be addressed. Consult your Assistive Technology Specialist for recommendations.</p>
Presentation Accommodations	<p>Audio Books</p> <p>An audio book is a human-recorded version of a printed book. Some of these recordings contain the full book and some are abridged. Audio books are produced on tape, CD, and in other electronic formats playable on computers and various types of digital media devices. They can be borrowed from libraries, downloaded or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. In most cases audio books are subject to copyright restrictions unless they are specifically designated as public domain works or fall under copyright exemption. (also see Learning Ally</p>
	<p>Colorado Talking Book Library www.cde.state.co.us/ctbl/</p>
	<p>Learning Ally</p>
	<p>Learning Ally provides accessible audio textbooks and literature titles for individuals with visual and learning disabilities. The 71,000+ library of audio books are human voice recorded by subject specialists and are available through an individual or institutional membership. In addition to the audio format, Learning Ally is incorporating synchronized text to speech into their collection of books and will gradually add these books to the library. Learning Ally titles can be accessed by downloading through an online account. The books can then be played on the Learning Ally audio app for the iPhone, iPod Touch, or iPad, as well as software for a PC or Mac, and specialized hardware devices. Downloadable DAISY books provide instant access with enhanced navigation, bookmarking, and variable speed control.</p>
	<p>www.learningally.org/Audiobooks/21/ (formerly Recording for the Blind & Dyslexic)</p>
	<p>Electronic Books</p>
	<p>An electronic book (or e-book) is a digital version of a printed book. These books come in a variety of formats. Depending on the source, these books can be read aloud by a computer generated voice using special software or hardware. Unlike audio books, electronic books include the full text so that students can read along while they listen without requiring a printed copy. Digital books are widely available from online bookstores and can be downloaded from several websites. Not all publishers allow their electronic books to be read with computer speech due to copyright.</p>
	<p>Colorado Talking Book Library http://www.cde.state.co.us/ctbl</p>
	<p>Bookshare.org</p>
	<p>Bookshare is an online library of digital literature and textbooks designed for use by individuals who are blind or have other print related disabilities. The digital books are primarily contributed by volunteers or provided in digital format by publishers. Bookshare provides free individual and institutional memberships to eligible schools and students in the United States. The books are available in DAISY format which is playable with specialized hardware or software.</p>
<p>www.bookshare.org (access to content)</p>	

Accommodations	Accessible Materials
	Accessible Instructional Materials (AIM) are specialized formats of curricular content that can be used by and with print-disabled learners. They include formats such as braille, audio, large print, and electronic text. If a student is unable to read or use standard print based materials but is able to understand the content presented in textbooks and other related core instructional materials that are used across the curriculum, the student may need specialized formats of the curricular materials. For some students, printed instructional materials can be a barrier to participation and achievement in the general education curriculum.
	National Center on Accessible Instructional Materials http://aim.cast.org
	Tarheel Reader - www.tarheelreader.org (collection of free, easy-to-read, and accessible books on a wide range of topics to share or create)
	Audio Amplification Devices
	Some students may benefit from hearing assistive technology to enhance their access to auditory instruction. The device used may vary depending on the impact of the hearing loss and personal amplification the student may be using. Amplification enhances the intelligibility of teacher-directed instruction, seating options, and in some cases connectivity with other technology (computers, audio devices, etc.). There is an array of options available such as infrared and frequency modulated (FM) amplification systems, in addition to a student's personal hearing aids/cochlear implant(s), to increase clarity of the teacher's voice. An FM system can also be used with headphones. The teacher/speaker wears a small microphone which would transmit to either a classroom and/or device that is worn by the student. A student-worn receiver allows the student to receive consistent voice input regardless of where the teacher is standing in the classroom. When working with students in classroom situations that contain ambient noise, another consideration to improve spoken voice input quality may be a classroom sound field amplification system. The teacher/speaker wears a small microphone, a receiver is placed in the classroom, and the teacher's voice is clearly projected for all students. Check with a certified professional in your administrative unit, such as an educational audiologist to assist with addressing individual student need and refer to the IEP for student's amplification requirements.
Presentation	This article outlines the benefit of amplification for all students: Educational Technology Support Center White Paper: Classroom Amplification Systems calypso.com/images/uploads/researchstudies/Sound_Amp_whitepaper.pdf
	Video Tape and Descriptive Video
	Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are 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.
Presentation Accommodations	Described and Captioned Media (no fee): www.dcmp.org/ Accessible Denver: www.denvergov.com/Resources/BlindVisuallyImpaired/tabid/431789/Default.aspx
	Screen Reader
	A screen reader is a computer application that converts text to synthesized speech and may include an auxiliary braille display or screen enlargement capability. 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 lay a page on a scanner. When a student activates the machine, it reads the text aloud using an optical character recognition (OCR) system. Math formulas are normally displayed on screen as graphics that cannot be read by a screen reader.
Presentation Accommodations	Visual Cues
	Students who are deaf, deaf-blind, hard-of-hearing, or experience difficulty with auditory processing rely heavily on visual and environmental cues in the classroom, such as printed schedules, written directions, pictures, and realia. Teachers should be mindful of the student's sightline, both to see the teacher speaking/interpreter and to follow

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	<p>conversation during class discussion. Teachers can make natural gestures to help the student know who is speaking. Lighting is also an important consideration. Other helpful practices are to provide printed material prior to class instruction with new vocabulary highlighted, repeat/rephrase questions asked by other students, and summarize classroom discussion along with printed peer/teacher notes. It is very difficult for Deaf students to read printed text, or take notes while someone is speaking, so pacing of delivery is very important. Utilize realia, pictures and captioning to build vocabulary connections. Students with auditory processing disorders may need visual cues paired with auditory information.</p>
	<p>Sign Language</p> <p>The use of a sign language interpreter may be appropriate for a student who is deaf, deaf-blind or hard of hearing or for a student who receives daily instruction through sign language. Some students may need all print materials signed/interpreted, while others may need only oral instructions signed. (Note: Since signing a reading test passage would invalidate what is being measured, it is not allowed.) Interpreters must be able to accurately interpret/translate using the student's preferred mode of communication (e.g., American Sign Language (ASL), Pidgin Signed English (PSE), Manually Coded English (MCE), or other method typically used by the student). During classroom/district assessment, interpreters must not paraphrase, clarify, elaborate, provide assistance with the meaning of words (expansion), choose signs that would invalidate the intent of test questions, or give unfair advantage with visual cues or facial expression. (e.g., if a math question presented pictures of several shapes and called for the student to identify the circle, the interpreter would fingerspell C-I-R-C-L-E rather than using the sign CIRCLE that would define the term visually.) Interpreters must not give even the slightest nonverbal response to affirm or negate a student's response to test items. Interpreters need to have prior preparation in order to conceptually convey the intended meaning without providing unintended advantage or invalidating the construct being measured. Sign language interpreters should be included in test administration and security procedures training and are expected to keep all test-related information strictly confidential. (See Appendix B -Special Instructions for Signing of Oral Scripts)</p>
Presentation Accommodations	<p>Picture Symbols and Real Objects</p> <p>Picture symbols and real objects are used to represent words in a concrete manner. These accommodations assist emergent readers to understand a symbolic representation of words.</p>
	<p>Markers and Highlighting</p> <p>Markers and highlighting are used to draw student's attention to key elements of content. Students or teachers may use markers, arrows, stickers, or highlighting of key words as visual tools for focusing students' attention.</p>
	<p>Masking/Tracking Tools</p> <p>A common technique for focusing a student's attention on a specific part of a printed item is provided by masking. Masking involves blocking off content that is not of immediate interest to the student. Students may use a variety of methods to mask content, including masking templates, sticky notes, rulers or straight-edges, highlighter rulers, or blank sheets of paper. A digital content delivery system may include tools, such as Digital Answer Masking, Digital Sticky Notes, and/or Digital Line-by-Line Reader, that allow students to mask or hide portions of instructional or test content, as well as the interface, so that the student can focus on content that is of immediate interest. Masking tools allow students to cover and reveal individual answer options, navigational buttons, and menus. Tools should also be available that allow students to create custom masks that simulate the placement of sticky notes over any sized area of the screen (e.g., a graphic, chart, table, or narrative block of text). Students should be able to move, hide, and reposition any masking element placed on the screen.</p>
	<p>StateWide Assistive Technology, Augmentative and Alternative Communication www.swaaac.com/index.html</p>

Notes, Outlines, and Instructions
Written class notes may be taken by another student on NCR paper (duplicate set paper) or printed/photocopied. A teacher could provide a printed copy of step-by-step instructions, examples, assignments or notes from an interactive whiteboard. Students could also be given a detailed outline of the material to be covered prior to or during the class period, and an outline of material to be covered (syllabus) at the beginning of each grading period. iPad apps such as ScreenChomp, Board Cam, ReplayNotes for Kids and others allow for screen capture or audio recording for later playback. Smart Pen can record audio, read back notes and display on computer.
Talking Materials/Text-to-Speech
Many classroom materials are now available with auditory components. These include calculators, "talking" clocks, thermometers, timers, and voltmeters. 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. All components of the delivery interface containing text, such as buttons, menu options, and directions, should have read-aloud available for them. A text-to-speech accommodation must be supplemented with a standard print, braille, or large print version of the test so the student can have access to all the instructional materials, and complete the assignment while using the technology.
Graphic Organizers
Various types of graphic organizers or Foldables® may be beneficial for students who need support for organization and sequencing of multi-step processes.
Graphic Organizer generator: www.teach-nology.com/web_tools/graphic_org/ Dinah Zike's Foldables® http://www.dinah.com/
Other Presentation Accommodations
Some students may have other presentation accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.



**Presentation Accommodations:
Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests**

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist or TVI-vision specialist for specific equipment and software recommendations.

Large Print and Magnification	<ul style="list-style-type: none"> • Capacity to self-select print size or magnification • Ability to scroll or advance screen • Apply magnification to screen graphics and tables without distortion • Very gradually consider building visual stamina; avoid visual fatigue • Choose background to improve readability of overlying text
Instructions simplified/clarified	<ul style="list-style-type: none"> • Capacity to self-select audio (screen reader), alternate language or signed versions of instructions and test items (all students wear ear/headphones) • Choose to have text repeated
Audio presentation of instructions and test items	<ul style="list-style-type: none"> • Ability to self-select audio (screen reader) • Use screen reader that converts text into synthesized speech or braille • Control audio speed and quality of audio presentation • Wear headphones or test individually • Ability to process audio descriptions of graphics and other visual media

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	<ul style="list-style-type: none"> Choose to repeat as many times as needed Ability to understand synthesized voice of reader Activate alternative text or “alt tags” for images
Sign Language	<ul style="list-style-type: none"> Capacity to self-select alternate versions of written text/ instructions presented in sign language Capacity to self-select signed versions of instructions and test items Not feasible to read lips on video Check equipment compatibility Consider quality, accuracy and appropriate speed of signed information
Languages other than English	<ul style="list-style-type: none"> Capacity to self-select alternate language versions of test items in written or audio format Be aware that translation may require different speed than English Use machine translation capabilities Check compatibility of interfaces Enable pop-up translation features Ability to regulate audio speed
Braille	<ul style="list-style-type: none"> Ability to use screen reader to convert text into synthesized speech or braille Provide tactile graphics or three-dimensional models for some images Select screen and text colors Check compatibility of equipment and interfaces Express need for additional time if necessary
Highlighters or Place holder	<ul style="list-style-type: none"> Capacity to self-select highlighter tool Ability to select text for highlighting
Graphics or images that supplement text	<p>*Carefully consider images selected for presentation; avoid complex backgrounds or wallpaper that may interfere with the readability of overlying text</p> <ul style="list-style-type: none"> Select alternative text or “alt tags” for images Use tactile graphics or three-dimensional models for images
Paper/pencil format	<ul style="list-style-type: none"> Select for students who are not yet computer literate Use if needed accessibility features or accommodations are not available
Use of Color	<ul style="list-style-type: none"> Ability to self-select appropriate screen and text color Ability to adjust contrast/ size and font
Multiple column layout	<p>*For classroom presentation, keep in mind that linear presentation order needs to be logical.</p>
Book Creators:	<p>Book Writer (can add video and sound) (fee) Create Book from Text: Txt2Book (fee) https://itunes.apple.com/us/app/txt2book-create-book-from/id492393388?mt=8</p> <p>CAST Book Builder http://bookbuilder.cast.org/</p> <p>Tarheel Reader http://tarheelreader.org/ (Literacy!)</p>
Class collaboration	<p>Edmodo – web-based platform that provides a safe and easy way for your class to connect and collaborate, share content, and access homework, grades and school notices. http://www.educatorstechnology.com/2013/06/a-handy-guide-to-everything-teachers.html</p>

Response Accommodations

Response Accommodations	Speech-to-Text/Voice Recognition Software
	Speech-to-text conversion, or voice recognition, allows a student to use his/her voice as an input device. 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). Allow ample time for instruction and practice when using these types of devices.
	Braille
	A braille is a machine used to produce text in braille. As combinations of its six keys are pressed, the braille cells are embossed on the paper rolled into the machine. Some students use an electronic braille device or note taker, in which the braille is stored in the machine for later embossing through an alternative computer port. Such tools are procured by a teacher certified in the area of visual impairments. Consult your teacher of students with visual impairments (TVI) for recommendations for individual students.
	Voice Recording Devices
	A student uses a tape recorder or other recording device to record class work or test responses rather than writing on paper.
	Computer or Personal Portable Keyboard
	Computers, or other word processing systems, allow a student to produce a written response to instructional materials or assessments. Students should receive adequate instruction and time for use in order to build fluency and independence.
	Wireless Devices
	iPads, tablets, and other wireless devices have become useful tools for students as both presentation and response accommodations.
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. Following the dictation, scribes should request clarification from the student about the use of capitalization and punctuation, and must allow the student to review and edit what the scribe has written. Individuals who serve as a scribe need to become familiar with the content-area vocabulary involved and understand the strict boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less. The use of a scribe should be limited as it inhibits a student's ability to produce his/her work independently. Appropriate assistive technology should be provided, taught, and used whenever possible. The educational goal is for the student to be able to produce work independently. Examples of inappropriate use of a scribe may include: "The student can tell much more than he/she can write." or "This student can do so much better with a scribe." Such statements may well be true for many students. However, such a reason indicates convenience rather than need and may result in educational advantage. A scribe is not to be routinely used because a student lacks language competency, handwriting fluency, or spelling skill.	
See Section III for an example decision-making process your district may choose to adapt. <i>*The CDE thanks Cherry Creek School District for sharing this resource.</i> For use on state assessment, see Appendix C - Special Instructions for Scribe	

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Tools

Response Accommodations	<p>Calculator</p> <p>If a student's disability affects math calculation, but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used for instruction. 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. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. On the other hand, if students are learning problem solving skills that include subtraction (e.g., bargain shopping for items with a better value), the use of a calculation device may be a valid accommodation. Calculators may be adapted with large keys or voice output (talking calculators). In other cases, an abacus may be useful for students when mathematics/science problems are to be calculated without a calculator. The abacus functions as a paper and pencil device for students with visual impairments.</p>
	<p>Spelling and Grammar Devices</p> <p>The use of a dictionary may be beneficial for assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spellcheckers. Students enter an approximate spelling and then see or hear the correct spelling or correct use of a word. Students who use a word processor may be allowed to use a spell check or other electronic spelling device.</p>
	<p>Word Prediction</p> <p>Word prediction software can work in various modes of operation based on the student's needs. This accommodation provides a word list pop-up tool that can assist the student with word choice and spelling based on the letters that a student types on the screen.</p>
	<p>Word Prediction Software Comparison Chart: http://www.spectronicsinoz.com/article/word-prediction-software-comparison-chart Write Online (fee for license) http://www.cricksoft.com/us/products/tools/writeonline/special-needs.aspx</p>
	<p>Prompt / Encourage Student Responses</p> <p>Some students may respond to prompting or encouragement to maintain focus during instruction or testing. On a paper-based task, teachers may encourage or prompt the student to continue. For example, a teacher may walk by a student's desk and point to a picture symbol or card that encourages the student to refocus on the work at hand. In a computer-based environment, the system can be programmed to generate a prompt after a predefined number of minutes elapsed since a student interacted with the content.</p>
	<p>Organization Tools</p> <p>Organization tools include graph paper, highlighters, place markers, and scratch paper. 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.</p>
	Response Accommodations
<p>Specialized Paper</p> <p>Some students require special paper in order to respond in writing. Some examples include graph paper, paper with raised lines, or paper with colored/highlighted lines.</p>	
<p>Additional Paper</p> <p>Some students may benefit from having additional paper available to use during instruction. This paper may be blank (scratch), lined, graph, or other paper.</p>	

Slant Boards
Slant boards often help students with motor fatigue or students who need closer visual accesses to print material. An inclined surface may assist in maintaining better posture, thus allowing a student to respond in writing with less fatigue.
Pencil Grip / Large #2 Pencil
A pencil grip/large #2 pencil that the student is accustomed to using may help the student with motor fatigue and thus allow the student to respond in writing.
Abacus / Tactile Math Manipulatives
Some students require an abacus or physical objects in order to accomplish math calculations. Some examples include raised touch math dots, counters, number lines, 1-100 chart, raised line graph paper, shape construction board, braille ruler, or protractor.
Other Response Accommodations
Some students may have other response accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.

Response Accommodations: Technology



Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist or TVI-vision specialist for specific equipment and software recommendations.

Write Alternate Pencil Augmentative Communication Device	<ul style="list-style-type: none"> Capacity to select among multiple options to indicate response— mouse click; keyboard; touch screen; speech recognition; assistive devices to access the keyboard(e.g., mouth stick, eye gaze, or head wand Partner Assisted Scanning to select letter for multiple choice
Scribe	<ul style="list-style-type: none"> Ability to use speech recognition software to dictate response Ability to use multiple options to indicate response (listed above)
Braille Tape Recorder Paper/pencil response	<ul style="list-style-type: none"> Ability to use speech recognition software Ability to operate equipment and dictate response Capability of producing response using braille writer or other equipment Use paper/pencil in addition to computer (e.g. use scratch paper for solving problems, drafting ideas Use paper and pencil in place of computer (e.g. or composing extended response items)
Spell Check	<ul style="list-style-type: none"> Ability to self-select the spell-check option Capacity to disable option when spelling achievement is being measured May have implications when using speech recognition software

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Tools

Calculator	<ul style="list-style-type: none"> • Ability to self-select calculator option • Capacity to disable option when math fluency is being measured
English or bilingual dictionary / glossary	<ul style="list-style-type: none"> • Ability to self-select dictionary option • Ability to access pop-up definitions built into assessment • Capacity for use of multiple languages
iPad Apps for Differentiation	<ul style="list-style-type: none"> • Anne Beninghof's Ideas for Education – Reading Comprehension Booster iPad app (purchase) http://www.ideasforeducators.com/ • Anne's Blog: http://www.ideasforeducators.com/idea-blog.html • 15 iPad Skills Every Teacher and Student Should Have, Educational Technology and Mobile Learning http://www.educatorstechnology.com/2013/01/15-ipad-skills-students-must-have.html • Create iBooks on the iPad (fee) https://itunes.apple.com/us/app/book-creator-for-ipad/id442378070?mt=8

Setting / Environment Accommodations

Setting / Environment Accommodations	Reduce Distractions to the Student and Auditory Sensitivity Accommodations
	<p>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. Preferential seating near the teacher's desk or in the front of a classroom may be helpful for some students. Enclosed classrooms may be more appropriate than open classrooms. Study carrels or other means of focusing sightline may 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 non-glare lighting.</p>
	Auditory Calming/Music /Noise Buffers
	<p>Some students concentrate best while wearing noise buffers such as earphones, earplugs, or music.</p>
	Reduce Distractions to Other Students
<p>Some students use accommodations that may distract other students, such as having an oral administration or scribe. In addition, some students might perform better when they can read and think aloud, or a student may make noises or use equipment that distracts other students. Distractions to other students are reduced by using these accommodations in individual settings.</p>	
Change Location to Increase Physical Access or to Use Special Equipment	
<p>Occasionally a setting might be changed to increase physical 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 or in a study carrel. Provide space for a guide or working dog, and explain to other students that the dog is working and should be ignored. 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.</p>	

Setting/Environment Accommodations	Adaptive Furniture/Equipment
	Some students benefit from the use of adaptive or customized furniture to aid positioning during instruction or assessment. Other students may find it helpful to use a slant board or wedge to minimize visual fatigue and provide a better work surface.
	Special Chairs
	Some students may need to physically move during instruction and have a difficult time sitting in a regular chair, so ball chairs or rocking chairs may be beneficial. Another way to accommodate this type of need is to modify a regular chair by adding a cushion or a small ball.
	Fidget Toys
	Some students may need something in their hand to manipulate as they work in order to focus their attention. Some examples of these are small balls, pieces of textured cloth, or putty. For additional suggestions, consult your school's Occupational Therapist or Physical Therapist.
	Weighted Vests
	Some students may require accommodations that provide proprioceptive input and aid in self-regulation; items such as weighted vests or blankets may assist in calming or focusing a student's attention to the task at hand.
Thera-tubing or Stretchy Bands	
Thera-tubing is often used as a replacement accommodation for foot tapping. These bands provide students resistance and are used as a calming or focusing accommodation.	
Other Setting/Environment Accommodations	
Some students may have other setting/environment accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Office of Student Assessment for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.	



Setting / Environment Accommodations:

Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist, behavior specialist or TVI/vision specialist for specific equipment and software recommendations.

Writing Alternate Pencil Augmentative Communication Device	<ul style="list-style-type: none"> • Capacity to select among multiple options to indicate response— mouse click; keyboard; touch screen; speech recognition; assistive devices to access the keyboard(e.g., mouth stick, eye gaze, or head wand • Partner Assisted Scanning to select letter for multiple choice
Scribe	<ul style="list-style-type: none"> • Ability to use speech recognition software to dictate response • Ability to use multiple options to indicate response (listed above)

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Braille Tape Recorder Paper/pencil response	<ul style="list-style-type: none"> • Ability to use speech recognition software • Ability to operate equipment and dictate response • Capability of producing response using braille writer or other equipment • Use paper/pencil in addition to computer (e.g. use scratch paper for solving problems, drafting ideas Use paper and pencil in place of computer (e.g. or composing extended response items)
Spell Check	<ul style="list-style-type: none"> • Ability to self-select the spell-check option • Capacity to disable option when spelling achievement is being measured • May have implications when using speech recognition software
Calculator	<ul style="list-style-type: none"> • Ability to self-select calculator option • Capacity to disable option when math fluency is being measured
English or bilingual dictionary / glossary	<ul style="list-style-type: none"> • Ability to self-select dictionary option • Ability to access pop-up definitions built into assessment • Capacity for use of multiple languages

Timing / Scheduling Accommodations

Timing / Scheduling Accommodations	Extended Time
	<p>A student's educational team is to determine, based on documentation, a specific amount of extra time to complete assignments, projects, and tests. Data can be collected to assist in the calculation of a typical amount of time that a student requires to perform a given task. 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 time limit. For rare cases, double time may also be allowed. Decisions should be made on a student-by-student basis and evidenced with the collected data. Usually "unlimited" time is not appropriate or feasible. The amount of extra time a student needs (time and 1/2, double time, etc.) should be documented in the IEP based on gathered evidence of need. Students who have too much time may lose interest and motivation to do their best work, while others may simply need additional time to complete work independently.</p>
	Multiple or Frequent Breaks
	<p>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. If the length of a break is predetermined, a timer might be used to signal the end of the break. In an assessment, the breaks do not extend the allotted time.</p>
	"Stop the Clock" Breaks
<p>For timed tests, the testing clock can be paused for a period of time to allow the student to refresh, refocus, or take a restroom break. The time allowed, whether standard or extended time, is then resumed when the student returns to task.</p>	
Change Time of Day, Schedule, or Order of Activities	
<p>If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Sometimes students are allowed to complete activities over multiple days – completing a portion each day in order to reduce fatigue for students who are medically fragile or have significant support needs.</p>	

Verbal/Visual/Tactile Prompts to Stay on Task	
	Such prompts as general verbal reminders ("Keep on/continue working" or "Stay on task"), visual reminders (picture symbols or color-coded cards), and tactile reminders (gentle touch on the hand or arm, soft tap on the table, paperclips to divide tests into sections) may be used to refocus student attention.
Countdown Timers	
	Countdown timers allow the student to track how much time is left for timed assignments or assessments.
Other Timing/Scheduling Accommodations	
	Some students may have other timing/scheduling accommodations in place during instruction to help them access the learning objectives. If these accommodations will also be needed on the state assessment, a Nonstandard Accommodation request form must be completed by the District Assessment Coordinator and submitted to the Assessment Unit for approval. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation and be noted as "pending CDE approval" in the assessment accommodation section.

Timing / Scheduling Accommodations:



Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist, behavior specialist or TVI/vision specialist for specific equipment and software recommendations.

Extended Time	<ul style="list-style-type: none"> • A consideration is the availability and/or location of computers and peripherals • Timing may need to be adjusted to allow a student to access equipment • Partner Assisted Scanning to select letter for multiple choice
Time of day beneficial for the student	<ul style="list-style-type: none"> • For use when individualized timing is required (e.g. for a student who is more alert at a certain time of day because of medication) • Consider availability/location of computers and peripherals
Breaks	<ul style="list-style-type: none"> • Ability to save completed work • Capacity to turn monitor on/off or activate blank screen • Ability to retain place and return to continue working • In testing situations, maintain security
Multiple work/test sessions possibly over multiple days	<ul style="list-style-type: none"> • Ability to maintain place and save completed responses • Ability to maintain security • Ability to log on/log off • For short breaks, ability to create a blank screen rather than logging out

Section III
Tools

Discussion Questions for Parents
Accommodations in Instruction and Assessments

About Instruction

- Is my child expected to enrolled grade-level or alternate achievement standards? Does this affect what types of accommodations are available to my child in instruction or on assessments?
- What accommodations does my child need to access and reach the academic standards?
- Are there accommodations that could be allowed in instruction that are not currently being provided?
- Are there accommodations being used at home that could be used in instruction to help the student access and learn content or help them in performing certain academic tasks?
- How can my child and I advocate to receive accommodations not yet provided in instruction?
- 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?
- How are the various staff members who work with my child in all subject areas providing accommodations?

About Assessment

- What are the tests my child needs to take, what do they measure (e.g., grade-level or alternate academic standards), and for what purpose is each given?
- Are the accommodations allowed on state assessments also provided for district tests?
- Can my child participate in part of an assessment with or without accommodations?
- If my child is taking the alternate assessment will he or she still be allowed to have accommodations?
- Are there consequences for allowing certain changes to how my child participates in a test?
- How will my child's test scores count?
- Do consequences of accommodations vary by type of test?

Section III

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Is there evidence to support the need for each accommodation documented in my child's IEP or 504 Plan?

Do data indicate the need to revise or discontinue provided accommodations?

How does my child indicate his/her preferences for specific accommodations?

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?

Other discussion items:

Adapted from the *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.

Section III

Tools

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. 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. Make a list of the classes you are taking now. Then think about accommodations that could help you access the information and tasks needed in each class. Write down what accommodations you think might be helpful for you.

Classes

Accommodations

Dos and Don'ts When Selecting Accommodations

Do	Don't
make accommodation decisions based on individualized needs	make accommodations decisions based on whatever is easiest to do (e.g., reading to student)
select accommodations that reduce the effect of the disability to access instruction and demonstrate learning	select accommodations unrelated to documented student learning needs select accommodations intended to give students an unfair advantage
be certain to document instructional and assessment accommodation(s) on the IEP, Section 504, or other formal plans	use an accommodation that has not been documented on the IEP, 504 or other formal plans
be familiar with the types of accommodations that can be used as both instructional and assessment accommodations	assume that all instructional accommodations are appropriate for use on state assessments
be specific about the "Why, What, Where, When, Who, and How" of providing accommodations. Keep service logs or other forms of documentation of accommodation use and effectiveness	simply indicate an accommodation will be provided "as appropriate" or "as necessary"
refer to state accommodations policies and understand implications of selections. (Please see Sections IV-VII)	check every accommodation possible on a checklist simply to be "safe"
evaluate accommodations used with input from the student	assume the same accommodations remain appropriate year after year or that the student is willing to use the accommodation
get input about accommodations from teachers, parents, and students, and use it to make decisions at a meeting for the IEP, Section 504 or other formal plans	make decisions about instructional and assessment accommodations alone
provide accommodations for assessments routinely used for classroom instruction	provide an assessment accommodation for the first time on the day of a test
select accommodations based on specific individual needs in each content area	assume certain accommodations, such as extra time, are appropriate for every student in every content area

Section III

Tools

Use of Scribe Decision-Making Tool

#	Question		Result and Reasoning	Other Considerations
1	Does the student have a disability under either Section 504 or Special Education (IDEA)?	No	Scribing is not allowed on standardized assessments.	Consider using strategies allowed for and provided to all students
		Yes	Go to question 2	
2	Has the IEP or 504 team determined that the student has a physical impairment?	No	Scribing is not allowed as a standard accommodation on standardized assessments. For state tests, a non-standard accommodation form would need to be completed for students with other disabilities.	Consider using Assistive Technology appropriate for the disability such as word processors, Dragon Dictate, Co-writer and other programs available in schools.
		Yes	Go to question 3	
3	Does student have significant motor impairment that interferes with writing or exhibit extreme motor/ physical fatigue as a result of the physical impairment?	No	Scribing is not a standard accommodation for disabilities other than PD on standardized assessments. For state tests, in order to use scribing, a non-standard accommodation form would need to be completed for students with other disabilities.	Consider using other Assistive Technology appropriate for the disability such as a word processor, Dragon Dictate, Co-writer and other programs available in schools.
		Yes	Go to question 4	
4	Do the Accommodations written in the IEP include Scribe and Assistive Technology in the instruction section AND the standardized test section of the IEP or 504?	No	Both Scribing and AT must be in the IEP, since the goal is to help students gain independence. Once updated, continue on to question 5.	When updating the IEP through the IEP review process make sure both scribing and AT are in the IEP, and start working with the student on using the appropriate accommodations.
		Yes	Go to question 5	
5	Has assistive technology been introduced to the student?	No	This must happen before scribing can be used as a standard or non-standard accommodation. If the student has not been introduced to AT, scribing cannot be used as an accommodation on a standardized assessment.	Work with your building IT person and/or Special Ed Teacher on the AT available in your building.
		Yes	Go to question 6	
6	Has the AT been administered with fidelity?	No	AT requires time to train on the software for the student become familiar and independent using it.	Set times and activities for the student to practice using the AT.
		Yes	Go to question 7	
7	Is the student able to use the AT program on their own? Are they able to manipulate the program as needed to produce results? (i.e., on a test, they would be able to respond/answer questions without assistance.)	Not Yet	This student qualifies for scribing as a standard accommodation.	Continue working with the student on the AT, so that they will become proficient and independent with it and less reliant on scribing.
		Yes	This student should be using the assistive technology in instruction and on standardized assessments.	

Section III

Tools

This chart can be used to track different aspects of how a student uses an accommodation in your classroom and to help inform decision making on assessment accommodations.

Student _____ Date _____

List accommodations the student uses in the classroom. Then apply the questions in the chart and record your observations.

Questions	List Accommodations				
1. Is it noted in student's IEP, 504, or other formal plan?					
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., Aide, peers)					
6. Notes: (e.g., does one accommodation seem more effective used with another on a task, etc.					

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

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Evaluation of Accommodation Use Data Collection Sheet

Student:	School Year:	Return To:	Return By:			
Class:	Teacher:					
+ = Very Effective ✓ = Provided x = Refused the Accommodation 0 = Provided, but Not Effective	Subject: <input type="checkbox"/> Math <input type="checkbox"/> Writing	<input type="checkbox"/> Writing <input type="checkbox"/> Science	<input type="checkbox"/> Social <input type="checkbox"/> Studies			
				General / Alternate Assessment: District Assessment: _____ <input type="checkbox"/> CoAlt <input type="checkbox"/> 11th Grade Alternate		
Instructional Accommodations	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Infused Skills Grid

School Name: _____
 Student Name: _____ Age: _____ Grade: _____
 Parent/Guardian: _____ Phone: _____ Email: _____
 Inclusion Support Teacher: _____ Phone: _____ Email: _____

Class	Room

Infused Skills

Activities/Subjects/Environments

Check here if the infused skill has been identified by:	Family									
	Student									
	Peers									
	School									



For further information on the use of this tool, please see "Inclusive Elementary Schools: Recipes for Success" and "Deciding What to Teach and How to Teach It" published by PEAK Parent Center, Inc."

www.peakparent.org

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After-Test Accommodations Questions

Use this form after a test to interview a student about the accommodations provided, ease of use, effectiveness, 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.

Student _____ Date _____

Questions	Test Taken / Date			
	List accommodation provided			
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

Student Comments:

Student signature _____

Assistant signature (if applicable) _____

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

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

Accommodations Throughout the Academic Year		Y	N	NA
1.	Accommodations are documented on student's formal educational plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Students use accommodations regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The Educational Team evaluates the effectiveness of the accommodation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
Preparation for Test Day				
5.	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"/>
6.	Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/data base).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Non-standard accommodation requests are submitted to the district or BOCES.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Approval of non-standard accommodations received.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	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"/>
10.	Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	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"/>
12.	Plans are made to replace defective equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
Accommodations on the Day of the Test				
13.	All eligible students receive accommodations as determined by their formal educational plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Provision of accommodations is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Consideration after the Day of the Test

Y N NA

- | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|
| 14. | Responses are transferred to scorable test booklets answer sheets for students using special equipment and adapted test forms and response documents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | All equipment is returned to appropriate locations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Students who take make-up tests receive needed accommodations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Effectiveness of accommodation use is evaluated by test administrators, Educational Team, and students; and plans are made for improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Request for Dual Assessment Form

Colorado Department of Education

Assessment Unit

Student Name: _____

SASID: _____

Grade: _____

School: _____

School Year: _____

Affirmation

The IEP team for the above named student has met to consider instructional standards and participation in corresponding academic assessments. The IEP team affirms that the student has a *significant cognitive disability* and *meets participation guidelines* for receiving instruction on alternate academic standards, namely the Extended Evidence Outcomes of the Colorado Academics.

IEP Team Lead

Rationale for dual instructional and assessment Standards

Describe the unique abilities of the student that indicate that the significant cognitive disability is not pervasive, thus justifying why the student should be instructed and assessed on the grade-level Colorado Academic Standards. Consider the set of academic standards to which the student's IEP goals are written, and include data to support the IEP team's conclusion. Include a copy of the student's daily schedule and indicate the content areas and corresponding standards.

Areas of dual instruction and Assessment

The IEP team had made a determination that the above named student will be instructed on alternate achievement standards and participate in the **CoAlt** (Colorado Alternate Assessment), in the content areas of:

____ English Language Arts and Mathematics

____ Science and Social Studies

The IEP team has determined that the above named student will receive instruction based on the general grade-level standards and believes that the student's achievement can be more accurately measured with the **general grade-level summative assessments** (TCAP or CMAS – Science and Social Studies), in the content areas of:

____ English Language Arts and Mathematics

____ Science and Social Studies

IEP Team Member

District Special Education Coordinator



Section IV: Technology

Preparing for the Future

- Computer-based Testing
- The Role of Computer Technology
- Technology for Students with a Disability
- Using Technology to Access Content
- Using Technology to Differentiate by Process
- Using Technology to Differentiate by Product
- Using Technology to Differentiate by Environment

Assessing Student Proficiency with Technology Features

- Example: Kentucky Technology Skills Checklist for Online Assessment
- Example: Elementary Technology Literacy Guide – Plano, Texas I

Partnership for Assessment of Readiness for College and Careers (PARCC)

Required IEP Documentation for PARCC Field Tests 2013-14

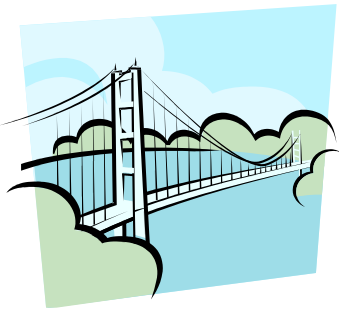
- Documenting Accommodations on a Student's IEP to create a Personal Needs Profile
- Accessibility Features & Accommodations

- Table 1 Accessibility Features for all Students
- Table 2 Presentation Accommodations for Students with Disabilities
- Table 3 Response Accommodations for Students with Disabilities
- Table 4 Timing and Scheduling Accommodation for Students with Disabilities

New Assessments

- Science and Social Studies
- Alternate Assessments for ELA and Math - TBD

References for the Technology Section



Discipline is the bridge between goals and accomplishment.

- Jim Rohn

Preparing for the Future

Called the “next frontier in testing,” computer-based testing is being promoted as the solution to many of states’ testing problems. With pressure to find more cost effective and less labor intensive approaches to testing, states are seeing computer-based testing as a way to address the increasingly challenging prospect of assessing all students in a state at nearly all grades. Computer-based testing is viewed with optimism as an approach that will make testing less expensive in the long run, and that will produce better assessments of the wide range of students who must now be included in state and district assessments.” (Thompson, Thurlow, Quenemoen, & Lehr (2002)

The National Center on Educational Outcomes issued its report, “*Access to Computer-Based Testing for Students with Disabilities*” to call attention to the merits of computer-based testing. This report also calls for heightened awareness of the impact transferring from pencil/paper assessments will have on all students, particularly for students with a disability.

Having the ability to self-select a technology-based reader or other tool may provide students access to a necessary accommodation that is not offered currently. As computers become increasing more available in schools, many of today’s digital natives are accustomed to using computers in their daily work. Test developers and others are constantly developing more and better accessibility features that benefit all users.

Finally, just as the use of accommodations on paper/pencil tests has increased awareness and use of accommodations in the classroom, so can opportunities to use the built-in accommodation features of computer-based tests encourage and increase the use of those features in classroom and other environments.

(Thompson, Thurlow, Quenemoen, & Lehr (2002)

Despite the potential advantages, computer-based instruction and assessment cannot take the place of quality instruction in the classroom. Simply improving access and providing various systems of delivery may not necessarily result in improved instruction. Improved learning depends upon the quality of instruction and not on the medium through which it is delivered. However, students must have access to information in order to have a fair chance at performing well. Think of technology as a way of improving access to quality instruction.

There is a plethora of software programs and websites available to educators that can help students develop the keyboarding skills and critical thinking skills needed for computer-based instruction and assessment. Obviously there are many considerations for using accessibility features, accommodations and assistive technology with computer-based instruction. It is beyond the scope of this manual to provide lists of every assistive technology device and available apps and software; however, some selected resources are offered in the **Glossary of Instructional Accommodations** at the end of each section for Presentation, Response, Setting/Environment and Timing/Scheduling Accommodations. (See Section III)

Role of Computer Technology

Technology has been called “the great equalizer” in a classroom with diverse learners. For instruction, the primary goal of using technology for instruction and for assessment is to reduce or remove barriers that block access to information. However, assistive technology is not always just for students with disabilities; it can be used to help any student with motivation, academic skills, and social development. The sections below focus on different types of disabilities and special needs and offer descriptions of computer applications and devices can help make it possible for students with a disability to receive instruction. The following information is extracted and condensed from the article, “Use of Computer Technology to Help Students with Special Needs” by Ted S. Hasselbring and Candyce H. Williams Glaser.

Definition of Technology

Technology for students with special needs is defined by federal law as “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. (Amendments to the Individuals with Disabilities Education act. Public Law 105-12, title I, part A § 602(3)(June 4, 1997)

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Technology for Students with a Disability

The following sections list several types of computer activities that can be integrated into classroom instruction and may have benefits for students with a disability. (Information excerpted from Hassebring and Williams-Glaser, 2000 and other Internet sources.) Disability specialists should be consulted for more specific technology solutions for students; these are offered as general considerations. The field of technology is ever-changing with not only improvements, but also less expensive options. Remember—if there's a roadblock for a student—*there's an app for that!* This is by no means intended to be an exhaustive list. Additional suggestions may be found in the Tables A-N that correspond to Student Characteristics. See Section III: Tools.

Technologies for Students with Learning and Behavioral Disorders

- Audio recordings of textbook material and answers to chapter or workbook questions; scan text and read aloud with synthesized or digital voice
- Software that allows student to draw responses
- Word processing- allows students to participate in writing activities with greater ease; screen masking to limit amount of material presented on the screen at once
- Word prediction software – reduces the number of keystrokes that are required to type words and provides assistance with spelling. With audio allows students to hear their selections read back
- Communication technologies – expands the learning environment and provides increased opportunity for collaborative learning
- Networking technologies- allows access to electronically linked resources with the click of a mouse
- Use of hypertext (text-based documents) and multimedia (text, photographs, television, video, sound, graphics) projects that allow students to express their knowledge other than in writing and also allows students to access learning material in different formats
- Semantic mapping software for outlining and organizing writing

Technologies for students with Speech and Language Disorders

- AAC Devices – augmentative and alternative communication devices are designed to support or enhance speaking capability
- Range from high tech to low tech—many options now available on the open market (e.g. iPad with iCommunicate)
- Portable
- Allow communication through word selection/pictures/graphics
- May have incorporated synthetic or digital speech output
- Written output can be printed

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Technologies for Students with Hearing Impairments

- Word prediction software (e.g. Co: Writer)
- Talking word processor (e.g. Write: OutLoud)
- Use Voice Mail as a short recording method for students to record read aloud assignment from home
- Wide range of assistive listening devices (ALDs)
- Personal amplification (hearing aids/ cochlear implant)
- Captioning – video and real time (CART)
- Frequency-Modulated (FM) Amplification systems – link a teacher’s voice to the student’s hearing aid thereby reducing background noise; allows freedom of movement around the classroom
- Infrared Systems – transmit clean clear sound without the hassle of wires and cords
- TDDs – displays incoming and outgoing messages
- Telephone text messaging
- Captioned television
- Live Speech Captioning CART transcriptionist displays words as they are spoken on a computer monitor

Technologies for Students with Visual Impairments

- Large-print materials
- Specialized magnification lenses or electronic enlargement
- Taped recordings/podcast
- Braille translations
- Descriptive video services (DVS)- provide narrative verbal descriptions of visual elements; enabled on televisions with SAP switch so user can hear descriptive video, such as sets, costumes, characters’ physical description, and facial expressions.
- Synthetic and digital speech synthesizers; referred to as text-to-speech or screen readers; reads aloud any text found on the computer screen; facilitates rereading and editing for previously written text
- Closed-Circuit Television Magnification (CCTV)- projects text or graphic material from a camera lens to a video monitor
- Optical Character Recognitions (OCR) allows books or textbooks to be placed on a scanner and have the text interpreted and read using synthetic or digital speech
- Braille Notetakers-small portable devices that enable students to enter and store braille characters as words and/or sentences; allows text-to-speech review; capable of printing standard text into braille or paperless “refreshable braille”
- Digital audio recorders for recording lectures and later

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Technologies for Students with Severe Physical Disabilities

- playback and review
- Switches to control access to adaptive devices promote independence
- Alternative input devices can assist or replace the use of a traditional keyboard
- Adaptive keyboards-replace standard keys with larger keys; reduced number of keys on the keyboard; keys in alphabetical order; brightly colored keys; keys more sensitive to touch
- Infrared sensors with pneumatic switches worn on the head to move the cursor on the screen; activated by inhaling or exhaling through a plastic tube enables the user to move the mouse by a “sip and puff” to type out information on a keyboard displayed on the monitor
- Voice recognition systems-bypasses the keyboard by using voice commands that are programmed into the computer; allow students to operate application programs, dictate to a word processor and enter data into spreadsheets
- Specially designed equipment
- Touch-Sensitive Screens with multiple screen overlays that can be used for a variety of tasks
- Alternate pencil – alphabet flip chart for partner assisted scanning
- Eye gaze frame
<http://www.med.unc.edu/ahs/clds/products/available-or-purchase>

Barriers to Effective Use of Technology for Students with Disabilities

- Lack of appropriate technology training for teachers, both pre-service and in-service teachers, to carry out a plan of action
- Cost or perceived cost (many technologies are becoming cheaper or even free)
- Device compatibility issues

*See *Glossary of Instructional Accommodations* and **Tables A-N** in Section III: Tools for additional suggestions.

Adapting Content with Technology

Just as the use of technology can offer multiple means of presentation, response and engagement, it also can provide a way for curriculum content to be accessible for students with a disability. It is always important to keep in mind that you begin with the needs of the learner, and let the technology follow. The real power of technology lies within the teacher’s ability to customize and differentiate instruction through content, process, product and environment, according to student readiness, interest and learning style. Technology can facilitate both using different content to teach the same subject to students with different needs and to also enhance or augment existing content to make it accessible to all students.

Inherent within the nature of technology is rapid design and development. Now with the use of the worldwide web, the range of resources for teachers and students seems to be almost without limit. While it would be a near impossibility to list

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all of them, the following list of resources have been gleaned from the literature and are referenced under Resources on the Section IV: Technology Contents page. Teachers should review and select with discretion; some resources are free while others may require a fee. CDE makes no recommendation or endorsement of vendor products.

Teacher Resources

TechMatrix is sponsored by the National center for Technology Innovation and the Center for Implementing Technology in Education. The consumer guides and links to software and assistive technology devices provide help resources for teaching science, math, reading and writing using technology for students with a disability.

National Center for Learning Disabilities – AT Resources for teachers <http://www.ncl.org/students-disabilities/assistive-technology-education>

The **Statewide Augmentative Alternative Communication (SWAAAC)** project provides a wide variety of cost effective, readily accessible support services all around the state of Colorado. Access the SWAAAC Guidelines Manual <http://www.swaac.com/>

Assistive Technology Internet Modules- OCALI project offers online training modules- (FREE! Unless you want certificates, then it's \$10 for each hour) <http://www.atinternetmodules.org>

Using Technology to Access Content

Video: <http://www.learnnc.org/lp/multimedia/19117>

- Videos are associated with the article “Inclusion in the 21st-century Classroom: Differentiating with Technology” (Hobgood and Ormsby (2011) <http://www.learnnc.org/lp/editions/every-learner/6776>

Learner Characteristics *Also Reference Tables A-N in Section III *Teacher-created online survey tools to ask students about their preferred learning styles	Technology Resource	Description
Difficulty organizing thoughts	<i>SurveyMonkey</i>	Student responds to teacher posed questions
Difficulty understanding and remembering relationships	<i>Zoomerang</i>	Clickers to poll and capture data on a group of students
Difficulty writing	<i>PollEverywhere</i>	Hand-held text messaging devices such as iPod Touches
	<i>PollDaddy</i>	Create concept map
	<i>Bubbl.us</i>	Graphic organizer
	<i>Inspiration or Kidspiration</i>	Journaling tool
	<i>Glogster</i>	Can capture student's voice and photos to narrate their own projects
	<i>Voice Thread</i>	iPad/iPod Touch app to use as a
	<i>Sounding Board</i>	

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		storyboard communicator
	<i>First Author Writing Software</i>	Don Johnston
	<i>Co: Writer and Write:OutLoud</i>	
	<i>ClaroRead –</i>	word prediction with audio, homonym checker, and spell check; USB device available (fee) http://www.claroread.com
Prefers choice	<i>Think-Tac-Toe</i>	Allows student to select assignment
Tactile issues	Bamboo drawing pads (Wacom)	Encourages students to write their work in order to see where errors occur
	<i>Scribble Screen</i> download	
	<i>Time for Kids</i>	
Needs high interest leveled reading	<i>Education City</i>	
	<i>iReady</i> (Curriculum Associates)	Don Johnston – accessible library
	Start-to-Finish Online	
Difficulty with phonics / spelling	<i>Simon S.I.O</i>	Don Johnston – accessible phonics and spelling
	<i>WordMaker</i>	
Difficulty attending to lecture or reading lengthy text	Video-streaming subscription site offers searchable database for topics and levels; includes closed-captioning to reinforce language and vocabulary with spoken and written speech at the same time:	Provides verbal and textual input that can be supplemented with visual reinforcement by video or images
	<i>Discovery Education Streaming</i>	
	Screen reading software	Reads aloud text from a webpage or document using synthesized voice (student wears headphones)
Benefits from visual support to augment background knowledge	<i>Flickr</i>	Searchable access to images
Needs alternate response mode	<i>Wikimedia Commons</i>	
	<i>PollEverywhere.com</i>	Allows student response via cell phones with text messaging
Enjoys gaming	(older students) <i>Quest Atlantis</i>	Explore Virtual worlds
Needs same content at different levels of text complexity	Textbook publisher’s digital textbook offer a variety of supports, such as pronunciation guides, text-to-speech, vocabulary support and features to allow the reader to format text to improve readability.	Digital format can incorporate interactive media directly within the text. Digital textbooks, eBooks and audiobooks provide both online and CD-based options
	<i>Bookshare</i>	
	<i>CAST UDL book Builder</i>	Federally funded; allows registered users to download books, textbooks, and newspapers that can be accessed by text-to-speech readers
	http://bookbuilder.cast.org/	

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	<p>Tarheel Reader http://tarheelreader.org/</p>	<p>Free digital book database and book builder to create, share, publish and read digital books</p>
	<p>Univ. of NC at Chapel Hill Center for Literacy and Disability Studies offers support for students with significant support needs. Tarheelreader is a growing free library of accessible, beginning level readers for students of all ages. You have access to images and can write your own books.</p>	
	<p><i>Microsoft Word</i></p>	<p>Reading passages can be copied and pasted into Microsoft Word to allow students to use such tools as highlighting, and grammar support. The comment feature can facilitate editing.</p>
	<p><i>Adobe Acrobat pdf (under View) enable read aloud (free)</i></p>	<p>Adobe acrobat can read aloud any document in pdf format</p>

Using Technology to Differentiate by Process

Video: <http://www.learnnc.org/lp/multimedia/19120>

Information excerpted from Hobgood and Ormsby's article "*Inclusion in the 21st-century classroom: Differentiating with Technology*" to offer a variety of ways teachers can use technology to differentiate by process.

<p>Flexible Grouping allows teachers to prepare for two, three or four basic groups</p>	<p>Organize groups according to</p> <ul style="list-style-type: none"> • Ability/readiness • Interest • Learning profile <p>Group students differently depending on the type of activity or learning objective and allow students to move between groups.</p>
<p>Processing and Recording Information</p>	<p>Technology can support notetaking and math calculation. Microsoft Word offers a free Mathematics Add-in to create graphs and solve equations within a word processor.</p>
<p>Manipulating Information</p>	<p>Virtual manipulatives can be helpful for students with processing difficulties or kinesthetic learners. <i>National Library of Virtual Manipulatives</i> is supported by the National Science Foundation</p>
<p>Extending Access to class content beyond the instructional period</p>	<p>Online course platforms like <i>Moodle</i> and <i>Blackboard</i> Free tools: wikis and template-driven website creators like <i>Google Sites</i> and <i>Weebly</i></p>
<p>Online class access</p>	
<p>Whiteboard capture</p>	<p>Print out notes from interactive whiteboard lesson</p>
<p>Narrated PowerPoint</p>	<p>Student can review and hear teacher explanation as many times as desired</p>

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Using Technology to Differentiate by Product

Video: <http://www.learnnc.org/lp/multimedia/19120>

By providing multiple means of engagement, a student can then demonstrate mastery through various products.

Blogs, Wikis and other Writing Platforms	Class <i>Blogmeister</i> – free secure environment for students to share and comment
Microsoft Word	Spell check; grammar check; Text-to-Speech add-ins support auditory proofing
Demonstrating understanding through various media:	
Digital Posters	<i>Glogster EDU</i> (make sure you select the educational version); incorporate images, videos, audio recordings and drawings with text Video: Digital Posters: Composing with an Online Canvas (Hodgson) http://www.learnnc.org/lp/pages/6542
VoiceThread	Allows response to a topic using text, audio, video or images; responses can be recorded
Digital storytelling	Find a tutorial on the University of Houston website http://digitalstorytelling.coe.uh.edu/
Audacity Webpage Creator	Free audio-editing software <i>Yola</i> https://www.yola.com/
Evaluating Student Products	Create clear guidelines for evaluation using a rubric. <i>Rubistar</i> – free rubric generator Online PBL Checklist tool from 4teachers.org
Smart Pen	Allows students to record notes matched to the audio recording of the lecture; can also display on a computer screen. Smart Pen paper can be cut into strips and taped into a regular book to create an audio book.

Using Technology to Differentiate by Environment

Video: <http://www.learnnc.org/lp/multimedia/19118>

Support all learners by manipulating the environment and considering these elements:

Control Chaos	For students with processing issues, controlling the ambient noise of a classroom is a consideration. Using individual student headsets allow access without disturbing other students
Sensory Experience	Providing technology can help students who have sensory aversion to such things as the feel of a pencil or the sound of pencil on paper (e.g. paper with raised/colored lines, liquid graphite pencils)

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Culturally Inclusive Classrooms

Provide access to a variety of materials with a rich global perspective to allow each class member to feel valued. Integrate culture and experiences across content areas with virtual field trips and visits to art museum galleries online
Video: <http://www.learnnc.org/lp/multimedia/19121>

Using Virtual Worlds to engage gifted learners

Assessing Student Proficiency with Technology Features

Naturally, a student's proficiency with technology will increase with familiarity and practice. The best way to prepare students for online assessment is to expose the student to a wide variety of computer-based instruction. Learning to navigate the program by clicking icons to enable certain features will lead to increased confidence. However, there are basic skills that every student needs to address either directly with a keyboard or with assistive technology. Please consult with your district's assistive technology specialist, and other related service personnel to craft a means for every student to access instruction.

These two samples are offered as resources for teachers as they first **assess students' technology skills** and then plan **instruction for developing competency with technology skills**. Neither resource is based on Colorado Academic Standards, but can perhaps serve as an inventory of fundamental skills.

1. **Example: Click on this link: [Kentucky technology Skills Checklist for Online Assessment](#).** This tool is a product of a grant and was produced in collaboration with CAST. One of the research activities of the project was to identify the prerequisite skills for students to successfully access and use a computer-based assessment. The Kentucky assessment, CATS, is specifically mentioned, but parallels can be projected for use with Colorado's new online assessments. The tool is designed to:
 - 1) analyze specific online assessments to determine necessary skills for all students
 - 2) inventory skills each student can demonstrate and identify what skills are needed prior to taking online assessment
2. **Example: Click on this link: [Elementary Technology Literacy Guide-Plano, Texas ISD](#)**

Keyboarding and technology competency skills for Kindergarten-Grade Five are outlined and printable inventory sheets are provided for each level.

Partnership for the Assessment of Readiness for College and Career (PARCC) Information for Teachers

As Colorado moves forward with field testing and implementation of the new English Language Arts and Math assessments developed by the Partnership for Assessing Readiness for College and Career (PARCC) during the 2013-14 year, it will be important to ensure students have adequate opportunity to become familiar with the features of a computer, recognize icons associated with accessibility features and have the capability of accessing them independently either directly with a keyboard or via an assistive technology device.



Required IEP Documentation for PARCC Field Tests 2013-14

Reference: Click on this link: [PARCC Accessibility Features and Accommodations Manual](#)
Published on PARCC (<http://www.parconline.org>)

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The First Edition of the PARCC Manual can be accessed here, but keep in mind, it is subject to change after the field test.

The majority of the proposed accommodations policies are currently in use across PARCC states. What is different from many current state accommodations manuals, however, is that the PARCC manual includes not only proposed participation and accommodations policies for students with disabilities and English learners, but also information about accessibility features that will be provided through PARCC’s computer-based assessment delivery system for all students to optimize their performance on the assessments.



This icon appears on accessibility features and Accommodations used during instruction that the IEP / 504 Team must consider, and if recommended for use, document in IEPs/504 Plans for 2013-14. For this field test year, each district will determine how the following considerations are documented in the IEP or 504 Plan. As the regularly scheduled meeting comes around during the year, or possibly through an IEP Amendment meeting, the Team will address the provision of providing these accommodation.

Accessibility Features

What are Accessibility Features?

On PARCC technology-based assessments, accessibility features are tools or preferences that are either built into the assessment system or provided externally by test administrators. Accessibility features can be used by any student taking the PARCC assessments (i.e., students with and without disabilities, gifted students, English learners, and English learners with disabilities). Since the accessibility features are intended for *all* students, they are not classified as accommodations. Students should be exposed to these features prior to testing, and should have the opportunity to select and practice using them. Accessibility features are intended to benefit a wide range of students, and are available to any student at his or her discretion during testing. Practice tests with accessibility features will be made available for teacher and student use throughout the year.

Accessibility Features Identified in Advance

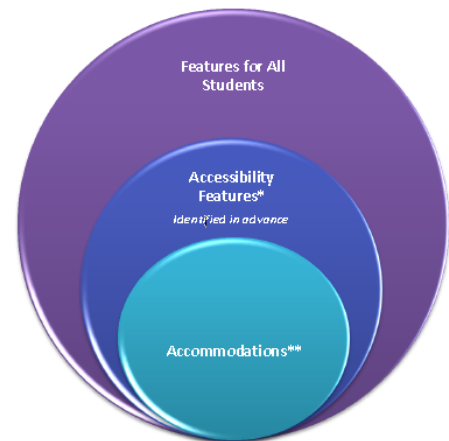
A relatively small number of students may require additional accessibility features for their particular needs, but are not required by the vast majority of students (e.g., changing the background or font color onscreen, or using a screen reader for the math assessment). The on-off controls for these features might distract other students if they were shown onscreen or interfere with other features or accommodations, and therefore must be “turned on” for a particular student by a test administrator or other adult prior to testing. Accessibility features can be identified either by students, teachers, and/or parents, whichever is most beneficial to the student, and the student can decide whether or not to use the support, without any consequence to the student, school, or district. Recent research suggests that providing too many tools onscreen may lead to ineffective use of the tools provided and/or an impact on a student’s test performance.⁷ Students, in collaboration with educators, should select these accessibility features ahead of time, based on their needs and preferences, and must practice using them, either in a classroom setting or in real world application. Individualizing access needs for each student on the assessment provides increased opportunities to accurately demonstrate knowledge and skills, and will reduce the likelihood of giving students incorrect accommodations or accessibility features on the day of the test.

Examples of accessibility features are provided in Table 1 below, which differentiates those that are available onscreen to all students, and those that must be turned on by an adult. (p. 19 PARCC manual)

What is a Personal Needs Profile?

In order to individualize the testing experience, and enhance access to the PARCC assessments for all students, a Personal Needs Profile of each student’s testing needs will be embedded within the technology platform before the PARCC

The PARCC Accessibility System



* Available to all participating students

** For students with disabilities, English learners, and English learners with disabilities

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assessments are administered. The PNP is a collection of student information, including student demographic information, the computer-based accessibility features that are needed by each student, and accommodations (if needed). The PNP should be based on observations and stated preferences by the student or parent/guardian on a student’s testing needs that have been found to increase access during instruction and assessment. Observations based on a student’s interaction with the online testing platform can be made through the practice tests. A student’s testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

Who creates the PNP for a student?

- For *students with disabilities*, the IEP or 504 team will create the PNP.
- For *English learners*, the educators responsible for selecting accommodations (or an English learner team, if available) will identify the accessibility features in the PNP for the student.
- For *English learners with disabilities*, the IEP or 504 team (which includes an adult familiar with the language needs of the student) will make PNP decisions.
- For students *without* disabilities, and who are *not* English learners, PNP decisions will be made based on the student’s education-related needs and preferences by an informal team, which may include the:
 - Student (as appropriate)
 - Parent/guardian
 - Student’s primary educator in the subject of the assessment

Guidance for schools on the technology platform and how to develop a Personal Needs Profile (PNP) will be included in the Test Administration Manual. (. 20)



Table 1: Accessibility Features for All Students (p. 22 PARCC manual)

Support	Description	Identified in Advance by a PNP (During Test Registration Process)
Answer Masking	The student electronically “covers” answer options, as needed.	Yes
Audio Amplification	The student raises or lowers the volume control, as needed, using headphones. Student must be tested in a separate setting if unable to wear headphones.	Yes
Background/Font Color (Color Contrast)*	The student changes the onscreen background and/or font color based on need or preference.	Yes
Blank Paper (provided by test administrator)	The student may be provided blank sheet(s) of paper on which to plan or organize item responses.	
Eliminate Answer Choices	The student “crosses out” possible answer choices (for multiple choice items only).	
Flag Items for Review	The student highlights items to review later	
General Administration Directions Clarified (by test administrator)	The test administrator clarifies general administration instructions only. No part of the test may be clarified, nor may any assistance be provided to the student during testing.	
General Administration Directions Read Aloud and Repeated as Needed (by test administrator)	The student clicks a button to read aloud or repeat instructions. Student must be tested in a separate setting, if unable to wear headphones.	
General Masking	The student creates a custom “mask” to electronically cover portions of test items, including passages, as needed.	Yes
Highlight Tool	The student highlights text as needed to recall and/or emphasize.	
Headphones or Noise Buffers	The student uses headphones or noise buffers to minimize distraction, access embedded text-to-speech, or filter external noise during testing (in addition to required headphone for use on English Language Arts/literacy assessment).	
Line Reader Tool	The students uses onscreen tool to assist in reading by raising and lowering the tool for each line of text onscreen.	Yes

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Magnification/Enlargement Device
NotePad
Pop-up Glossary

The student enlarges text and graphics onscreen, up to 400% (while preserving clarity, contrast, and color).

The student writes and edits notes using embedded NotePad application

The student hovers cursor over pre-selected, construct-irrelevant words to view definition onscreen.

Redirect Student to the Test (by test administrator)

The test administrator redirects the student's attention to the test without coaching or assisting the student in any way.

Spell Checker

The student uses spell-check software.

Text-to-Speech for the Mathematics Assessments

Text is read aloud to the student using embedded text-to-speech software. Student must be tested in a separate setting if unable to wear headphones.

Yes 

Writing Tools

The student uses writing process tools for written responses, including cut and paste, copy, underline, bold, and insert bullets.

Accommodations for Students with Disabilities¹⁰

Although the accessibility features available on the PARCC Assessments are based on universal design principles as applied to assessments, and are intended to increase access for most students, many students with disabilities may need additional accommodations when taking the PARCC assessments. For students with disabilities, **IEP or 504 team members are responsible for making decisions about which accommodations the student will need, as well as which features to increase accessibility must be selected for a student's Personal Needs Profile (PNP)**. Please refer to Section 2 for a description of PNPs and features that are also available to students with disabilities on computer-delivered PARCC assessments. PARCC accommodations listed in this section are intended only for:

Students with disabilities who have the accommodation documented in an approved IEP or 504 plan prior to the date of test administration; and

Students who use the accommodation routinely (with rare exceptions) during classroom instruction and locally administered assessments, both before and after the test is administered.

Accommodations Codes

Each accommodation will be assigned a code for use in data gathering and analysis. Further guidance will be included in future editions of the Manual and in the *PARCC Test Administration Manual*.

Presentation Accommodations

What are Presentation Accommodations?

Presentation accommodations alter the method or format used to administer a PARCC assessment to a student, including auditory, tactile, visual, and/or a combination of these, rather than having the student take the test in the same format as other students. For students taking computer-delivered assessments, all presentation accommodations must be identified in advance by a student's PNP (during the test registration process).

Who Can Benefit from Presentation Accommodations?

Students who benefit most from presentation accommodations are those with disabilities that affect reading standard print, typically as a result of a physical, sensory, cognitive, or specific learning disability.

Table 2 provides a list of **presentation accommodations** for students with disabilities on the PARCC Mid-Year, Performance-Based, and End-of-Year Assessments that describe changes in the assessment format and method in which the assessment is administered. (Page 26, PARCC manual)



Table 2: Presentation Accommodations for Students with Disabilities (Page 27, PARCC manual)

Accommodation	Administration Guidelines
Additional Assistive Technology Braille Edition of ELA/Literacy and Mathematics Assessments Note: <input type="checkbox"/> Hard-copy braille tests for <i>ELA/Literacy and Mathematics</i> <input type="checkbox"/> Refreshable braille displays for <i>ELA/Literacy only</i>	Guidelines will be provided in fall 2013 For students with visual impairments, a contracted braille ¹¹ form will be available. Refreshable braille displays must be used in conjunction with screen reader software
Closed-Captioning of Multimedia Passages on the ELA/Literacy	Students who are deaf or hard-of-hearing view captioned text on multimedia (i.e., video) on

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Assessments

ELA/Literacy assessments.

Descriptive Video

Students who are blind or visually impaired listen to narrated audio description of key visual elements in multimedia (i.e., video) passages on ELA/Literacy assessments

Paper-and-Pencil Edition of the ELA/Literacy and Mathematics Assessments

A paper-and-pencil form of each assessment is available for students who are unable to take a computer-delivered assessment due to a disability. The list of accommodations available for students who take the paper-pencil form will be included in an appendix, which will be released in fall 2013.

Tactile Graphics

Students who are blind or visually impaired and read braille, use tactile graphics.



Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages

The accommodation is intended to provide access to printed or written texts in the PARCC ELA/Literacy assessments to a very small number of students with disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents them from decoding printed text.

Note: If headphones are *not* used, the student must be tested in a separate setting.

IEP or 504 plan teams may consider providing this accommodation to a student who has a print-related disability that severely limits or prevents his or her ability to access printed text by decoding, or who is blind and is unable to access braille to read text. This accommodation is not intended for students reading somewhat (i.e., moderately) below grade level.

Guidelines are provided below for IEP and 504 Teams to identify students to receive Spoken Text Audio Format (Text-to-Speech / Read Aloud Accommodation)

IEP or 504 Plan Teams may consider providing this accommodation to a student who has a print-related disability that severely limits or prevents his or her ability to access printed text by decoding, or who is blind and is unable to access braille to read text. This accommodation is not intended for students reading somewhat (i.e., moderately) below grade level.

Please see the referenced PARCC White Paper by Wiener and Thurlow in which they discuss issues of accessibility related to access to computer-based test administration, and specifically the “read aloud” or “text-to-speech” accommodation for the Reading assessment.



Before listing the accommodation in the student’s IEP or 504 Plan, Teams should consider whether:

The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter

The student’s inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments

In making decisions whether to provide the student with this accommodation, IEP and 504 Teams are instructed to consider whether the student has:

Blindness or a visual impairment and has not learned (or is unable to use) braille
OR

A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text or read fluently);
OR

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The student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading

Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. ASL Video for the Mathematics Assessments and ASL Video of Test Directions may also be considered. The student views an embedded video of a human interpreter for the assessment. If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required.

Decisions about who receives this accommodation will be made by IEP and 504 Teams. However, PARCC will collect data on the frequency of its use for the purpose of carefully monitoring and determining appropriate decision-making.

Reporting Notation to schools and Parents:

A notation will be provided on all confidential score reports to the school and parent (i.e., parent/guardian report, school roster, and district roster) stating that the student was given a reading access accommodation on the PARCC ELA/Literacy assessment and therefore, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding and fluency).

ASL Video for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing

The student views an embedded video of a human interpreter for the Mathematics assessment. If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required.

ASL Video of Test Directions for a Student Who is Deaf or Hard of Hearing

The student views an embedded video of a human interpreter for the Mathematics assessment. If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required.

Response Accommodations

What are Response Accommodations?

Response accommodations allow students to use alternative methods to provide responses to test items, such as through dictating to a scribe or using an assistive device. For students taking computer-delivered assessments, all response accommodations must be identified in advance by a student's PNP (during the test registration process).

Who Can Benefit from Response Accommodations?

Response accommodations can benefit students who have physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).

Table 3 provides a list of **response accommodations** for students with disabilities on the PARCC Mid-Year, Performance-Based, and End-of-Year Assessments that are designed to allow students to respond to test items in different ways.

Table 3: Response Accommodations for Students with Disabilities (Page 29-30, PARCC Manual)

Accommodation	Administration Guidelines
Additional Assistive Technology Braille Note-taker	Guidelines will be provided in fall 2013. Student who is blind or has visual impairments will use an electronic braille note-taker. For PARCC assessments, grammar checker, Internet and stored file functionalities must be turned off. The responses of a student who uses an electronic braille note-taker during PARCC assessments must be transcribed exactly as entered in the electronic braille note-taker. Responses that are not transcribed will not be scored. Transcription guidelines will be included in the <i>PARCC Test Administration Manual</i>

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Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments)

The student uses a calculation device (e.g., four-function calculator, large key or other adapted calculator), arithmetic table (including addition/subtraction and/or multiplication/division charts), and/or manipulatives (IEP or 504 plan must specify which one) on the **non-calculator session** of the Mathematics test. If a talking calculator is used, the student must use headphones or test in a separate setting.

Students with visual impairments may need other mathematical tools such as a large print ruler, braille ruler, tactile compass or braille protractor.

For students with a disability that severely limits or prevents their ability to perform basic calculations (i.e., addition, subtraction, multiplication or division) this accommodation allows a calculation device to be used on non-calculator Mathematics assessment sessions. The accommodation would be permitted on test sessions for which calculators are not allowed for other students, **with the exception of mathematics fluency items/tasks in grades 3—6 for which no calculation device may be used.** If a calculation device were used for those test items that exclusively measure calculation skills, the validity of the test claim (Sub Claim E-Mathematics fluency in grades 3-6: The student demonstrates fluency as set forth in the Standards for, Mathematical Content) would be compromised and the score invalid.



Before listing the accommodation in the student's IEP or 504 Plan, Teams should consider whether:

The student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction;

The student's inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments
The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device, in order to ensure that the student continues to learn basic calculation and fluency.

Scribing or Speech-to-Text (i.e., Dictation / Transcription or Signing) for the Mathematics assessments; and for selected response (not constructed response) items on the English Language arts / Literacy assessment

The student dictates responses either verbally, using a speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting.

Student's responses must be transcribed exactly as dictated/signed.



Scribing or Speech-To-Text (i.e., Dictation / Transcription) for constructed responses on the English Language Arts / Literacy Assessments

The student dictates responses either verbally, using a speech-to-text device, augmentative / assistive communication device (e.g., Picture/word board), or by signing, gesturing, pointing, or eye-gazing. Grammar checker, Internet, and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation. The student must be tested in a separate setting.



Before listing the accommodation in the student's IEP or 504 Plan, Teams should consider whether:

The student's inability to express in writing is

In making decisions whether to provide the student with this accommodation, IEP and 504 Teams are instructed to consider whether the student has:

A disability that severely limits or prevents the student's ability to perform basic calculations (i.e., addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so

In making decisions whether to provide the student with this accommodation, IEP and 504 Teams are instructed to consider whether the student has:

A physical disability that severely limits or prevents

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documented in evaluation summaries from locally-administered diagnostic assessments

The student receives ongoing, intensive instruction and/or interventions in language processing and writing, as deemed appropriate by the IEP/504 plan team.

the student's motor process of writing through keyboarding;

OR

A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so.

Reporting Notation to schools and Parents:

A notation will be provided on all confidential score reports to the school and parent (i.e., parent/guardian report, school roster, and district roster) stating that the student was provided a scribe on the PARCC ELA/Literacy assessment and therefore, no claims should be inferred regarding the student's ability to demonstrate expressive writing skills. Ongoing instruction in the foundational skills may be needed to allow students to continue to attain the important college and career-ready skill of writing. Note: Notations will not be provided for students who receive a scribe on the PARCC Mathematics assessment or for selected responses only on the ELA/Literacy assessment)

Note: in fall 2013, PARCC will release the PARCC Scribe Guidelines and PARCC Test Administration Manual, which will provide administrative guidance.



Word prediction on the ELA/Literacy Performance-Based Assessment

The student uses word prediction software that provides a bank of frequently-or recently-used words onscreen as a result of the student entering the first few letters of a word.



Before listing the accommodation in the student's IEP or 504 Plan, Teams should consider whether:

The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments.

The student should receive ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP/504 Plan Team.

In making decisions whether to provide the student with this accommodation, IEP and 504 Teams are instructed to consider whether the student has:

A physical disability that severely limits or prevents the student from writing or keyboarding responses;

OR

A disability that severely limits or prevents the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so.

Timing and Scheduling Accommodations

What are Timing and Scheduling Accommodations?

Timing and scheduling accommodations are changes in the allowable length of time for a student to complete the test and may also change the way in which the time is organized (e.g., frequent breaks or time of day). In accordance with principles of universal design for assessment, PARCC will provide administrative guidance around frequent breaks and testing time of day. Both of these will be considered as administrative considerations available to all students.¹⁶

Who Can Benefit from Timing and Scheduling Accommodations?

Timing accommodations are helpful for students who need additional or extended time to complete the tests. Extra time may be needed by students to process information (e.g., a student who processes directions slowly or needs extra time to move to a different test question), write responses (e.g., a student with limited dexterity or difficulty with word retrieval), or use special devices or equipment (e.g., assistive technology, audio recording, or scribe). Students with disabilities may also need frequent or extended breaks. Scheduling changes may also benefit students with challenges remaining alert or who are more productive at certain times of the day. For students taking computer-delivered assessments, extended time must be identified in advance by a student's PNP (during the test registration process).

Table 4 provides the *timing and scheduling accommodation* for students with disabilities on the PARCC Mid-Year, Performance-Based, and End-of-Year Assessments that is designed to increase the allowable length of time to complete an assessment or assignment.

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Table 4: Timing and Scheduling Accommodation for Students with Disabilities (Page 34, PARCC Manual)

Accommodation	Administration Guidelines
Extended Time	The student uses “extended time” to complete testing. A maximum of up to one school day is allowed to complete one test session during the prescribed testing window. Students who use this accommodation must be given a quiet location in which to complete the test.

Additional accommodations are listed in the PARCC manual along with the following resources:

Click on the link to access:

- [PARCC Accessibility Features and Accommodations Manual](#)
- Frequently Asked Questions on the [PARCC Accessibility Features and Accommodations Manual](#)
- PowerPoint Presentation
- Teacher PARCC Brochure for Students with Disabilities
- Parent PARCC Brochure for Students with Disabilities
- White Paper

PARCC Requirements for Documentation in the IEP for 2013-14:

For the 2013-14 school year, it is important for IEP and 504 Teams to address and document accommodations in the IEP or 504 Plan. This is a necessary preparation for 2013-14 PARCC field testing. This information will be used to develop the Personal Needs Profile for each student, which determines the enabled online accommodations for the field test.

New Assessments

Science and Social Studies

Specific accessibility features and available accommodations for the computer-based Science and Social Studies assessments have not been released from the vendor at the time of this publication. Please check the Assessment Unit webpage for updated information as it becomes available. IEP Teams should continue with the same types of accommodations as were required for use in instruction and paper/pencil state assessment.

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Accommodations for Use on State Summative Assessments

For questions related to Sections V-IX of this manual, please contact:

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Section V: Policy for Statewide Assessment Accommodations

Overview

**Including All Students with Disabilities in State Assessment
Including All Students with Disabilities in State Accountability**

Selecting and Planning for Assessment

**Side-by-Side Comparison of Assignments Example
Post-Secondary Implications**

Accommodations Categories for State Assessments

**Standard Accommodations
Restricted Accommodations
Nonstandard Accommodations**

Special Circumstances

**New Students to District
Students Newly Identified as Having a Disability
Unforeseeable Circumstances**

Combined TCAP Reading and Writing Session

Overview

State and local laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments. District Assessment Coordinators (DACs), School Assessment Coordinators (SACs), proctors, and all staff involved in test administration must adhere to these policies.

All students enrolled in a Colorado public school in the grades assessed must be accounted for in either the state summative academic assessment (TCAP and CMAS – Science and Social Studies) or the state summative alternate academic assessment (CoAlt). The purpose of the state summative academic assessments is to accurately describe all students' level of achievement on the Colorado standards. As Colorado moves towards computer based assessment, it is anticipated that most students will be able to access the assessment with built in supports. A few students will need accommodations to access the assessment.

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure assessment results reflect actual student learning.

Assessment accommodations are adjustments made to the assessment procedures in order to provide a student an opportunity to engage with the state assessment while not affecting the reliability or validity of the assessment.

Policies pertaining to accommodations for statewide assessments are set by the Colorado Department of Education (CDE) based on current research and assessment practices. Per the *Code of Federal Regulations*, the State's (or, in the case of a district-wide assessment, the LEA's) guidelines must --(i) Identify only those accommodations for each assessment do not invalidate the score and (ii) Instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score [34 CFR § 300.160(b)(2)]. Therefore, accommodations listed for use on statewide assessments on a student's IEP should follow the policies included in this manual. Use of accommodations that do not follow these policies will result in a misadministration.

Including All Students in State Assessment

In Colorado, participation of all students in state academic assessment is specified in the state law (*C.R.S. 22-7-409*):

(d) (I) (A) ... every student enrolled in a public school shall be required to take the assessments administered ... at the grade level in which the student is enrolled, as determined by the school district.

(B) Any student who is eligible for the state's alternate assessment for students with disabilities, also known as the "CSAP-A", or other assessment approved by rule by the board according to the annual review of the student's individualized education program ... shall instead take the CSAP-A or the other approved assessment.

All students, including students with disabilities, are included in either the summative academic assessment or alternate summative academic assessment.

Additionally students identified with limited English proficiency, including those also with an identified disability, must participate in an annual English language proficiency assessment as mandated in federal law (ESEA, Title I):

Sec. 1111(b)(7): *"(7) ACADEMIC ASSESSMENTS OF ENGLISH LANGUAGE PROFICIENCY. —Each State plan shall demonstrate that local educational agencies in the State will, beginning not later than school year 2002–2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the State educational agency..."*

Parents and IEP teams may not excuse students from any state assessments. For further clarification on this topic, please see the Jan. 20, 2012 Commissioner's letter to Superintendents located in [Appendix A](#).

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Policy for Statewide Assessment Accommodations

Including All Students with Disabilities in State Accountability

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. IEP Team members must actively engage in a planning process that addresses:

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

State assessments are the mechanism for checking whether schools have been successful in with students attaining the knowledge and skills defined by the content standards. 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. With the No Child Left Behind (NCLB) Waiver, Colorado's federal Title I accountability system is now defined in terms of Colorado's School and District Performance Frameworks (SPF and DPF), which measure the academic achievement, academic growth, academic growth gaps, and postsecondary workforce readiness of students in Colorado schools and districts each year. Schools, districts, and the state are held accountable for improvements on an annual basis by public reporting, the Unified Improvement Plan (UIP) and ultimately through consequences delineated in [SB-09-163](#), if they remain persistently low performing for five years.

For accountability information, please contact CDE: <http://www.cde.state.co.us/Accountability/NCLBWaiver.asp>

Selecting and Planning for State Assessment Accommodations

Accommodations provide students an opportunity to access material without providing an unfair advantage to any student. Access can be defined as the right or privilege to approach, reach, enter, or make use of something. Access is not about higher achievement. Accommodations allow students to engage with the assessment. Accommodations must maintain the validity, reliability and integrity of the assessment. Accommodations that change the construct (what is being measured) may not be used on state assessments. When an educational team is making determinations about accommodations on state assessments they must consider both what the student needs to access the assessment, and what is being measured. Providing an accommodation for the sole purpose of increasing test scores is not ethical.

The departure from standardized testing procedures can potentially invalidate the test results. Caution must be used when selecting accommodations for state assessments. Selected accommodations must be used during instruction and on classroom and district assessments least 90 days prior to use on the assessment. During this time the accommodation must be evaluated on an ongoing basis through data documentation. The accommodation must be used routinely with sufficient frequency to ensure the student can use it with fluency and independence. It should be recognized that introducing an accommodation at the time of the assessment may actually hinder the student's performance.

Side-by-Side Comparison of Assignments Example

One technique for documenting a student's need for an accommodation on state assessments is the side-by-side comparison of assignments. This technique provides the student with two similar assignments. Caution should be taken when using assignments that may negatively impact the student's grade. These assignments are to validate the use of an accommodation, and should not be brand new consents or skills for the student.

The following is an example of how this technique could be used in evaluating the need for an Oral Script on the state assessment:

On the first assignment the instructions and the assignment are read to the student.

On the second assignment, the student reads the instructions and assignment independently.

Compare the student results on the assignments.

1. If there is limited difference in score – the student does *not* need an oral presentation on the state assessments

Policy for Statewide Assessment Accommodations

2. If the student does best on assignment one, but is able to pass assignment two (even if it is a lower score) – the student does *not* need an oral presentation on the state assessments
3. If the student takes a long time on assignment two, and is able to pass it – the student does *not* need an oral presentation on the state assessments
4. If the student refuses to attempt assignment two – other evidence must be look at to determine if this is a behavioral concern, student preference or a reading concern
5. If the student fails assignment two, or attempts and is unable to complete assignment two (extreme frustration) – oral presentation on the state assessment may be appropriate

Once state assessment accommodation decisions have been made the accommodation must be documented in a formal educational plan. For most state assessments accommodations are only available to students with an IEP, 504 plan or students identified as an English learner. A formal educational plan for may be used for documenting accommodations on the TCAP. These formal educational plans must meet the following requirements:

1. Based on the student’s education-related need (area of impairment), not preference
2. Created by a team which includes at a minimum
 - a. Parent/guardian
 - b. Licensed educator responsible for student’s academic instruction
 - c. Student
3. Based on empirical data that has been evaluated and found to provide access to instruction and assessment
4. Documented in formalized manner including but not limited to an IEP, a 504 plan or an ELL plan.
5. Reviewed annually, at a minimum, and changed as appropriate to reflect current student education-related need based on up-to-date empirical data
6. Must be signed by team members to indicate attendance and agreement

Each state assessment has a unique set of allowable accommodations as indicated in later sections of this manual. Educational plans may have several sections related to state assessments to indicate accommodations that will be provided for a specific state assessment.

Logistics of providing accommodations during state assessments must be mapped out. It is essential for all of these individuals to know and understand the requirements and consequences of district and state assessments, including the appropriate use of accommodations. Accommodation logistics include but not limited to making sure appropriate assessment forms (large print, braille, high contrast, paper based for computer assessments) are ordered, nonstandard accommodations requests are submitted, testing environments are procured, and test administrators for accommodated sessions are trained. Additionally some accommodations may require work after the assessment such as transcribing student work. It is important to engage the appropriate personnel, including District Assessment Coordinators (DACs), School Assessment Coordinators (SACs) and test proctors to plan the logistics and provision of state assessment accommodations.

Each building must have a testing schedule which includes the necessary accommodations for individual students on testing day. These schedules must plan for test security concerns related to students on unique testing schedules. Students on a unique testing schedule, due to an accommodated session, may not inter-mingle with peers who are on a different schedule. School personnel must take this into consideration as they plan schedules for test days. Additionally, each building is likely to need separate testing environments for the administration of some accommodations.

DACs, SACs and test proctors should know which specific accommodations must be provided to individual students in advance of the first day of testing. These individuals must know how to administer the accommodations properly. Staff who administer accommodations must be trained and know the specific policy so student scores are valid.

Post-Secondary Implications

College and career readiness is an important education outcome for all students. As students plan for their transition to post-secondary settings, it is important for educational teams to have documented students’ use of accommodations.

Section V

Policy for Statewide Assessment Accommodations

Colleges and universities typically only allow accommodations on assessments for students with an IEP or 504 plan, and may allow fewer accommodations than were available in the K-12 setting; thus it is important to consider the postsecondary implication of accommodations on state assessments. This may also be true for students who transition into vocational and other workplace settings.

Accommodation Categories for State Assessments

Colorado state assessments are designed to provide access for the greatest number of students during the assessment; however, due to differences among individuals, some students may need additional supports to access the assessment. These accommodations are divided into categories which indicate for which student the accommodation is allowed.

Standard Accommodations /Accessibility Features

Standard accommodations/accessibility features may be used state assessments by any student regardless of disability or language status. The use of standard accommodations is consistent with administration practices and guidelines. These features increase the accessibility of assessments for all students.

Standard accommodations/accessibility features have been predetermined to maintain the validity, reliability, integrity and comparability of the assessment.

The TCAP and COSA – Science and Social Studies each have a unique set of standard accommodations/accessibility features as indicated in later sections of this manual. Other state assessments only allow accommodations for students with an IEP, 504 plan or identified as an English learner.

Restricted Accommodations

Restricted accommodations are available for use only for students with an IEP, 504 or identified as an English learner. These restricted accommodations provide additional support for specific areas of weakness which would make the assessment inaccessible without the additional support. Students must meet specific criteria which necessitate the accommodation. The criteria affirm the accommodation provides access and does not provide advantage. If a student does not meet the criteria listed the educational team may request a nonstandard accommodation through the DAC.

Nonstandard Accommodations

Students with an IEP or 504 plan may use accommodations regularly during instruction and on classroom and district assessments which is not available as an accommodation for the state testing. For these few students, a request may be made through the DAC for use of this accommodation on the state assessment. Nonstandard accommodations are requested for less than .01 % of students taking TCAP annually.

Decisions about the need for and selection of accommodations for students are the responsibility of the IEP Team or 504 Service Plan Committee. Each request for a nonstandard accommodation, submitted through the DAC to CDE by the state deadline, will be reviewed by a team comprised of representatives from the Colorado Department of Education (CDE) Assessment Unit (AU) and the Exceptional Student Services Unit (ESSU). Each request is reviewed to ensure the accommodation maintains the validity of the assessment and that all state policy criteria are met. Requests that are determined to invalidate the construction of the assessment, provide advantage to a student will be denied, or that do not follow the state policy will be denied.

For further information including request requirements, please see [Appendix E](#).

Special Circumstances

Special circumstances related to assessment are covered in detail in the *Procedures Manual*. Occasionally situations arise when an accommodation for state assessment is needed and a formal educational plan is not in place. Special circumstances which need an accommodation and not covered in this manual or the *Procedures Manual* should be reviewed with the AU to determine if the needed accommodation would result in a valid score for the student.

The AU does not support the testing of grievously ill students.

Students New to District

If a student moves into the district just prior to the test and no documentation is provided about accommodations that have been used, every effort should be made to procure relevant documentation (e.g., IEP, ILP, etc.). If no documentation can be obtained, the student and his/her parent or guardian should be consulted regarding accommodations the student received during instruction and on assessments over the past three months. After every avenue of documentation has been exhausted and fruitless, the new student is eligible for any standard accommodations/accessibility feature the student has received regularly during instruction and on other assessments since arrival in the district. These accommodations must be documented in a formal educational plan prior to use on the state assessment.

To request a nonstandard accommodation for a student new to the school district, an IEP or 504 plan with documentation of accommodations must be obtained from the previous educational setting.

Students Newly Identified as Having a Disability

If a student has just recently been identified as having a disability, but not been formally staffed into special education, then documented standard accommodations/accessibility features may be used on the TCAP or CMAS – Science and Social Studies. This circumstance would not require the three month rule; however, the student should have adequate time to practice and become familiar with the accommodation prior to the assessment.

Students must be formally staffed and on a current IEP or 504 plan prior to requesting a nonstandard accommodation. Late nonstandard accommodation requests may be submitted for students newly identified; however, the review of these requests is dependent on the availability of the review committee.

Unforeseeable Circumstances

At times, students suffer from unforeseeable circumstances less than three months prior to the start of testing, such as a broken arm or a car accident. As a result of these unforeseeable circumstances, a student may require an accommodation that is not documented in a formal educational plan. The student may be provided the necessary standard accommodations. The student should have time to practice the accommodation prior to it being used on the assessment. SACs should ensure use of the accommodation is documented according to district policy. Guidelines for accommodations for these circumstances may be found in the *Colorado Procedures Manual*.

Note: This exception pertains only to unforeseeable circumstances and not those that could have been reasonably predicted by school or district personnel. For example, a student breaks his or her writing arm shortly before the assessment and is physically unable to write in the test booklet. The student would qualify for a scribe or assistive technology as a standard accommodation.

Combined TCAP Reading and Writing Session

The combined session for grades 4 - 10 of the TCAP Reading/Writing assessment contains several reading items and one extended writing prompt at the end of the session.

When administering this combined session to a student using assessment accommodation, it is important to keep the following guidelines in mind:

- Only reading accommodations are allowable for the reading items
- Only writing accommodations are allowable for the final extended writing prompt

If using the Oral Script accommodation, it is necessary that the proctor is familiar with the directions for the Reading/Writing combined session.

Proctors may need to have both the Teacher Read Directions script and the Oral Script for this session. For example, if a student is using the Teacher Read Directions accommodation for reading and the Oral Script accommodation for writing, the Teacher Read Directions script will be used for all reading items, and the Oral Script will be used for the writing prompt of this session.

Section V

Policy for Statewide Assessment Accommodations

Due to the complex nature of this session, grouping considerations must be made prior to beginning of this session.

The grouping for this session may be different than grouping for other sessions of the Reading and Writing assessment. It would be appropriate to group students by accommodation such that students who receive only the Oral Script accommodation are together, students who receive only the Teacher Read Directions accommodation are together, and students who receive both are together.

Section VI: Accommodations for TCAP

Accommodations are about access not higher achievement. Accommodations allow students to engage with the assessment. Accommodations do not reduce the assessment expectations for any student or change what is being tested.

On the student data grid, all accommodations which have a bubble and are used by a student during the assessment must be marked for each subject area.

Any accommodation offered to a student during TCAP must be documented on a formal educational plan prior to the assessment and used consistently and with fidelity during instruction and on assessments, including classroom and district testing, for a minimum of three (3) months prior to the assessment.

Formal educational plans to document accommodation to provide student access to TCAP must meet the following requirements:

1. Based on the student's education-related need (area of impairment), not preference,
2. Created by a team which includes at a minimum
 - a. Parent/guardian
 - b. Licensed educator responsible for student's academic instruction
 - c. Student (as appropriate),
3. Based on empirical data that has been evaluated and found to provide access to instruction and assessment,
4. Documented in formalized manner including but not limited to an IEP, a 504 plan or an ELL plan,
5. Reviewed annually, at a minimum, and changed as appropriate to reflect current student education-related need based on up-to-date empirical data, and
6. Must be signed by team members to indicate attendance and agreement.

Charts:

Presentation Accommodations

Response Accommodations

Setting Accommodations

Timing Accommodations

TCAP Accommodations Chart Legend

- ⊘ = Not Allowable
- R = Restricted Standard
- S = Standard

Section VI

Accommodations for TCAP

Presentation	Accommodation	Reading	Writing	Mathematics	Accommodation Bubbling Code	Grouping Considerations	
	1:	Large Print (18-point font)	S	S	S	2	No
	2:	Extra-Large Print	R	R	R	2	If a distraction
	3:	Black and White Print / High Contrast	S	S	S	No	No
	4:	Color Overlays	S	S	S	No	No
	5:	Low-Vision Devices	R	R	R	No	If a distraction
	6:	Teacher-Read Directions	S	S	S	3	Small Group
	7:	Oral Scripts	⊘	S	S	9	Small Group
	8:	Signing	⊘	R	R	3 or 9 & 6	Small Group
	9:	Braille with Tactile Graphics	R	R	R	1	Individual
	10:	Read Aloud to Self	S	S	S	No	Individual
	11:	Audio Amplification	R	R	R	No	No
12:	Text-to-Speech	⊘	R	R	7	Individual	

1: Large Print (18 point font)

Standard Accommodation

Constraints: Determination for use of this accommodation for students with a diagnosis of blindness or visual impairment must be made with input from a teacher certified in the area of visual impairments. For other students using this accommodation, determination must be based on standard practice in the classroom and with the District Assessment Coordinator.

Implementation: The accommodated test books must be ordered for qualifying students by DACs through the online enrollment system.

Large print books are printed in high contrast.

The student records answers directly on the adapted format book. After testing is completed, student responses are **transcribed** into a regular test book prior to submission for scoring. If the student’s work is not transcribed into a scan-able test book, a “no score” could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.

Students may be assessed in the same testing environment as other students *not* using this accommodation.

Appropriate for: Students with visual impairments
Students with print disabilities

Section VI

Accommodations for TCAP

2: Extra-Large Print (Special Order)

Restricted Accommodation

Restrictions:

IEP or 504 plan Required.

Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments through the [Learning Media Assessment](#) process.

Not to be used in conjunction with Low-Vision devices.

Implementation:

The accommodated test books must be ordered for qualifying students by DACs through CDE in November.

Extra-large print books are printed in high contrast.

These test books are at 200% of the standard print size. The pages of these adapted books are approximately the size of a poster board.

The student records answers directly on the adapted format book. After testing is completed, student responses are **transcribed** into a regular test book prior to submission for scoring. If the student's work is not transcribed into a scan-able test book, a "no score" could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.

The student may need to be assessed in a **separate testing environment** if there is a determination that the accommodated book is a distraction to other students in the testing environment.

Appropriate for:

Students with visual impairments

3: Black and White Print / High Contrast (Special Order)

Standard Accommodation

Constraints:

None

Implementation:

Accommodated test books must be ordered for qualifying students by DACs through CDE in November.

These books come printed as black ink on white paper and are appropriate for use with CCTVs, video magnifiers or other Low-Vision devices that enlarge print. These books may also be used for students who need a high level of contrast between the ink color and the background color.

The student records answers directly on the adapted format book. After testing is completed, student responses are **transcribed** into a regular test book prior to submission for scoring. If the student's work is not transcribed into a scan-able test book, a "no score" could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.

Students may be assessed in the same testing environment as other students not using this accommodation.

Appropriate for:

Students with visual impairments
Students who use a low-vision device
Students with print disabilities

Section VI
Accommodations for TCAP

4: Color Overlays

Standard Accommodation

Constraints:

Students independently manipulate the color overlays.

Tracking tools such as rulers, paper, book markers, or other items used to isolate text are not color overlays. Tracking tools, if needed, must be requested through the nonstandard accommodation process.

Implementation:

Color overlays may be used to adjust print to page contrast. These may be a full page or a partial page of colored plastic.

Students mark answers in their scan-able test book.

Students may be assessed in the same testing environment as other students *not* using this accommodation.

Appropriate for:

Students with visual distortion or scotopic sensitivity

Students with light sensitivity, eyestrain, headaches, blurring of print, or dyslexia

5: Low-Vision Devices

Restricted Accommodation

Restrictions:

IEP or 504 plan Required

The assessment must be administered by a test proctor who is familiar with the device being used.

The student may need to be assessed in a separate testing environment if there is a determination that the device being used is a distraction to other students in the testing environment or the image is projected in such a manner to make it accessible to multiple students at one time.

Implementation:

Low vision devices include magnifiers, Closed Circuit TVs (CCTV), video magnifiers, document cameras or other tools familiar to the students. These tools can be used to display printed material with image enlargement on the screen or monitor.

Low vision devices may not store images of secure test materials.

Administration of this accommodation may require extra time. If additional time is used, the accommodation code "8 – Extended Time" bubble must also be marked.

Appropriate for:

Students with visual impairments

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Accommodations for TCAP

6: Teacher-Read Directions

Standard Accommodation

Constraints:

Administration in a group of no more than 15 students using the same accommodation.

Directions must be read verbatim from the Teacher-Read Direction Script without clarifying, elaborating or providing assistance with the meaning of words.

Readers/Proctors must use even inflection and tone to ensure students do not receive any cues through the manner in which the information is read.

Readers/Proctors read one question and then pause for all students to complete their answers before moving on to the next question.

Readers/Proctors pace the group based on the slowest member of the group.

Students may request directions be repeated; in this situation, Readers/Proctors must repeat directions as printed in the script to all students in the testing environment.

Implementation:

Readers/Proctors must use both the Test Proctor's Manual and the Teacher-Read Directions Script.

Readers/Proctors may have access to the script prior to administration to ensure they are familiar with the terminology and appropriate practices associated with this accommodation. Instructions for early access to assessment materials may be found in the *Colorado Student Assessment System Procedures Manual*.

It is preferred that the Reader is the person who regularly provides this accommodation during classroom instruction.

Teacher-Read Directions Scripts are provided in English for all content areas, and *Lectura* and *Escritura* assessments. These scripts are available to DACs via CTB Navigator in the secure file share area. These scripts are secure testing material.

Teacher-Read Directions Scripts may be translated at the District level into languages other than English.

Groups of students in the same testing environment should have similar skills and abilities for pacing of questions.

Administration of this accommodation may require extra time.

If additional time is used, the accommodation code "8 – Extended Time" bubble must also be marked.

Appropriate for:

Students with visual impairments
Students with communication-processing impairments
Students with reading processing impairments
Students who have difficulty following directions

7: Oral Scripts

Standard Accommodation

Constraints:

Administration in a group of no more than 15 students using the same accommodation.

Directions, assessment items and answer choices must be read verbatim from the Oral Script without clarifying, elaborating or providing assistance with the meaning of words.

Readers/Proctors must use even inflection and tone to ensure students do not receive any cues through the manner in which the information is read.

Readers/Proctors read one question and then pause for all students to complete their answers before moving on to the next question.

Readers/Proctors pace the testing environment based on the slowest member of the group.

Students may request directions, items and answer choices be repeated; in this situation, Readers/Proctors must repeat the directions, item or answer choices as printed in the script to all students in the testing environment.

Oral Scripts are not provided for Reading or Escritura (Spanish Reading).

Implementation:

Readers/Proctors will use both the Test Proctor's Manual and the Oral Script.

Readers/Proctors may have access to the script prior to administration to ensure they are familiar with the terminology and appropriate practices associated with this accommodation. Instructions for early access to assessment materials may be found in the *Colorado Student Assessment System Procedures Manual*.

Oral Scripts are available to DACs via CTB Navigator in the secure file share area. These scripts are secure testing material.

Oral Scripts are provided in English and Spanish for Mathematics and Writing content areas.

Oral Scripts may be translated at the District level into languages other than English and Spanish.

Groups of students in the same testing environment should have similar skills and abilities for pacing of questions.

If additional time is used, the accommodation code "8 – Extended Time" bubble must also be marked.

Appropriate for:

Students with visual impairments
Students with communication-processing impairments
Students with reading-processing impairments

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Accommodations for TCAP

8: Signing for Presentation

Restricted Accommodation

Restrictions:

IEP or 504 plan required with a documented diagnosis of Deaf/Hard-of-Hearing or a student who receives daily instruction through the use of sign language.

Interpreters must use care to not provide cues to correct answers or omit information needed to correctly answer a test item.

The testing environment must have a test proctor and a sign language interpreter.

Students receiving Oral Scripts via sign language must only be in a testing environment with other students receiving the same accommodation.

Implementation:

Interpreters translate either the Teacher-Read Directions or Oral Scripts as the test proctor reads it in the same method of sign language typically used by the student (ASL or SEE). Instructions for Signing of Oral Scripts can be found in Appendix B.

Interpreters may have access to the script prior to administration to ensure they are familiar with the terminology and appropriate practices associated with this accommodation. Instructions for early access to assessment materials may be found in the Colorado Student Assessment System Procedures Manual.

Interpreters must take care when interpreting assessment items to not provide information that would cue the student to the correct answer. Interpreters must not clarify, elaborate or provide assistance with the meaning of words.

If additional time is used, the accommodation code "8 – Extended Time" bubble must also be marked.

Appropriate for:

Students who use sign language as their primary mode for receptive and expressive language

9: Braille with Tactile Graphics

Restricted Accommodation

Restrictions:	<p>IEP or 504 plan required with a documented diagnosis of Visual Impairment including Blindness.</p> <p>Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments.</p> <p>Braille test books must be ordered for qualifying students by DACs through the online enrollment system in November. DACs may order contracted literary braille, or un-contracted literary braille. Determination of which format is needed will be made by a teacher certified in the area of visual impairments through the <u>Learning Media Assessment</u> process.</p> <p>The assessment must be administered by a teacher who is proficient in reading braille.</p> <p>The assessment must be administered in an individual testing environment.</p>
Implementation:	<p>Test proctors will need to have access to the testing materials prior to administration to ensure they become familiar with the special instructions included with the test books and to gather additional materials needed for administration of the assessment. Instructions for early access to assessment materials may be found in the <i>Colorado Student Assessment System Procedures Manual</i>.</p> <p>Braille test books may be disassembled in order for the student to have access to multiple pages at one time. It is critical for the test proctor to ensure all pages of a disassembled book are secure and returned to the SAC.</p> <p>The student records answers directly on the adapted format book, on blank braille paper, or uses a braille notetaker*. After testing, student responses are then transcribed into a regular test book to be submitted for scoring. The transcription must be completed by a certified teacher proficient in braille. If student work is not transcribed into a scan-able test book, a “no score” could result. Instructions for transcription can be found in the <i>Colorado Student Assessment System Procedures Manual</i>.</p> <p>If additional time is used, the accommodation code “8 – Extended Time” bubble must also be marked.</p>
Appropriate for:	Students who read and write braille

* Some models of the braille notetaker require a connection to the internet for use. In these situations, for test security reasons, another independent form of response must be used.

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Accommodations for TCAP

10: Read Aloud to Self

Standard Accommodation

Constraints: The test proctor may not provide assistance with reading or the meaning of words.

Implementation: The assessment must be given in an individual testing environment.

Appropriate for: Students who self-accommodate for reading comprehension or decoding of text.

11: Audio Amplification

Restricted Accommodation

Restrictions:

IEP or 504 plan required

The test proctor must be familiar with the amplification system being used.

Implementation:

Either personal or classroom-based systems can be used.

The audio system must be used in conjunction with a printed test.

Appropriate for:

Students with hearing impairments

Students who have difficulty “tuning out” ambient noise

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12: Text-to-Speech

Restricted Accommodation

Restrictions:

IEP or 504 plan required

Not available for the Reading assessments.

The text-to-speech software/technology must “read” the **Oral Script** in Mathematics and Writing tests. Content specific vocabulary that is part of the construct of the assessment is eliminated in the oral scripts.

Implementation:

This accommodation must be used with a standard print, braille, or large print version of the test so the student can have access to all the testing materials and complete the assessment while using the technology.

All digital copies of test books created when using test-to-speech software must be securely removed from machines upon completion of the testing window. It is the DAC’s responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form found in Appendix D to verify this has been completed. This documentation must be available upon request by CDE.

If additional time is used, the accommodation code “8 – Extended Time” bubble must also be marked.

Appropriate for:

Students with visual impairments
Students with communication-processing impairments
Students with reading-processing impairments

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Response		Accommodation	Reading	Writing	Mathematics	Accommodation Bubbling Code	Grouping Considerations
	13:	Speech-to-Text	S	R	S	7	Individual
	14:	Braille	R	R	R	1	If a distraction
	15:	Assistive Technology	S	S	S	7	Small Group
	16:	Word Prediction	S	R	S	7	Small Group
	17:	Talking Calculator	R	R	R	No	If a distraction
	18:	Math Manipulatives	S	S	S	4	Small Group
	19:	Abacus and Tactile Math Manipulatives	R	R	R	4	Individual
20:	Scribe	R	R	R	5	Small Group	

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Accommodations for TCAP

13: Speech-to-Text

Standard Accommodation: Reading and Math

Restricted Accommodation: Writing

Constraints:

IEP or 504 plan required for use on the Writing assessments.

The student will need to be assessed in a separate testing environment.

Students must be given a printed draft (Writing session 1) of their work for the final copy (Writing session 2) and may not begin with a previously saved work.

Extra time may not be given for “lost” work.

Implementation:

After the student dictates responses to a computer, a **printed** document is generated that the student may edit. When the student is satisfied, the answers and work related to those answers must be **transcribed** verbatim into a regular test book to be submitted for scoring. If student’s work is not transcribed into a scan-able test book, a “no score” could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.

Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials.

All student responses must be removed from the device used immediately following the printing of student responses. It is the DAC’s responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form found in Appendix G, to verify this has been completed. This documentation must be available upon request by CDE.

The printed copies containing student’s answers are secure materials and must be returned to CTB in the “Not to be scored” boxes.

Appropriate for:

Students with visual impairments

Students with fine motor, writing or motor impairments

14: Braille

Restricted Accommodation

Restrictions:	<p>IEP or 504 plan required with a documented diagnosis Visual Impairment including Blindness.</p> <p>Student work must be transcribed by a teacher who is proficient in reading braille.</p> <p>The same constraints related to test security apply for Assistive Technology as outlined in that section.</p>
Implementation:	<p>The paper containing student’s answers are secure materials and must be returned to CTB in the “Not to be scored” boxes.</p> <p>The student’s responses must be transcribed into a regular test book to be submitted for scoring. If student’s work is not transcribed into a scan-able test book, a “no score” could result. Instructions for transcription can be found in the <i>Colorado Student Assessment System Procedures Manual</i>.</p>
Appropriate for:	<p>Students who read and write braille</p>

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15: Assistive Technology

Standard Accommodation

Constraints:

The use of assistive technology as a response accommodation includes:

- augmentative communication devices
- personal portable keyboards
- computers / laptops.

iPads may be used for the TCAP assessments if they have iOS6 with Guided Access and all the requirements below are followed:

- Accessibility settings in the iOS6 have “Guided Access” turned on. Guided Access is then enabled within the Pages app and prevents the student from leaving the word processing app in any way.
- All work that the student has completed previously will be removed from the Pages app document area prior to TCAP testing.
- The student’s responses on the state assessment are moved to the teacher’s computer through a hardwire USB connection where it can then be printed and transcribed into the student test book.
- The iPad is secured while student answers are on the device.
- Internet access to the device is disabled through the setting on the device or by blocking the devices IP address.

Additional considerations for test security must be applied when students are using assistive technology.

- Students must be seated in such a manner that they cannot see other students’ monitors.
- Students must *not* retrieve or access work from another student.
- Students must *not* be able to access additional programs while in the testing environment.
- Students must *not* be able to access the Internet while in the testing environment.
- Student must *not* be able to access any previously saved data while in the testing environment.
- Assistive technology devices with student answers on them are secure test materials and must be secured while student answers are on the device.

Extra time may not be given for “lost” work.

Students must be given a printed draft (Writing session 1) of their work for the final copy (Writing session 2) and may not begin with previously saved work.

Grammar checking capability on word processing software must be disabled during the writing assessment.

Implementation:

Students who use assistive technology to respond regularly in the classroom and for assessments and who have the appropriate documentation on their formal educational plans should use technology in lieu of a scribe for state assessments.

The student’s responses must be **printed** and **transcribed** into a regular test book to be submitted for scoring. Transcribing directly from an assistive technology device is not allowed. If student’s work is not transcribed into a scan-able test book, a “no score”

could result. Instructions for transcription can be found in the *Colorado Student Assessment System Procedures Manual*.

Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following printing. It is the DAC's responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form found in Appendix D, to verify this has been completed. This documentation must be available upon request by CDE.

The printed paper containing student's answers are secure materials and must be returned to CTB in the "Not to be scored" boxes.

To approximate the amount of space provided for transcribing response items in the test book, the following information may be used as a guide:

Short Constructed Response: up to 30 words
Constructed Response: up to 150 words per page
The Writing Prompt: up to 600 words (4 pages)

Appropriate for:

- Students with visual impairments
- Students with hearing impairments
- Students with fine motor, writing or motor impairments
- Students with print disabilities
- Students with communication impairments

Section VI
Accommodations for TCAP

16: Word Prediction

Standard Accommodation: Reading and Mathematics

Restricted Accommodation: Writing

Constraints:

IEP or 504 plan required for use on Writing assessment.

Students using this accommodation must be tested in a separate testing environment from students not using this accommodation, with no more than 15 students in the testing environment.

Since this software is used in conjunction with assistive technology devices, all constraints indicated with assistive technology apply. Software must work independent of the internet.

If students are using an auditory component to the word prediction software, students must use headphones that prevent other students from hearing the sound for another computer or be tested in a separate environment.

Students must manipulate the software program and their work independently. Test proctors may not assist students or provide instructions for use of the program during testing.

Implementation:

Students may use commercially published word prediction software.

Appropriate for:

Students with fine motor, writing or motor impairments
Students with communication impairments
Students with print disabilities

17: Talking Calculator

Restricted Accommodation

Restrictions:	IEP or 504 plan required with a documented diagnosis of Visual Impairment including Blindness. The student will need to be assessed in a separate testing environment.
Implementation:	Use in place of a non-talking calculator for sessions where calculators are allowed for all students.
Appropriate for:	Students with visual impairments.

Section VI
Accommodations for TCAP

18: Math Manipulatives

Standard Accommodation

Constraints: Manipulatives may be used to help students think; they are not to give students answers.

Allowable math manipulatives are limited to:

- touch math dots
- items to count by ones (blocks, bears, beans, etc.)
- positive integer number lines
- 1 – 100 chart
- Refer to Abacus and/or Tactile Math Manipulatives for students with a diagnosis of blindness/visual impairment.
- Examples of math manipulatives not allowed include a calculator, base ten blocks, and addition/subtraction/multiplication/division charts.

The student may need to be assessed in a separate testing environment if there is a determination that the math manipulatives are a distraction to other students in the testing environment.

Math manipulatives not listed above will need to be approved through the nonstandard accommodation process.

Implementation: The student independently manipulates the math manipulates to assist in thinking.

Appropriate for: Students with mathematical impairments

19: Abacus and/or Tactile Math Manipulatives

Restricted Accommodation

Restrictions: IEP or 504 plan required with a documented diagnosis of Blindness/Visual Impairment.

Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments.

Tactile math manipulatives include but not limited to:

- dark lined or raised lined graph paper
- graphing materials that are used regularly to complete graphing
- tactile adaptations on graphs/charts (e.g. push pins to show points on a graph)
- Geoboard
- raised line drawing tools
- braille ruler
- braille protractor

This accommodation may only be used on the mathematics assessment.

The student must be assessed in a small group or a separate testing environment.

Implementation: An abacus is paper and pencil in mathematics for students with a documented diagnosis of blindness/visual impairment. For example, a student without a visual impairment will do their math calculations on the test book; a student with a diagnosis of blindness/visual impairment will do their calculations on an abacus or using math manipulatives. The test proctor will record the student's work in the test book for constructed response items.

All extra/adaptive paper used by the student during the assessment are secure materials and must be returned to CTB in the "Not to be scored" boxes.

Appropriate for: Students with visual impairments

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Accommodations for TCAP

20: Scribe

Restricted Accommodation

Restrictions:

IEP or 504 plan required.

A scribe is only for those students who have ***a physical disability that impacts their writing*** to the degree that they are unable to write their own responses into the test booklets. In some cases, these students may be able to respond with assistive technology or other means and have their responses transcribed into the test booklet.

In very rare cases, a student who does not have a physical writing disability but due to other disability factors may need a scribe for all regular classroom activities and assessments. This student has the complicating factors and the accommodation document in his/her IEP. For these students, the accommodation must be applied for and approved through the nonstandard accommodation process.

Scribing cannot be used to compensate for:

- poor handwriting
- poor spelling
- difficulty with writing organization
- slow production
- lack of instruction in assistive technology use
- student's resistance to performing writing tasks

Students should respond independently whenever possible and use a scribe only when necessary. In many cases, a student can draw a chart, graphic or provide another constructed response independently.

A scribe may not edit or alter student work and must record verbatim what the student has dictated.

The student must be assessed in a separate testing environment.

Implementation:

The same scribe must be used for the entire session administered. There can be a different scribe for different sessions of the test book.

Scribes must allow the student to review and edit what the scribe has written.

Individuals who serve as scribe must prepare carefully to know the vocabulary involved and to understand the boundaries of the assistance to be provided.

Students who use technology (word processor) to respond on a day-to-day basis in the classroom and for assessments and who have the appropriate documentation on their formal educational plans should use technology in lieu of a scribe for state assessments.

Instructions for scribes can be found in Appendix C.

Appropriate for:

Students who are physically unable to write, for example a student having a physical disability such as cerebral palsy
Students who have extreme physical fatigue due to an orthopedic disability

Section VI
Accommodations for TCAP

Setting							
		Accommodation	Reading	Writing	Mathematics	Accommodation Bubbling Code	Grouping Considerations
	21:	Sensory	S	S	S	No	If a distraction
	22:	Pencil Grips or Large Pencils	S	S	S	No	No
	23:	Noise Buffers	S	S	S	No	No
24:	Small Group	S	S	S	No	No	

Section VI
Accommodations for TCAP

21: Sensory Tools

Standard Accommodation

Constraints:

None.

Implementation:

Student sensory needs may include but are not limited to:

- slant board
- special chair
- balance ball
- fidget toys
- weighted vest

The student may need to be assessed in a separate testing environment if there is a determination that the item to meet a student’s sensory need is a distraction to other students in the testing environment.

Appropriate for:

Students with sensory impairments
Student with Autism Spectrum Disorder (ASD)

22: Pencil Grips or Large Pencils

Standard Accommodation

Constraints:	Must use #2 lead.
Implementation:	The size may be adapted for students who have difficulty using a standard-sized pencil.
Appropriate for:	Students with physical impairments

Section VI
Accommodations for TCAP

23: Noise Buffer

Standard Accommodation

Constraints:

None.

Implementation:

Earphones, earplugs or headphones not connected to any audio device are examples of possible noise buffers.

For students who require noise buffers with audio, the accommodation must be applied for and approved through the nonstandard accommodation process.

Appropriate for:

Students with sensory impairments and/or sensory hypersensitivity

24: Small Group

Standard Accommodation

Constraints:	<p>The location must be a secure and safe environment that is monitored and proctored while the assessment is being given.</p> <p>Small groups may consist of 1 – 15 students using no accommodations or the same accommodation.</p>
Implementation:	<p>Students who are easily distracted or may be disruptive in a general assessment setting may be tested individually or in small groups. Some accommodations require individual or small group settings.</p>
Appropriate for:	<p>Students who are easily distracted Students who may be disruptive Students using accommodations that require a small group setting</p>

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Accommodations for TCAP

Timing		Accommodation	Reading	Writing	Mathematics	Accommodation Bubbling Code	Grouping Considerations
	25:	Extended Time	S	S	S	8	Small Group
	26:	Time of Day	S	S	S	No	Small Group
	27:	Breaks: Multiple or Frequent	S	S	S	No	Small Group

25: Extended Time

Standard Accommodation

Constraints:

Each assessment session must be completed within the scheduled day in which it was started.

The student must be assessed in a small group testing environment with fairly equivalent skills and abilities.

All students must remain in the testing environment and maintain standardized testing conditions until all students have completed the scheduled session.

Students must not intermingle with other students who have taken different assessment sessions. This includes all classes, lunch, recess, off periods, etc.

Implementation:

Scheduling of extended time sessions should follow the same testing order and be as similar to the general test schedule as possible.

Extended time does not mean unlimited time. Extended time usually means time and a half (90 minutes for a 60 minute session). Some students may require only a brief extension beyond time and a half to finish their work. In this case students may keep working. The test proctor will need to use their professional judgment in determining if a brief extension in the timing for this accommodation is warranted. All students in the testing environment must remain until such time as all test books are returned to the test proctor.

Students must be afforded the opportunity to use the entire amount of time allotted for the test session. Please see the Colorado Procedures Manual section 10.6 for guidelines for students after completing a test session.

In an extended time testing environment, test proctors follow all instructions in the test proctor manual, including the "10 minute warning." This announcement will be given when there is 10 minutes left at the session (generally speaking once 80 minutes have passed).

If the standard testing time for that session has passed (typically 60 minutes) and all students have turned in their test books, the testing session may end. Students are not required to remain in the standardized testing environment once all students have finished testing for that session. However, it is critical that students do not feel compelled to complete the test quickly due to peer pressure or being the last student to still be working on the assessment.

In rare instances, a student will need more than time and a half on the state assessment such as double time. The amount of additional time needed must be documented in their formal educational plan. This student's unique testing schedule must be planned for and approved by the DAC to ensure all the requirements for test security have been met. Professional judgment must be used in determination of an individual student's need. All constraints for extended time must be maintained.

For students who require extended time over multiple days for a test session, the accommodation must be applied for and approved through the nonstandard

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accommodation process.

The test proctor should have an attendance sheet or other form where documentation of start time for the room and end time for each student is marked to determine if extended time was used on an individual student basis.

The data code on the student data grade is not marked for students in an extend time environment if the test was completed within the standard timing for that session.

Appropriate for:

Students with motor impairments

Students with processing impairments

Students with other accommodations that require extra time

26: Time of Day

Standard Accommodation

Constraints:	<p>If a student must be tested on a different timeline from the general student testing schedule, the DAC must be consulted when developing the student’s unique testing schedule to ensure all the requirements for test security have been met.</p> <p>Students must not intermingle with other students who have taken different assessment sessions. This includes all classes, lunch, recess, off periods, etc.</p>
Implementation:	<p>Student tests the same sessions on the same day in the same order as other students at the school but at the time of day that the student typically performs his/her best.</p>
Appropriate for:	<p>Students who perform best at a particular time of day</p>

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27: Breaks: Multiple or Frequent

Standard Accommodation

Constraints:

Students may not discuss any questions or answers on the assessment during breaks.

Students may not remove any of the secure assessment material from the room during their breaks.

Students may not read or access the internet during a break.

Students must not intermingle with other students who have taken different assessment sessions. This includes all classes, lunch, recess, off periods, etc.

Breaks do not stop the testing clock. This accommodation may be combined with extended time but not for more than time and a half.

For students who need “stop the clock” breaks, it must be requested and approved through the nonstandard accommodation process. Some examples of when a student may need a “stop the clock” break include medical concerns such as low blood sugar, needing to eat, or needing an extended cognitive rest due to a traumatic brain injury.

For unforeseeable medical concerns such as seizure activity, the student should be considered as becoming “ill during testing.” Refer to the Colorado Procedures Manual for these circumstances.

Breaks are not overnight once a session has begun; all assessments must be completed during the same academic day. Exceptions to this rule must be applied for through the nonstandard accommodation process.

The student must be assessed in an individual testing environment or in a small group testing environment with students with similar break needs. All students must remain in the testing environment until all students have completed the session.

Implementation:	<p>Breaks may be predetermined or given on an as-needed basis.</p> <p>Students should remain in the testing environment for breaks during each testing session. The student may stand up, walk around, or similar activities. The secure standardized testing environment must be maintained and the break activity must not be a distraction to other students in the testing environment.</p> <p>The exception for students remaining in the testing environment would be for using the restroom or if a student needs to access special equipment, such as sensory equipment for calming. In these cases arrangements should be made for the student to be escorted, in order to minimize interactions with other students on a different testing schedule.</p>
Appropriate for:	<ul style="list-style-type: none">Students with sensory impairmentsStudents with attention impairmentsStudents with health issuesStudents who experience fatigue due to cognitive overloadStudents who experience fatigue from eye strain due to low visionStudents who experience frustration

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Accommodations for TCAP

Nonstandard		Accommodation	Reading	Writing	Mathematics	Accommodation Bubbling Code	Grouping Considerations
	28:	Other accommodations not specified on previous tables		R	R	R	A

28: Nonstandard Accommodations	
	<p>Restricted Accommodation</p>
Restrictions:	<p>IEP or 504 plan required</p> <p>Requested annually through the DAC by the deadline of December 13, 2013.</p> <p>Approved accommodations may only be used on state assessment without consequences to student scores prior to test administration.</p>
Implementation:	<p>Specific requirements for implementation are included in the approval letter DACs receive from the nonstandard accommodations team.</p> <p>Further information may be found in Appendix A.</p>
Appropriate for:	<p>Students with an IEP or 504 plan who have unique needs to access the assessment.</p>

Section VII:

Accommodations for CoAlt – R, W & M

Accommodations for CoAlt – S & SS

The Colorado Alternate (CoAlt) assessments are standardized academic assessments developed to be accessible to students with significant cognitive disabilities. The CoAlt – Reading, Writing and Mathematics (CoAlt – R, W & M) assessment measures student progress towards Colorado’s Expanded Benchmarks in grades 3-10. The CoAlt – Science and Social Studies (CoAlt – S & SS) assessments measures student progress towards the Extended Evidence Outcomes of the Colorado Academic Standards. Science assessments are given in grades 5, 8 and 12. Social Studies assessments are given in grades 4, 5, and 12.

Students taking these assessments typically require individualized supports to meet student communication needs. Test examiners may need to adapt materials and presentation methods while maintaining the assessments’ standardization, validity and reliability. Accommodations should make test materials accessible to the student and allow the student to respond to test materials without changing the construct of the assessment.

Some common accommodations on CoAlt include:

- Material size
- Material contrast levels
- Use of concrete or 3-dimensional objects
- Cutting the answer choices apart
- Use of assistive technology devices
- Pictures colored

As with any accommodation used on statewide assessments, CoAlt accommodations must be documented on the student’s IEP. Accommodations must be used regularly during instruction and on classroom/district assessments for at least three months prior to the assessment window.

Reproduction of answer choices and task manipulatives is only permitted for individualized accommodations. These reproductions are secure testing materials and must be returned to the SAC after production and administration.

In order to facilitate the adaptation of materials, DACs may download electronic versions of student materials from secure file share sites. CoAlt – R, W, & M PDFs may be downloaded from [CTB Navigator](#). CoAlt – S & SS PDFs may be downloaded from Pearson’s SFTP.

The content of an item must not be changed by the use of an accommodation, as that would be considered a modification of the item and would invalidate the assessment. Additionally, accommodations must not lead students to select a particular answer. For example, if modified picture representations are used and the student is provided three black and white pictures and one color picture, the accommodation would entice the student to select the color picture, thus compromising the item.

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A simplified way to remember not to invalidate the construct of the assessment is to follow these rules:

1. *Do not* read the reading passages.
2. *Do not* translate the reading passages
3. *Do not* write the writing assessment
4. *Do not* decrease or increase the number of answer options

The picture symbols provided in the CoAlt assessment should be used, except in the following circumstances:

- The student needs to use objects rather than pictures
- The student needs pictures of real objects rather than drawings
- The student has a personal lexicon with a specific representation for the concept or words in the student answer choices – in this case, all answer choices must be from the student’s personal lexicon.

For each item, the test examiner will need to be aware of the indicator being assessed in order to ensure that the accommodation will not interfere with what is being measured. For example, if the assessed indicator is “estimate a number up to 20” and the student is provided only answer choices on his or her communication device that could be correct, then the item is compromised because there are no incorrect choices or distracters.

As test examiners are individualizing testing materials for students they must consider two questions:

1. What does the student need to access the assessment?
2. What is being measured?

The following tables outline common standard accommodations for CoAlt and their corresponding accommodation codes. All accommodations with codes used during testing are marked on the student data grid.

CoAlt Accommodations Tables Legend

- ⊘ = Not Allowable
- S = Standard

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Presentation	Accommodation	Reading	Writing	Mathematics	Science	Social Studies	Accommodation Bubbling Code
	1: Color Overlays	S	S	S	S	S	Other
	2: Low-Vision Devices	S	S	S	S	S	Other
	3: Signing of Test Examiner Statements	S	S	S	S	S	Signing
	4: Reading or Signing of Reading Passages	⊘	N/A	N/A	N/A	N/A	No
	5: Braille with Tactile Graphics	S	S	S	S	S	Braille
	6: Audio Amplification	S	S	S	S	S	Other
	7: Modified or Enlarged Picture Symbols	S	S	S	S	S	Modified Picture Symbols
	8: Real Objects	S	S	S	S	S	Objects
	9: Assistive Technology	S	S	S	S	S	AT

Response	Accommodation	Reading	Writing	Mathematics	Science	Social Studies	Accommodation Bubbling Code
	10: Assistive Technology	S	S	S	S	S	AT
	11: Scribe ¹	N/A	⊘	N/A	N/A	N/A	No
	12: Signing to Communicate to Test examiner	S	⊘	S	S	S	Signing
	13: Eye Gaze	S	S	S	S	S	Eye Gaze
	14: Underlining/Highlighting	S	S	S	S	S	No
	15: Student's Preferred Writing Tool	S	S	S	S	S	No

Setting	Accommodation	Reading	Writing	Mathematics	Science	Social Studies	Accommodation Bubbling Code
	16: Sensory	S	S	S	S	S	No
	17: Change of Location	S	S	S	S	S	No
	18: Noise Buffers	S	S	S	S	S	No
	19: Small Group	N/A	N/A	N/A	N/A	N/A	No

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Timing		Accommodation	Reading	Writing	Mathematics	Science	Social Studies	Accommodation Bubbling Code
	20:	Time of Day	S	S	S	S	S	Other
	21:	Multiple or Frequent Breaks	S	S	S	S	S	Other

1 CoAlt is an individually administered assessment in which the test examiner scores student responses at the time of the assessment. Students do not write or bubble in answers for reading, mathematics, or science. Using a scribe for the writing sessions invalidates the construct of the assessment.

1: Color Overlays	
	<p>CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation</p>
Implementation:	<p>Color overlays may be used to adjust print-to-page contrast. These may be a full page or a partial page of colored plastic.</p> <p>Students select their answers.</p> <p>Accommodation Bubble: Other</p>
Appropriate for:	<p>Students with visual distortion or scotopic sensitivity. Students with light sensitivity, eyestrain, headaches, blurring of print, or dyslexia.</p>

2: Low-Vision Devices	
	<p>CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation</p>
Implementation:	<p>The assessment must be administered by a test examiner who is familiar with the device being used.</p> <p>Low vision devices include magnifiers, Closed Circuit TVs (CCTV), document cameras or other tools familiar to the students. These tools can be used to display printed material with image enlargement on the screen or monitor.</p> <p>Low vision devices may not store images of secure test materials.</p> <p>Accommodation Bubble: Other</p>
Appropriate for:	<p>Students with visual impairments.</p>

3: Signing of Test Examiner Statements	
	<p>CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation</p>
Implementation:	<p>Interpreters translate the test examiner Statements in the same method of sign language typically used by the student (ASL, PSE, or SEE). Interpreters must use care to not provides cues to correct answers or omit information needed to correctly answer a test item.</p> <p>Interpreters may have access to the CoAlt prior to administration to ensure they are familiar with the terminology and appropriate practices associated with this accommodation. Instructions for early access to assessment materials may be found in the <i>Colorado Student Assessment System Procedures Manual</i>.</p> <p>Accommodation Bubble: Signing</p>
Appropriate for:	<p>Students who use sign language as their primary mode for receptive and expressive language</p>

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4: Reading or Signing of Reading Passages	
	Not Allowable
Implementation:	CoAlt is an individually administered assessment where questions and answer choices are presented orally to students. The reading assessment is designed to measure <i>decoding</i> and <i>comprehension</i> simultaneously. Fluency, phonemic awareness, and phonics are not measured on these assessments with reading passages. Accommodation Bubble: Misadministration
Appropriate for:	None

5: Braille with Tactile Graphics	
	CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation
Implementation:	The assessment must be administered by a teacher who is proficient in reading braille. Test examiners will need to have access to the testing materials prior to administration to braille the answer choices and reading passages, and to make needed accommodations for tactile graphics. Instructions for early access to assessment materials may be found in the <i>Colorado Student Assessment System Procedures Manual</i> . DACs may access electronic student materials through CTB navigator secure file sharing. Accommodation Bubble: Braille
Appropriate for:	Students who read and write braille.

6: Audio Amplification	
	CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation
Implementation:	The test examiner must be familiar with the amplification system being used. Either a personal or classroom-based system can be used. Accommodation Bubble: Other
Appropriate for:	Students with hearing impairments. Students who have difficulty “tuning out” ambient noise.

7: Modified or Enlarged Picture Symbols	
	<p>CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation</p>
Implementation:	<p>Modified or enlarged picture symbols must be consistent in format, size, coloring and style. For example, if pictures of real objects are used, then all answer options presented for that question must be pictures of real objects.</p> <p>Modified pictures must be representative of the original set of answer choices provided. Selection of modified picture symbols must be made with care to not provide cues to correct answers.</p> <p>Test examiners will need access to the testing materials prior to administration to make modifications or enlarge the assessment and make needed accommodations for tactile graphics. Instructions for early access to assessment materials may be found in the <i>Colorado Student Assessment System Procedures Manual</i>.</p> <p>DACs may access electronic student materials through CTB navigator secure file sharing.</p> <p>Accommodation Bubble: Modified Picture Symbols</p>
Appropriate for:	<p>Students with visual impairments. Students who use a low-vision device. Students who use specific symbol sets.</p>

8: Real Objects	
	<p>CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation</p>
Implementation:	<p>Real objects must be representative of the original set of answer choices provided. Selection of modified picture symbols must be made with care to not provide cues to correct answers.</p> <p>Test examiners will need access to the testing materials prior to administration to braille the assessment and make needed accommodations for tactile graphics. Instructions for early access to assessment materials may be found in the <i>Colorado Student Assessment System Procedures Manual</i>.</p> <p>Accommodation Bubble: Modified Picture Symbols</p>
Appropriate for:	<p>Students with visual impairments. Students who use a low-vision device. Students who use specific symbol sets.</p>

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9 & 10: Assistive Technology	
	<p>CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation</p>
Implementation:	<p>The use of assistive technology includes but is not limited to: augmentative communication devices, personal portable keyboards, and/or computers and laptops.</p> <p>Test examiners will likely need access to the testing materials prior to administration to program devices. Instructions for early access to assessment materials may be found in the <i>Colorado Student Assessment System Procedures Manual</i>.</p> <p>Additional considerations for test security must be applied when students are using assistive technology: Students must <i>not</i> retrieve or access work from another student. Students must <i>not</i> be able to access additional programs or the Internet while in the testing environment.</p> <p>Assistive technology devices with assessment-specific answer choices and student responses on them are secure test materials until the secure test information is removed from the device. For personal communication devices, a “hidden” page accessible only by the test examiner can be considered secure but must be removed at the end of testing.</p> <p>Assistive technology may not be used to read the reading passages to students as this invalidates the construct of the reading assessment.</p> <p>Only authorized personnel may have access to the test, test materials and student answers.</p> <p>Accommodation Bubble: AT</p>
Appropriate for:	<p>Students who use assistive technology for communication. Students who use assistive technology on a day-to-day basis in the classroom and for assessments.</p>

11: Scribe	
	<p>Not Allowable</p>
Implementation:	<p>CoAlt is an individually administered assessment in which the test examiner scores student responses at the time of the assessment. Students do not write or bubble in answers for reading, or mathematics. The writing test includes both selected response (multiple choice) and constructed response (written) items. The construct for constructed response items is for the student to <i>independently create a permanent product that conveys meaning</i>.</p> <p>Bubble: Misadministration</p>

12: Signing to Communicate to the test examiner	
	<p>CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation</p>
Implementation:	<p>CoAlt is an individually administered assessment in which the test examiner scores student responses at the time of the assessment. Interpreters translate signed student responses in the same method of sign language typically used by the student (ASL or SEE).</p> <p>Students may not sign to a scribe for the written response on the writing assessment, as use of a scribe is not allowed on that section of the assessment.</p> <p>Accommodation Bubble: Signing</p>
Appropriate for:	Students who use sign language as their primary mode for receptive and expressive language

13: Eye Gaze	
	<p>CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation</p>
Implementation:	<p>Test examiners will adapt student materials to meet the eye gaze equipment regularly used for the student. It is important that the test examiner be familiar with the student’s individual mode of communication to correctly interpret the student’s responses.</p> <p>For the writing assessment, the student should use their individual mode of creating a permanent written product for non-selected response items. Using eye gaze with a scribe on constructed response writing items is not allowed (see scribe).</p> <p>Test examiners will need access to the testing materials prior to administration to make needed accommodations for eye gaze equipment. Instructions for early access to assessment materials may be found in the <i>Colorado Student Assessment System Procedures Manual</i>.</p> <p>Accommodation Bubble: Eye Gaze</p>
Appropriate for:	Students who use eye gaze as their primary mode for receptive and expressive language

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14: Underlining / Highlighting	
	CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation
Implementation:	Students may underline or highlight portions of the assessment such as reading passages. Test examiners may not underline or highlight the assessment as that may provide cues to correct answers, or omit information needed to correctly answer a test item. Accommodation Bubble: None
Appropriate for:	Students with print disabilities. Students with communication impairments.

15: Student's Preferred Writing Tool	
	CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation
Implementation:	CoAlt student responses are not scanned; therefore, students may use their preferred writing tool. Accommodation Bubble: None
Appropriate for:	Students with physical impairments Students with sensory integration impairments Students with strong preferences on writing instruments

16: Sensory	
	CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation
Implementation:	Student sensory needs may include but are not limited to: <ul style="list-style-type: none">• slant board• special chair• balance ball• fidget toy• weighted vest Accommodation Bubble: None
Appropriate for:	Students with sensory impairments

17: Change of Location	
	<p>CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation</p>
Implementation:	<p>Student may have specific needs as to the location the assessment is given in such as being assessed in a familiar location.</p> <p>It is important that the testing environment be free of distractions and test security is adhered to. Multiple students may not be in the testing environment at the same time.</p> <p>The location must be a secure and safe environment that is monitored while the assessment is being given.</p> <p>Accommodation Bubble: None</p>
Appropriate for:	<p>Students with sensory impairments Students with strong preferences on location</p>

18: Noise Buffer	
	<p>CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation</p>
Implementation:	<p>Earphones, earplugs or headphones are examples of possible noise buffers.</p> <p>The student must be able to hear and interact with the test examiner during the assessment.</p> <p>Accommodation Bubble: None</p>
Appropriate for:	<p>Students with sensory impairments</p>

19: Small Group	
	<p>Not Applicable</p>
Implementation:	<p>CoAlt is an individually administered assessment.</p> <p>Accommodation Bubble: None</p>
Appropriate for:	<p>Not Applicable</p>

20: Time of Day	
	<p>CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation</p>
Implementation:	<p>CoAlt is an individually administered assessment. Students preferred time of day should be considered during development of the school testing schedule.</p> <p>Accommodation Bubble: Other</p>
Appropriate for:	<p>Students who perform best at a particular time of day</p>

Section VII

Accommodations for CoAlt

21: Breaks: Multiple or Frequent	
	CoAlt – R, W & M Standard Accommodation CoAlt – S & SS Standard Accommodation
Implementation:	Breaks may be predetermined or given on an as-needed basis. Breaks may be given after any question is completed. Breaks may be overnight. Students may not remove any of the secure assessment material from the room during their breaks. Accommodation Bubble: Other
Appropriate for:	Students with sensory impairments Students with attention impairments Students with health issues Students who experience fatigue due to cognitive overload Students who experience fatigue from eye strain due to low vision Students who experience frustration

Section VIII: Accommodations for ACCESS for ELLs Accommodations for Alternate ACCESS for ELLs

ACCESS for ELLs Assessment

The ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) assessment is a secure assessment of English language proficiency. This assessment is given annually to students identified as non-English proficient or limited-English proficient, in grades K-12. The Alternate ACCESS for ELLs is available for students who qualify to take the CoAlt and are also identified as an English language learner (ELL) in grades 1-12.

The No Child Left Behind Act (NCLB 2001) requires that all students identified as ELLs be assessed annually for English language proficiency, including students who receive special education services. These assessments provide educators and parents information about the student's English language proficiency level in the skill areas of Listening, Speaking, Reading, and Writing.

Accommodations for this assessment are **only available to students with disabilities**, and the testing accommodation must be stated in the student's Individual Education Plan (IEP) or 504 Plan. Accommodations used on the state ELP assessment should be used regularly during instruction to provide access to grade level content.

Accommodations for this assessment are based on the guidelines established by the WIDA Consortia. Accommodations allowed on these assessments may not be available to Colorado-specific state assessments. Conversely, accommodations available on Colorado-specific statewide assessments may not be available on ACCESS for ELLs.

Allowable accommodations for ACCESS for ELLs and the Alternate ACCESS for ELLs are the same.

Section VII

Accommodations for CoAlt

	Accommodation	Assessment Domains				
		<i>Listening</i>	<i>Reading</i>	<i>Writing</i>	<i>Speaking</i>	<i>CODE</i>
Presentation	Translation of test directions ¹ into native language	Yes	Yes	Yes	Yes	TD
	Translation of test directions ¹ into sign system	Yes	Yes	Yes	Yes	TD
	Explanation of test directions ¹	No	No	No	No	TD
	Repeat test directions ¹	Yes	Yes	Yes	Yes	TD
	Use test directions ¹ that have been highlighted by teacher	No	No	No	No	TD
	Translation of test into native language	No	No	No	No	–
	Translation of test into sign system (PSE or SEE only)	Yes	Yes	Yes	Yes	PF
	Oral reading of test in English (Oral Script)	N/A	No	Yes	N/A	PF
	Oral reading of test in native language	No	No	No	No	–
	Use of bilingual dictionary	No	No	No	No	–
	Use of highlighter by student in test booklet only (yellow only, and not in answer area)	Yes	Yes	Yes	N/A	PF
	Use of place marker	Yes	Yes	Yes	N/A	PF
	Large Print	Yes	Yes	Yes	Yes	LP
	Low vision aids / magnification devices	Yes	Yes	Yes	Yes	LV
	Student reads aloud to self	Yes	Yes	Yes	N/A	AA
Student reads test questions and/or responses aloud and records with a tape recorder	N/A	N/A	Yes	N/A	PF	

	Accommodation	Assessment Domains				
		<i>Listening</i>	<i>Reading</i>	<i>Writing</i>	<i>Speaking</i>	<i>CODE</i>
Response	Braille writers	N/A	N/A	Yes ²	N/A	BR
	Assistive Technology (spell check, grammar check and dictionary/thesaurus must be turned off)	N/A	N/A	Yes ³	N/A	CA
	Tape recorders	N/A	N/A	No	N/A	OA
	Scribe ⁴ : student must spell each word and must provide capitalization, punctuation and paragraph	Yes	Yes	Yes	N/A	SB
	Responds in native language	No	No	No	No	–
	Speaks or points to multiple choice answers	Yes	Yes	No	N/A	OA
	Sign answers	Yes ³	Yes ³	No	Yes	OA

Section VII
Accommodations for CoAlt

Setting	Accommodation	Assessment Domains				
		<i>Listening</i>	<i>Reading</i>	<i>Writing</i>	<i>Speaking</i>	<i>CODE</i>
	School personnel familiar to student	Yes	Yes	Yes	Yes	SF
	Special education personnel	Yes	Yes	Yes	Yes	SF
	Non-school setting by school personnel ⁵	Yes	Yes	Yes	Yes	SF
	Separate Room	Yes	Yes	Yes	Yes	SF
	Small group	Yes	Yes	Yes	Yes	SF
	Preferential seating	Yes	Yes	Yes	Yes	SF
	Individually	Yes	Yes	Yes	Yes	SF
	Study carrel	Yes	Yes	Yes	N/A	SF
	Special lighting	Yes	Yes	Yes	Yes	SF
	Special acoustics	Yes	Yes	Yes	Yes	SF
	Special furniture	Yes	Yes	Yes	Yes	SF
	Equipment/technology the students uses for other tests and school work (large pencil, pencil grip, slant board, etc.)	Yes	Yes	Yes	Yes	SF

Timing	Accommodation	Assessment Domains				
		<i>Listening</i>	<i>Reading</i>	<i>Writing</i>	<i>Speaking</i>	<i>CODE</i>
	More breaks as needed by student	Yes	Yes	Yes	Yes	TS
	Short-segmented testing ⁶	Yes	Yes	Yes	Yes	TS
	Extended time within the same school day	Yes	Yes	Yes	Yes	TS
	Extended time over multiple days	Yes	Yes	Yes	Yes	TS
	More breaks as needed by student	Yes	Yes	Yes	Yes	TS

- 1** Test directions refers to all text in bold in the *Test Administrator’s Script*. Test directions include only what is scripted in the *Test Administrator’s Script*. For Speaking and Listening the directions end just before the test administrator reads “Part A.”
- 2** Responses must be transcribed (written) in the student’s answer document by a teacher or administrator who is fluent in braille, and is currently licensed by CDE. This must occur within the district, prior to shipment of materials to Metritech. If the transcription does not occur within the district, the student’s responses will be treated as non-scoreable or “not taken.”
- 3** Responses must be transcribed (written) in the student’s answer document by a teacher or administrator who is currently licensed by CDE. This must occur within the district, prior to shipment of materials to Metritech. If the transcription does not occur within the district, the student’s responses will be treated as non-scoreable or “not taken.”

Section VII

Accommodations for CoAlt

Reading and writing sections

- Students with a diagnosis of deafness or hard of hearing, including those for whom American Sign Language (ASL) is their first or primary language, can generally participate in the reading and writing sections of the test with few or no accommodations necessary.

Speaking and listening sections

- Lip-reading with spoken responses for those students who possess these abilities may be possible for the listening and speaking parts of the test.
- In Colorado, for students who do not use lip-reading and/or spoken responses, Pidgin Signed English (PSE) or Signing Exact English (SEE) are approved sign systems for these sections of the assessment. For this assessment, PSE must follow spoken English syntax, to the greatest extent possible.

4 The student must have a physical disability that impacts their writing to the degree that they are unable to write their own responses into the test booklet, or extreme muscular/physical fatigue due to writing.

5 Off site testing is only allowable in extenuating circumstances. The Assessment Unit does not support the testing of grievously ill students.

6 Short-segmented testing refers to administration of very brief sections of the test at a time, such as three or four items related to a common theme

Section IX: Accommodations for CMAS – Science and Social Studies

Proposed Accessibility and Accommodations

This section of the Colorado Accommodations Manual is anticipated to be available in late Fall 2013. The test engine for the computer based assessment is currently under development. As some nontraditional testing platforms, such as iPads and Chromebooks, are tested and verified some embedded support features and their functionalities may change.

The expectation is that most students will be taking the Colorado Science and Social Studies Assessments using an electronic platform (i.e., computer). Paper-based assessments will be available for a small number of students who are unable to access the computer-based assessment for a specific reason (for example, seizures from using a computer, need to use braille, adaptive input does not work with test engine, etc.). Additionally, some accommodations are not yet available in the computer-based testing environment and are only available via a paper-based assessment.

Personal Needs Profile (PNP) accommodations need to be activated in PearsonAccess for students prior to test administration. These accommodations provide assistance for disability- and English acquisition-related needs. PNP accommodations are available as indicated in the student's IEP, 504 plan or English Learner plan. There must be a direct link between a PNP accommodation used for assessment and an accommodation provided to the student during instruction. For example, a student with Irlen Syndrome may use color overlays for daily instruction but may use color contrast on the computer-based assessment or a color overlay that covers the computer screen provided by the school for the computer-based assessment.

It is strongly recommended that students have the opportunity to access and interact with the ePATs (practice testing environments) that are available online prior to taking the assessment. Interactions with ePATs will provide time for students to learn how to access and work with the tools available during testing. ePATs are available at the following link: http://www.pearsonaccess.com/cs/Satellite?c=Page&childpagename=Colorado%2FcoPALPLLayout_v2&cid=1205794393662&pagename=coPALPWrapper

Appendices

- Appendix A:** Letter on Common Misconceptions
- Appendix B:** Special Instructions for Signing of Oral Scripts
- Appendix C:** Special Instructions for Scribe
- Appendix D:** Verification of Removal of Saved Data
- Appendix E:** Nonstandard Accommodations Request
- Appendix F:** Students with Disabilities Who Are Culturally & Linguistically Diverse
- Appendix G:** Accommodations Monitoring and Accommodation Documentation Checklist
- Appendix H:** Universal Design



COLORADO DEPARTMENT OF EDUCATION

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Robert K. Hammond
Commissioner of Education

Keith Owen, Ph.D.
Deputy Commissioner

February 8, 2013

Dear Superintendents,

The state assessment season is already upon us. The Colorado student assessments, TCAP (Transitional Colorado Assessment Program) and CoAlt (Colorado Alternate Assessment), are set to begin this month. In response to requests from Districts Assessment Coordinators, the Assessment Unit is again sending out information regarding Colorado laws and rules governing student participation in state assessments.

Misconception 1: Parents may “opt out” their child(ren) from participating in the state assessment program (TCAP/CoAlt).

Clarification: Per Colorado law [22-7-409(1.2)(d)(I)(A)], as part of the school and district accountability system, every student enrolled in a public school is required to take TCAP or CoAlt. There is nothing in this section of the law allowing parent’s choice regarding this testing. Some have suggested that State Law [22-1-123 (5) (a)] gives parents an “opt out” from state assessments because it states, “Schools (etc.)... shall obtain the written consent of a student’s parent or legal guardian prior to the student being given any survey, analysis, or evaluation...” However, this law only pertains to certain types of sensitive, personal student information such as political affiliations, illegal behavior, and family income that are specifically listed in the statute. The TCAP and CoAlt are *not* among the surveys, analyses or evaluations referenced in this statute. In fact as of 2012, the statute explicitly excludes TCAP/CoAlt: “except that the requirement of written consent does not apply to a student’s participation in an assessment administered pursuant to section 22-7-407 or 22-7-409...”

Misconception 2: Schools and districts are not penalized when parents refuse to allow their child(ren) to be assessed.

Clarification: Lack of participation is represented in the new accreditation system as reflected in the Performance Frameworks. Schools and districts not meeting the participation requirements drop one full category on the Performance Frameworks.



COLORADO DEPARTMENT of EDUCATION

Appendix A

Letter from Commissioner Hammond

Misconception 3: Parental refusals have no negative impact on students as a group.

Clarification: The accuracy of all of the accountability data is impacted when students do not participate due to parental refusal. This data is publicly displayed and also is utilized to make policy decisions at the state, district and school levels. Obviously, the more accurately the data reflects the true performance of the students, the better informed policy makers are when high stakes decisions are being made. We entrust our schools with the great responsibility of educating our children. TCAP gives us a common tool to use when we are looking at how well schools and districts are preparing students for the world of college or work. It is useful for Colorado's citizens to be able to look at the performance of its public schools using a common, fair tool, given under the same conditions in every school: TCAP. It is an important method of looking at all our schools and districts in a comparable way.

Misconception 4: Parental refusals have no negative impact on their individual child(ren).

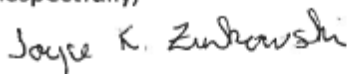
Clarification: TCAP does not try to measure all the learning students engage in throughout the year – but it is a very reliable annual measure of student achievement in reading, writing, mathematics and science. Students who do not participate are not provided with this information. In addition, students who do not participate in state testing do not get growth projections, which can be an important gauge of whether or not the student is on track for being college and career ready. As an example, TCAP is able to provide a good prediction of each student's probable ACT scores.

Misconception 5: Schools are obligated to provide alternate learning activities during testing times.

Clarification: Since all students are required to take TCAP/CoAlt (see **Misconception 1**, above), schools are not obligated nor required to provide alternate activities.

As always, we appreciate your commitment to administering the state assessments appropriately.

Respectfully,



Joyce K. Zurkowski
Executive Director
Assessment Unit

Special Instructions for Signing of Oral Scripts



**Content
Terminology**

When the Oral Scripts are being read, the proctor is instructed to pause and not say the term so the students can look at their book and read. The specific directions from the script are provided below:

I will read the words and then pause while you read a math term silently to yourself. Nod your head when you are ready for me to start.

Pause to see that students are ready.

[Then there is an item with ___ instead of the number or math symbol.]

This format works well when the test is presented orally, because the proctors are reading and the student is looking at his/her test book and following along. When the proctor pauses, the student reads the math terminology silently.

However, this format does not work well for students who are using the Sign Language accommodation for presentation of the assessment. These students are focusing on the interpreter who is signing instead of following along in their book. It is difficult for them to track with the interpreter and look down and quickly find the term they are to read on their own.

We are clarifying the directions for when interpreters are signing the Oral Script so that the flow of signing continues smoothly and these students are provided with the same information that all students who use the Oral Script receive.

Sign Language Interpreters should ...

- look through the Oral Script and note which items have content terminology before the administration of the test
- refer to the TCAP test books to find the content terminology and write the item number and the content terminology on the board immediately prior to the administration of the session
- as they are signing the Oral Script, point to the content terminology that is on the board for a particular item instead of pausing
- erase the content terminology that was written on the board immediately after the administration of the session

Sign Language Interpreters who have questions should contact their DAC.

Appendix C

Special Instructions for Scribe

Special Instructions for Scribe

The role of a scribe is to write what is dictated, no more, no less.

There are skills involved when being a scribe that require extensive practice. Both the student and the scribe must have the opportunity to work together prior to an assessment. Use of a scribe must be part of the student's daily instructional environment.

A person who serves as a scribe needs to be carefully prepared to ensure that he or she knows the vocabulary involved and understands the boundaries of the assistance to be provided. The person must also be trained in test administration procedures for the assessment.

A scribe may not edit or alter student work in any way and must record word-for-word exactly what the student has dictated.

Scribes should request clarification from the student about the use of punctuation and capitalization, and must allow the student to review and edit what the scribe has written.

For multiple choice items, the student must point to or otherwise indicate the response option chosen. The scribe will then darken the bubble corresponding to that response option.

For constructed response items for reading, math, and science, the student must dictate to the scribe, who will then write the student's response in the test booklet exactly as the student states. The scribe may use proper mechanics and spelling. Once the student has dictated his or her response, the scribe will show the student what was written and the student may then choose to make any changes.

For constructed response items for writing, the student must dictate to the scribe, who will then write the student's response, verbatim, in the test booklet as one long statement with no punctuation or capitalization; however, the scribe may spell words correctly. Once the student has dictated his or her response, the scribe will show the student what has been written and ask the student to indicate where punctuation and capital letters should be placed. At this time, the student may also choose to make any changes or additional edits.

Appendix D
Verification of Removal of Saved Data

School Name: _____

Designee Responsible to Delete Content: _____

School Assessment Coordinator Name: _____

I verify that all electronic copies of the Colorado State Assessment have been permanently removed from any technology at this school according to district policy.

_____ (initials)

I verify that all electronic copies of student answers from the Colorado State Assessment have been permanently removed from any technology at this school, according to district policy.

_____ (initials)

I verify that all flash drives that may contain student answers from the Colorado State Assessment have been permanently wiped clean, destroyed or turned in to the District assessment coordinator according to district policy.

_____ (initials)

Designee Responsible to Delete Content

Date

SAC Signature

Date

Appendix E

Nonstandard Accommodations Request

Nonstandard Accommodations

Decisions about the need for and selection of nonstandard accommodations for students are the responsibility of the IEP Team or 504 Service Plan Committee. Each request for a nonstandard accommodation will be reviewed by a team comprised of representatives from the Assessment Unit (AU) and the Exceptional Student Services Unit (ESSU) at CDE. The request is reviewed to ensure the accommodation maintains the validity of the assessment, and that the policies set forth by CDE are maintained.

Nonstandard accommodations must be applied for and approved annually by the Colorado Department of Education (CDE) prior to use on statewide assessments. Nonstandard accommodations that are used without prior approval must be indicated on the student data grid by marking the test invalidation bubble 8, “non-approved nonstandard accommodation.” The test will result in a “no score” and the student will not be counted in participation for accountability purposes.

Standard accommodations must be considered prior to requesting a nonstandard accommodation.

Nonstandard accommodation requests must include the IEP or 504 Plan that shows the specific accommodation documented. The accommodation documentation must indicate the accommodation is *needed and used* during instruction, on classroom assessments, on district assessments, and on state assessments. The IEP or 504 plan must be current, and not expire prior to the assessment window. Expired or draft plans will not be considered appropriate documentation.

The request must be individualized for the student who needs the accommodation. The practice of writing a “model” nonstandard accommodation request and changing the name does not meet the requirement for personalization. The documentation must show why the specific student needs the requested accommodation, and must include appropriate student specific data.

Nonstandard accommodation requests must be received by the AU, no later than the State deadline of **December 13th** of the current school year. The DAC may choose to set an earlier date for an individual district to ensure all nonstandard accommodations requests are reviewed at the District level prior to being forwarded to CDE.

Nonstandard accommodation requests for a **Scribe** must include evidence of the student working with assistive technology for writing regularly and with fidelity during instruction, yet the student is unable to use the assistive technology on the assessment due to unique factors (fixation, tactile concerns, extreme frustration etc.).

Nonstandard accommodation requests must include data to support all claims of instructional use, and academic need for the accommodation. It may be appropriate to include examples of work with and without the requested accommodation.

- Nonstandard accommodations that are not appropriately documented will not be approved for use on state assessments.
- Nonstandard accommodations that are not used *regularly and with fidelity* during instruction will not be approved for use on state assessments. (Included documentation must support this claim.)
- Nonstandard accommodations that do not maintain the assessment construct (change what is being measured) will not be approved for use on state assessments.
- Nonstandard accommodations requests that indicate the accommodation is about a student receiving a higher score will not be approved for use on state assessments.
- Nonstandard accommodation requests that are incomplete, including but not limited to supporting documentation will not be approved for use on state assessments.
- Nonstandard accommodation requests for a scribe due to poor handwriting, poor spelling, difficulty with writing organization, lack of instruction, or resistance to performing writing tasks will not be approved for use on state assessments.

The use of nonstandard accommodations must be requested for consideration via the District Assessment Coordinator (DAC) and Special Education Director. Signatures of these district personnel are required on each request. The form needed to request a nonstandard accommodation is available on CTB Navigator through the DAC. A list of current DACs is found at: <http://www.cde.state.co.us/assessment/DAC.asp>.

Requests may be sent to CDE via fax, secure courier, FedEx/UPS with tracking, email as a password protected pdf with the password sent in a separate email.

Requests received after the state deadline will only be reviewed if the student is new to the district or newly identified as having a disability. In this situation, “new” is defined as enrolled/identified after December 1st of the current school year.

Practices of placing a student on an IEP or 504 plan solely for the purpose of requesting a nonstandard accommodation for the state assessment is inappropriate.

The Assessment Unit does not support the testing of grievously ill students, and will not approve a nonstandard accommodation request submitted for these students.

After the request has been reviewed by the nonstandard accommodation team, the DAC will receive notification if it has been approved for use on the general summative assessment. This documentation should be maintained by the district.

Approved Nonstandard Accommodations

Examples of nonstandard accommodations that may be approved include, but are not limited to:

- the use of specialized papers (lined paper, graph paper)
- the use of extra paper
- visual or verbal cues to stay on task
- blank graphic organizer
- individual countdown timer

If approved the nonstandard accommodation bubble is marked on the state assessment student data grid, along with all other accommodations the student uses. The student will receive a valid test score and count as a participant for AYP purposes.

Non-Approved Nonstandard Accommodations

Examples of non-approved nonstandard accommodations that will not be approved include but are not limited to:

- reading the reading test
- multiplication tables for the math assessment
- Cuisenaire® rods or Math Rods™ for math assessment
- calculators for math sessions (where not allowed for)
- scribe due to lack of exposure/instruction with assistive technology

If the request is not approved, the instructional team has the following options:

1. The student may test without the requested nonstandard accommodation and receive a score. The student may use any standard accommodations or other approved nonstandard accommodation as appropriately documented in their formal educational plan.
2. The student may test with the nonstandard accommodation and receive a “no score.”
 - a. The DAC will need to code the test invalidation bubble 8, “non-approved accommodation/modification” on the data grid.
 - b. The student will not count toward participation in the state’s assessment program for accountability purposes, according to the Modified Achievement Guidelines released in May 2007.

Appendix E

Nonstandard Accommodations Request

Nonstandard Accommodation Request

To be submitted by the District Assessment Coordinator only

Due Date: December 13, 2013

Date of Request (MM/DD/YY): _____/_____/_____

District Name: _____

DAC Name: _____

Email: _____

Phone Number: _____

Student Name: Last _____ First _____ MI _____

SASID (10 digits): _____

Grade: _____ School: _____

1. Was this nonstandard accommodation requested/used last year on the state assessment? _____

2. Indicate the assessment and the content area for the nonstandard accommodation.

_____ General academic assessment _____ Alternate academic assessment

_____ Reading _____ Science

_____ Writing _____ Social Studies

_____ Mathematics

_____ English language proficiency assessment

_____ Speaking _____ Listening

_____ Reading _____ Writing

3. Attach a copy of the student's IEP or 504 Plan.

IEP _____

504 Plan _____

4. Clearly indicate the nonstandard accommodation you are requesting for this student.
 - a. Include when the accommodation was *first used during instruction*.
 - b. Include data indicating the accommodation is used *regularly and with fidelity during instruction and on classroom and district assessments*.
 - c. Include data and/or student work that shows the need for this accommodation to access the assessment.

5. If *Scribe* is requested:
 - d. List *all assistive technology* that has been used with this student including those which are currently being used with this student.
 - e. Explain why assistive technology is not being used to access the state assessment.
 - f. Include information on how often the student is working with assistive technology during instruction.
 - g. Include notes from teachers/SWAAAC team, work samples with and without assistive technology.
 - h. Clearly describe the plan for this student to become independent in writing.
 - i. Indicate how many years the student has been allowed a scribe on state assessments.

6. Explain how this nonstandard accommodation maintains the construct of the assessment.
For example a scribe on the writing assessment invalidates the construct; however, writing is not the construct for reading, mathematics, science and social studies.

7. Provide any additional information that would help the review committee in determining the appropriateness of this accommodation for this student on the state assessment.

DAC Signature

Special Education Coordinator
Signature

Appendix F

Students with Disabilities Who Are Culturally & Linguistically Diverse

Students with Disabilities who are Culturally and Linguistically Diverse

Students who are identified as English Language Learners with disabilities must have instructional and assessment accommodations documented in their Individualized Education Plan (IEP). This population of students may qualify for accommodations in both the *Colorado Accommodation Manual* and the *Colorado Accommodation Guide for English Language Learners*. Special education and English Language Acquisition (ELA) professionals should work closely together when determining appropriate accommodations for students with disabilities who are culturally and linguistically diverse.

Students who are English Language Learners may have the Oral Script for the Mathematics, Science, Social Studies and Writing academic assessments translated into their native language only if the student has received instruction in his/her native language within the past year or is currently receiving instruction in his/her native language.

Note:

The reading assessment on the TCAP and the CoAlt may *not* be translated, as it would change what is being measured.

Accommodations Monitoring and Accommodation Documentation

As stated throughout this manual, all testing accommodations used on statewide assessments must be used both during instruction and on classroom and district assessments. Different state assessments have different requirements on who may have accommodations on the assessment, and districts must have a plan in place to ensure and monitor the appropriate use of accommodations on statewide assessments. Only students with a formally identified disability (IEP or 504 Plan) may access and use accommodation on the ACCESS for ELLs, Alternate ACCESS for ELLs, CoAlt. Students on any formal educational plan may access and use accommodations on TCAP. The SUMMIT allows accommodations only for students with a formally identified disability; however, some embedded features need to be “turned on” prior to the assessment. Careful tracking of accommodations is needed to ensure students have appropriate access to the state assessments.

Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure meaningful participation of students in state assessments.

When documenting the need for an accommodation in a classroom setting, a technique that is often referred to, addition to test scores, is the side-by-side comparison of assignments. This technique provides the student with two similar assignments. These assignments should not affect the student’s grade (if possible consider completion when marking in the grade book) and should not be brand new consents or skills for the student.

This is an example of determining if a student needs oral presentation. On the first assignment have the instructions, and the assignment read to the student. On the second assignment, do not provide the oral presentation, and have the student read independently. Compare the student results on the assignments.

1. If there is limited difference in score – the student does not need an oral presentation.
2. If the student does best on assignment one, but is able to pass assignment two (even if it is a lower score) – the student does not need an oral presentation
3. If the student takes a long time on assignment two, and is able to pass it – the student does not need an oral presentation
4. If the student refuses to attempt assignment two – other evidence must be look at to determine if this is a behavioral concern, student preference or a reading concern
5. If the student fails assignment two, or attempts and is unable to complete assignment two (extreme frustration) – the student needs an oral presentation.

Examination of data may also indicate areas in which the educational team and test proctors 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 classroom, district and state assessment. Data may include:

- Observations conducted during tests administration
- Interviews with test administrators
- Talking with students after testing sessions

Additionally, it is important to document whether the student used the documented accommodation on the assessment, and provide this information to the student’s educational team for consideration on the follow year’s educational plan.

Prior to testing

DACs and School Assessment Coordinators (SACs) should collect information regarding students who require testing accommodations with sufficient time to properly plan the test administrations. Accommodations during test administration must reflect what is documented in a student’s formal educational plan and what is happening during instruction.

Appendix G

Accommodations Monitoring and Accommodation Documentation

- If an accommodation is not appropriately documented it may not be used on state assessments.
- If an accommodation is not being used *regularly* and with *fidelity* during instruction and on classroom and district assessments, it may not be used on state assessments.

Once the accommodations have been verified, the DAC and SAC can use this information to identify resources available and needed, such as space for small groups or individual administrations, sign language interpreters, translators and technology equipment.

Assessment proctors who are in “accommodated sessions” should receive training on the appropriate way to administer that accommodation. Prior to the day of a test, test proctors should know what accommodations each student will be using and how to administer them properly.

During testing

DACs and SACs should take steps to ensure that accommodations are being administered appropriately.

After testing

It is important to document whether the student used the documented accommodation on the assessment, and that this information is considered by the education team in making determinations for state assessment accommodations during the annual review. For example, a student’s IEP states that he or she is to receive extended time. The student took the assessment in an extended time small group; however, he finished within the regular administration period. Providing data on the use and impact of accommodations during assessments may support the continued use of some accommodations or the rethinking of others.

Documentation of accommodations should be maintained for at least one year. Districts may develop their own data documentation forms.

State Accommodations Monitoring Visits

As part of the Title 1 monitoring visit, personnel from the AU participate in on-site monitoring of accommodations. The purpose of the monitoring visits is to ensure policies and practices are in place for test security, and the standardized and ethical administration of assessments. This includes the documentation and provision of accommodations on the statewide assessments. These monitoring visits include:

1. Interviews with assessment proctors,
2. Interviews with school assessment coordinators,
3. Interview with district assessment coordinator,
4. Interview with district Special Education coordinator,
5. Interview with and the district English Language acquisition director
6. Records Review based on accommodations given the previous testing year (e.g. 2011 2012 – 2013 monitoring will be on accommodations provided during the spring 2012 test administration.)

Appendix G
Accommodations Documentation Checklist

Teacher _____ School _____ Year _____

Student Name

Student SASID

Accommodation for
READING

Accommodation for
WRITING

Accommodation for
MATHEMATICS

Accommodation for
SCIENCE

Date of Onset of Use

Used in Instruction
(Y/N)

Documentation Date
(i.e. IEP, ILP)

Used on TCAP (Y/N)

CODES:

Accommodation type: 1= Braille 2=Large Print 3=Teacher-read directions 4= Manipulative (math) 5=Scribe 6=Signing 7=Assistive technology 8=Extended time 9=Oral Script (writing, math and science only) A=approved nonstandard B=Translated oral script C=Word-to-Word dictionary

Documentation: Individual Educational Program –IEP; Individual Literacy Plan –ILP;; 504 Plan –504; District Plan –DP; English Language Acquisition Plan –ELA or Other

Principal/SAC Signature _____

Appendix H

Universal Design

Universal Design for Assessment

The Unit of Student Assessment is working with CTB/McGraw-Hill to ensure that Universal Design and Plain Language are inherent in the development processes of state assessments.

Universal Design is an assessment practice which focuses on:

- Precisely defined constructs: direct match to objective being measured
- Accessible, non-biased items: ensure the ability to use accommodations (Braille and Oral Presentation), quality in all items
- Simple, Clear Directions and Procedures: understandable language, consistency in format and procedures across content areas
- Maximum Legibility: simple fonts, use of white space, heading and graphic arrangement relative to importance, heading and graphic arrangement relative to the order in which content should be considered
- Maximum Readability: plain language

Plain Language ensures the clarity of a test item without diminishing the quality. Test items altered for plain language result in:

- Active voice
- Short sentences
- Common everyday words
- Purposeful graphics—aid in understanding however
- Do not lead or distract from an answer
- Easy-to-Read design features—white space and headings are cues to what is important

Plain language and universal design ensure that items are presented in the clearest and most straightforward manner possible. The items are designed to provide better access to the content in the item; however, accommodations are still necessary for many students in order for barriers to be removed. Items developed under the guidelines of plain language and universal design may be more amenable to accommodations by providing access to the assessment. The term “universal design” is defined in the Individuals with Disabilities Education Act (IDEA) and the Higher Education Opportunity Act (HEOA) as having the same definition as that found in the Assistive Technology Act of 1998: The term “universal design” means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies. (20 U.S.C. §1401(35)(IDEA); 20 U.S.C. §1003(23)(HEOA), both referencing the Assistive Technology Act of 1998, as amended, 29 U.S.C. §3002).

When applied to assessments, universal design provides all students with equal opportunities to demonstrate what they have learned. The purpose of universally designed assessments is to provide access for the greatest number of students during assessment, and to minimize the need for individualized design or accommodations. Universal design acknowledges differences among individuals, and that for accurate assessment to occur, a range of methods and materials are needed to measure learning. Universal design builds flexibility into assessments at the development stage, which enables flexible adjustments for a broad range of students. All students are intended to benefit from assessments that are universally designed.

The CDE Assessment Unit in conjunction with the test vendors apply these principals of universal design during development of the assessments:

- Items and tasks consider the diversity of the assessment population.
- Item and task constructs are precisely defined.
- Items and tasks measure what is intended, with a direct link to the Colorado Academic Standards.
- Items and tasks are accessible and non-biased.
- Instructions and procedures are simple, clear, and intuitive with a consistent format.
- Items or task material uses text appropriate for the intended grade level.

Universal design cannot eliminate the need for accommodations and alternate assessments. However, universally designed general assessments may reduce the need for accommodations and alternate assessments.