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Kansas State Department of Education

Accommodations Manual

How to Select, Administer, and Evaluate
Accommodations
for
Instruction and Assessment

November, 2007

THE PURPOSE OF THIS DOCUMENT

The Accommodations Manual presents a five step process for Individual Education Program (IEP) teams, Section 504 Plan teams, general and special education teachers, administrators, and district level assessment staff to use in the selection, administration, and evaluation of the effective use of instructional and assessment accommodations.

The selection and administration of accommodations for instruction and assessment is the focus of the guidelines in this manual. Although instructional accommodations are discussed, the manual does not provide complete guidelines for using instructional accommodations.

The guidance in this manual pertains to students with disabilities as well as general education students who participate in the general state assessments with accommodations. The five step process consists of the following steps:

1. Expect all students to achieve grade level content standards.
 2. Learn about accommodations for instruction and assessment.
 3. Select accommodations for instruction and assessment appropriate for students.
 4. Administer accommodations during instruction and assessment.
 5. Evaluate and improve accommodation use.
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This manual is based on the work of:

The Council of Chief State School Officers (CCSSO)

The Council of Chief State School Officers is a nationwide, nonprofit organization of the public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense, and five extra-state jurisdictions.

and

The State Collaborative on Assessment and Student Standards Assessing Special Education Students (SCASS and ASES)

The State Collaborative on Assessment and Student Standards Assessing Special Education Students addresses the inclusion of students with disabilities in large-scale standards, assessment, and accountability systems with the effects of these systems on related educational reform efforts.

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ALLOWABLE ACCOMMODATIONS ON THE KANSAS STATE ASSESSMENTS

Important Note: The effective use of accommodations begins in instruction!

1. If any student uses a **modification** on the state assessment that results in an invalid score, the student is considered to be not tested when calculating the participation rate for AYP purposes. In addition to counting that student as not tested, the score will not be included when calculating the proficiency rate for AYP decisions. This also applies to students with Section 504 Plans or IEPs who use accommodations that modify the construct of the assessment. [For example, reading any part of the reading passages even single words to the student or using a calculator on the non-calculator sections of the math assessment.]
2. If a student without an IEP or Section 504 Plan uses an accommodation listed only for students with IEPs/Section 504 Plans, the accommodation will result in the student being counted as not tested. Accommodations are listed on the following pages that are acceptable for the general population and for students with IEPs or Section 504 Plans.
3. A student with a Section 504 Plan or IEP has the right to use accommodations listed on his/her plan. The same accommodations available to students with IEPs are available to students with Section 504 Plans. This manual provides information on allowable accommodations for state assessments.

General Assessment

Most accommodations allowed for the general assessment are for **all** students. Certain accommodations are designated as allowed for students with IEPs or 504 Plans only. If a student uses an accommodation on state assessments that is not allowed, the test will be considered invalid and the student will count against AYP participation. Beginning in 2007-08 there is a non-calculator section on the KAMM, as well as the general assessment. Calculator use on the non-calculator portion of the assessment is not allowed for any student. Use of a calculator on the non-calculator section will invalidate the assessment and the student will count as not participating.

Kansas Assessment of Modified Measures (KAMM)

Since the KAMM is a modified version of the general assessment, the allowable accommodations are the same. If a student uses an accommodation on state assessments that is not allowed, the test will be considered invalid and the student will count against AYP participation. One important clarification, the restriction regarding calculators, calculator use on **non-calculator** portion of the KAMM assessment is not allowed for any student. Use of a calculator on the non-calculator section will invalidate the assessment and the student will count as not participating.

Alternate Assessment

The alternate assessment is not a standardized assessment test design, and therefore restrictions on accommodations are not applicable. The level of support provided to the student including any accommodations should be included on the evidence label for the selected Extended Standards indicators being assessed.

ACCOMMODATIONS FOR STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS (ELLs)

The following sections describe the allowable accommodations for the Kansas State Assessments under each content area.

Accommodations for Students who are English Language Learners (ELLs) on the Kansas Reading Assessment

- Reading passages may not be read to students who are ELL on the Kansas Reading Assessment.
- Directions may be read to a student who is an ELL in the native language of the student.
- Electronic translators and bilingual dictionaries are allowed.

Accommodations for Students who are ELLs on the Kansas Math Assessment

- The Kansas Math Assessment may be read to a student who is an ELL.
- Directions may be read to a student who is an ELL in the native language of the student.
- An electronic Spanish Math Kansas Computerized Assessment (KCA) is available; students who need access to both Spanish and English take the Spanish KCA and may refer to an English paper/pencil test. If the school is not using other paper/pencil tests, it must be specifically requested from CETE. If a student also needs a Spanish hard copy version, the district must order screen-shots of the Spanish KCA from CETE. The student should mark the answer on paper and the test administrator transfers to the computer screen.
- Either the Spanish or English version may be read aloud as an accommodation, but the reader is not allowed to translate.

Accommodations for Students who are Ells on the State Science and Government-History Assessments

Accommodations for students who are ELLs, like all accommodations, should be strategies previously incorporated in instruction, classroom assessments, and teachers should have data to show that these actually help the student succeed. The Kansas Science, and Government-History Assessments;

- may be read to a student who is an ELL, but not translated;
- may have directions read to a student who is an ELL in the native language of the student;
- may allow electronic translators and bilingual dictionaries, which may require additional time; and
- using extended time and small group settings are appropriate.

A Spanish version of the Kansas Math Assessment is available online. Students who need access to both Spanish and English take the Spanish Kansas Computerized Assessment (KCA) and refer to the English version on paper/pencil. When ordering the Spanish KCA, districts must indicate the additional number of English screen shots needed. If a student needs the Spanish paper/pencil version, districts must order a screen shot from CETE. The student should mark the answer on the paper. The test administrator transfers the answers to the computer screen.

- All students who are ELL's must take all content state assessments, with two exceptions explained below (limited time in a U.S. school).
- Thirty students who are ELLs per building, per district, constitute a disaggregated group, on which AYP is based.
- There are no 'Plain English' state assessments. Students who are ELLs take the general content assessments.

First year in U.S. School Exceptions:

The state can only exempt recently arrived (attended schools in the U.S. for less than 12 months); or students who are ELLs from one administration of the reading and writing assessments. Use special code SC (NT) 21. That student takes the KELPA in lieu of reading and writing.

Accommodations for Students who are ELLs on the Kansas Writing Assessment:

- The Kansas Writing Assessment may be scored with either the General or Modified Rubric. Students who are advanced ELLs should be scored with the General Rubric and beginning/intermediate students who are ELLs with the Modified Rubric. It is at the district's discretion which rubric to utilize in scoring.
- Directions and prompts for the Kansas Writing Assessment may be available in Spanish, but the students' responses must be written in English.
- Electronic translators and bilingual dictionaries are allowed.

STEP 1

EXPECT ALL STUDENTS TO ACHIEVE GRADE LEVEL ACADEMIC CONTENT STANDARDS

Assessments for Accountability (*Including ALL Students in State Accountability Assessments*)
Kansas State Department of Education expects all students to participate in state assessments. Both federal Individuals with Disabilities Education Improvement Act (IDEA) and No Child Left Behind (NCLB), and state laws require that all students, including students with disabilities, be included in assessments intended to hold schools accountable for the academic performance of students. All educators must actively engage in a planning process that assures the provision of accommodations to facilitate student access to grade level instruction and state assessments.

Kansas expects all students to meet grade level academic content standards in the areas of Government-History, Mathematics, Reading, and Science. All content standards can be found at: <https://www.ksde.org>

Equal Access to Grade Level Content

With the focus of legislation aimed at accountability, all students must have equal access to grade level content standards. Academic content standards are educational targets for students to learn at each grade level. Teachers ensure that students work toward grade level content standards by using a range of instructional strategies that are selected based on the varied strengths and needs of students. One strategy is to provide accommodations during instruction and assessments. Equal access to *grade level content* is the goal of providing instructional and assessment accommodations. To accomplish this goal of equal access, building staff need to:

- be familiar with the Quality Performance Accreditation (QPA) content standards;
- know where to locate the Kansas standards; and
- arrange for collaboration between all program providers.

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

1. Instruction is provided by teachers who know how to differentiate instruction for diverse learners.
2. IEPs for students with disabilities are developed to ensure the provision of specialized instruction.
3. Appropriate accommodations are provided to help students access grade level content.

STEP 2

LEARN ABOUT ACCOMMODATIONS

Accommodations for Instruction and Assessment

Accommodations are tools and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for all students. Accommodations do not reduce learning expectations; they provide access. Examples include:

Presentation Accommodations—Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

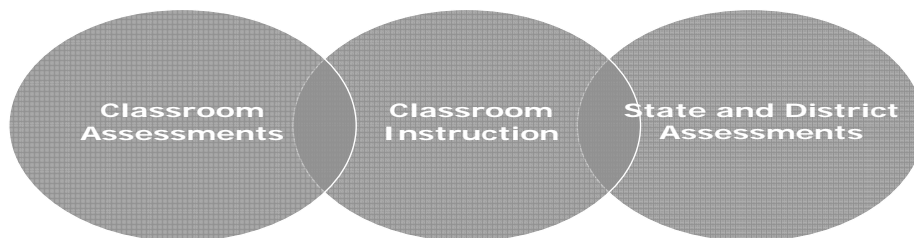
Response Accommodations—Allow students to complete activities, assignments, and tests in different ways or to solve or organize problems using some type of assistive technology.

Timing/Scheduling Accommodations—Increase the length of time to complete a test or assignment and/or change the way the time is organized.

Setting Accommodations—Change the location in which a test or assignment is given or the conditions of the assessment setting.

Accommodations can be used by any student, but may be especially beneficial to students with disabilities. Accommodations are intended to mediate the effects of a student's disability; they do not reduce learning expectations. Accommodation use needs to link classroom instruction, classroom tests, and district and state tests, as shown in Figure 1.

Figure 1: Linking Accommodations in Classroom Instruction and Assessments



It is critical to note that although some accommodations may be appropriate for use in classroom instruction and assessment, they may not be appropriate for use on the state assessments; there may be consequences (e.g., not counting a student's test score) for the use of some accommodations during a state assessment.

Important: *If a student uses an accommodation on the Kansas State Assessment that results in an invalid score the student is considered to be a non-participant when calculating the participation rate for AYP purposes. In addition to counting that student as a non-participant the score will not be included when calculating the proficiency rate for AYP decisions.*

STEP 3

SELECT ACCOMMODATIONS

When considering accommodations for any student, a planning team (e.g. IEP team, Section 504 Plan, or the SIT team) should list the student's access needs and identify accommodations that address these needs. For the accommodations that match the student's needs, consider:

- The student's willingness to learn to use the accommodation.
- The student has opportunities to learn how to use the accommodation in classroom settings.
- The conditions for use on state assessments. (The Kansas Assessments are computerized and in a paper pencil format.)

Plan how and when the student will learn to use each new accommodation. Be sure there is plenty of time to learn to use instructional and assessment accommodations before an assessment takes place. Remember, accommodations used during assessments should be routinely used during instruction.

Consider these questions in the selection process:

- What is the student's learning strengths and needs?
- How does the student's learning needs affect the achievement of grade level content standards?
- What specialized instruction does the student need to achieve grade level content standards?
- What accommodations will increase the student's access to instruction and assessment?

Discuss each of these points:

- accommodations regularly used by the student during instruction and on classroom tests;
- results for assignments and tests when accommodations were used and not used;
- student's perception of how well an accommodation "worked;"
- effective combinations of accommodations;
- difficulties experienced when using accommodations; and
- information from parents, teachers, and specialists about how the accommodation have worked.

Based on this review, decide if the student should continue using an accommodation as is, if changes are needed, or if the accommodation should be discontinued.

STEP 4

ADMINISTER ACCOMMODATIONS

Kansas State Department of Education (KSDE) expects that teachers will provide the selected accommodation(s) consistently during instruction.

Planning Logistics for Assessment Day

It is essential for all educators to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provision of assessment accommodations on assessment day.

Provide Assessment Accommodations

In order to provide assessment accommodations appropriately, teachers and other school personnel must understand the importance of ethical testing practices, standardization, and test security.

Ethical Testing Practices

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

Test Security

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., braille and/or large print) or when someone other than the student is allowed to see the test (e.g., interpreter, human reader, and/or scribe). In order to ensure test security and confidentiality, test administrators need to:

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

STEP 5

EVALUATE AND IMPROVE ACCOMMODATION USE

Accommodations must be used consistently for instruction and assessment. Information about the impact of each accommodation needs to be collected in order to evaluate if the accommodation enhances or hinders the student's performance.

Questions to Guide Data Analysis at the School, Classroom, and District Level

- Do the data show that the accommodation is effective?
- Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
- Is the student receiving accommodations as documented in his/her IEP or Section 504 Plan?
- Are there procedures in place to ensure test administrators adhere to directions for the implementation of accommodations?
- How well do students who receive accommodations perform on state and local assessments?

Questions to Guide Evaluation at the Student Level

- Do the data show that the accommodation is effective?
- What accommodations are used by the student in the classroom and on assessments?
- What are the results of classroom assignments and assessments when accommodations are and are not used?
- What is the student's perception of how well the accommodation worked?
- What seemed to be effective combinations of accommodations?
- What are the difficulties encountered in the use of accommodations?

PRESENTATION ACCOMMODATIONS FOR INSTRUCTION

What are presentation accommodations?

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

Who can benefit from presentation accommodations?

Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability.

Important: If a student uses an accommodation on the Kansas State Assessment that results in an invalid score the student is considered to be a non-participant when calculating the participation rate for AYP purposes. In addition to counting that student as a non-participant the score will not be included when calculating the proficiency rate for AYP decisions.

Visual Presentation Accommodations

Large Print

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

The district test coordinator must be notified when a student needs a braille/large print version of any of the Kansas State Assessments. Large print and braille versions of the Kansas State Assessments will be provided to the district/school by the University of Kansas Center for Education Testing and Evaluation (CETE).

Magnification Devices

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

Sign Language

Sign language interpreters may be required for students who are deaf or hard of hearing. Sometimes an interpreter is only needed or allowed to sign instructions and to assist in communication. Some students may need all print materials interpreted while learning to read print. Interpreters need to be able to translate in the same method of sign language typically used by the student. Interpreters must not paraphrase, clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Graphic materials may be described, but should also be available in print or tactile formats.

Tactile Presentation Accommodations

Braille

Braille is a method of reading a raised-dot code with the fingertips. Not all students who are blind read braille fluently or choose braille as their primary mode of reading. Even if they use it as their primary mode of reading, braille users should also build skills in using audiotape, compact disc, and speech synthesis. Decisions also need to be made about whether a student will use contracted or uncontracted braille. Although still uncommon, “refreshable braille displays” are electronic devices used to read and write text. The device is connected to a computer and produces braille output on the braille display. The Nemeth Code is a system of braille that makes it possible to convey technical expressions in a written medium to students who are blind or visually impaired. The Nemeth Code contains numerous technical symbols that occur in mathematics and science.

Tactile Graphics

Tactile graphic images provide graphic information through fingers instead of eyes. Graphic material (e.g., maps, charts, graphs, diagrams, and/or illustrations) is presented in a raised format (paper or thermoform). Tactile sensitivity (recognizing graphic images through touch) is less discriminating than visual reading, making many diagrams too complicated to understand without significant additional information. Additional information can be created through word descriptions.

Auditory Presentation Accommodations

Human Reader

A qualified person may be provided to read orally to students who are unable to decode text visually. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word exactly as written. Readers **may not** clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. It is best practice to provide the read-aloud accommodation to a student on an individual basis. However, a small group of students (three or less) may use one reader. Refer to the Kansas Read-Aloud Accommodations Guidelines in Appendix C for further instruction on using human readers during statewide assessments.

Audio Tape or Compact Disk

Written tests and instructional materials are prerecorded on an audio cassette or compact disk that a student accesses by listening. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students should sit near the front of the classroom, use a small microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions). Advantages include ease of operation and low costs. The greatest difficulty with an audio cassette is rewinding if a student wants to repeat material. This is not as difficult with a CD that can be programmed. Audio versions of tests and other written materials need to be supplemented with a print or braille version of the text so a student can have access to complicated graphic material. When using a two-sided cassette tape, students may need to be reminded to play the other side. Spot check regularly to make certain everything is working properly. Copyright issues may need to be addressed. ***The use of a CD or audio tape is not allowed on any Kansas State Assessment. Only human readers may provide the read-aloud accommodation for the Kansas Assessments.***

Books on Tape

Kansas students who require Recordings for the Blind need to contact the Kansas Instructional Resource Center for this type of accommodation.

Recorded Books

Recorded books are produced on tape or CD and can be borrowed from libraries or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. Some of the tapes contain the full book and some are abridged. Tapes or CDs for children often include a book for following along. Students who can see print may want to obtain a print copy of a taped book to follow along.

Audio Amplification Devices

Some students may require amplification equipment in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise.

Multi-Sensory Presentation Accommodations

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.

Screen Reader

A screen reader is a computer application that converts text to synthesized speech or to braille (read with an auxiliary braille display). Computer literacy is essential for screen reader use. Screen reading software allows students to listen to text as it is displayed on a computer screen. Students can choose to listen to any text multiple times. Some products work by having a student 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. ***A screen reader is not allowed on any Kansas State Assessment. Only human readers may provide the read-aloud accommodation for the Kansas State Assessments.***

Visual Cues

Students who are deaf or hard-of-hearing need visual cues in the classroom. Teachers should keep their faces visible to the class when speaking, pass out printed material before class, repeat questions asked by other students, and summarize classroom discussion.

Notes, Outlines, and Instructions

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

Talking Materials

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

Math Journals and Graphic Organizers (previously generated)

These accommodations may be beneficial for students who need support for organization and sequence of multi-step processes. The use of these journals and organizers are appropriate for classroom instruction, homework, and classroom assessment. ***The use of journals (generated prior to the assessment) on Kansas State Assessments will result in an invalid score.***

RESPONSE ACCOMMODATIONS FOR INSTRUCTION

What are response accommodations?

Response accommodations are tools and procedures which allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer. ***The use of organizers (generated prior to the assessment) on Kansas State Assessments will result in an invalid score***

Who can benefit from response accommodations?

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

Important: If a student uses an accommodation on the Kansas State Assessment that results in an invalid score the student is considered to be a non-participant when calculating the participation rate for AYP purposes. In addition to counting that student as a non-participant the score will not be included when calculating the proficiency rate for AYP decisions.

Description of Response Accommodations

Scribe

A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, sign language, or speech. Much skill is involved in being a scribe, skill that requires extensive practice. 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 capitalization, punctuation, and spelling key words, and must allow the student to review and edit what the scribe has written. Individuals who serve as a scribe need to carefully prepare to assure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write what is dictated; no more and no less.

Speech-to-Text

Speech-to-text conversion or voice recognition allows a student to use their 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). Older voice recognition applications require each word to be separated by a distinct space. This allows the machine to determine where one word begins and the next stops. This style of dictation is called discrete speech. Continuous speech voice recognition allows students to dictate text fluently into the computer. These new applications can recognize speech at up to 160 words per minute.

Braille

A braille is a braille keyboard used for typing braille that can then be printed in standard print or braille (embosser). The braille is similar to a typewriter or computer keyboard. Paper is inserted into the braille and multiple keys are pressed at once, creating braille dots with each press. Through an alternative computer port, newer brailles can simultaneously act as a speech synthesizer that reads the text displayed on the screen when paired with a screen reading program. ***The use of a speech synthesizer is not allowed on any Kansas State Assessment. Only human readers may provide the read-aloud accommodation for the Kansas State Assessments.***

Tape Recorder

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

Note-takers

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

Respond on Test Booklet

This accommodation allows a student to write directly in a test booklet rather than on an answer sheet (e.g., scannable “bubble” sheet).

Monitor Test Response

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

Materials or Devices Used to Solve or Organize Responses

Calculation Devices

If a student’s disability affects math calculation but not reasoning, a calculator or other assistive device (e.g., an abacus, arithmetic table, manipulative, or number chart) may be used. It is important to determine whether the use of a calculation device is a matter of convenience or a necessary accommodation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. 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). The use of calculators is appropriate for classroom instruction, homework, and classroom assessment. ***The use of calculation devices on non-calculator portions of the Kansas general or KAMM math assessment will result in an invalid score. Additional information about the use of manipulatives on the Kansas Math Assessment is available in Appendix A.***

Spelling and Grammar Devices

The use of a dictionary may be allowed on 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.

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. The use of graphic organizers is appropriate for classroom instruction, homework, and classroom assessment. ***Student generated graphic organizers (including templates) created during the assessment are an appropriate accommodation for use on the Kansas State Assessments. The use of journals which may include previously generated graphic organizers will result in an invalid score.***

SETTING ACCOMMODATIONS FOR INSTRUCTION

What are setting accommodations?

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

Who can benefit from setting accommodations?

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

Description of Setting Accommodations

Reduce Distractions to the Student

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

Reduce Distractions to Other Students

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

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. 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. Some students may need to receive educational services and participate in assessments in home or hospital settings.

TIMING AND SCHEDULING ACCOMMODATIONS FOR INSTRUCTION

What are timing and scheduling accommodations?

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

Who can benefit from timing and scheduling accommodations?

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

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

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

Description of Timing and Scheduling Accommodations

Extended Time

Extended time may require a student's IEP team to determine a specific amount of extra time to complete assignments, projects, and tests. The Kansas assessments are not timed assessments. Decisions should be made on a case-by-case basis. Usually "unlimited" time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety of simply knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work.

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.

Change 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 and take tests over multiple days (e.g., completing a portion each day). This usually is done to reduce fatigue.

CHARTS OF ALLOWABLE ACCOMMODATIONS BASED ON STUDENT CHARACTERISTICS

STUDENT CHARACTERISTICS: BLIND, LOW VISION, PARTIAL SIGHT		
Category	Instruction & Classroom Assessments Possible Accommodations	Statewide Assessments Allowable Accommodations
	⊕ All students • Listed on IEP or Section 504 Plan	
Presentation	<ul style="list-style-type: none"> ⊕ Large print ⊕ Magnification devices • Braille • Nemeth Code • Tactile graphics ⊕ Human reader ⊕ Audio tape or CD ⊕ Screen reader • Braille notes ⊕ Outlines ⊕ Descriptive video ⊕ Talking materials • Refreshable braille ⊕ Masks that cover a portion of the text ⊕ Other types of assistive technology • Braille paper ⊕ Talking calculators ⊕ Abacus ⊕ Raised or bold line rulers 	<p>All Students:</p> <ul style="list-style-type: none"> ⊕ Large print ⊕ Magnification devices ⊕ Human reader [Mathematics, science, social studies, or for reading questions and answer choices only] ⊕ Masks that cover a portion of the text ⊕ Raised or bold line rulers <p>Listed on IEP or Section 504 Plan:</p> <ul style="list-style-type: none"> • Braille • Nemeth Code • Tactile graphics • Other types of assistive technology • Braille paper
Response	<ul style="list-style-type: none"> ⊕ Express response to a scribe through speech ⊕ Type on or speak to word processor ⊕ Speak into tape recorder ⊕ Talking calculator with enlarged keys ⊕ Abacus ⊕ Personal note taker ⊕ Other assistive technology • Braille paper ⊕ Bold line writing paper ⊕ Talking calculators ⊕ Raised or bold line rulers • Braillewriters • Slate and stylus 	<p>All students:</p> <ul style="list-style-type: none"> ⊕ Express response to a scribe through speech ⊕ Type on or speak to word processor ⊕ Speak into tape recorder ⊕ Bold line writing paper ⊕ Raised or bold line rulers <p>Listed on IEP or Section 504 Plan:</p> <ul style="list-style-type: none"> • Braille paper • Braillewriters • Slate and stylus • Other assistive technology
Setting	<ul style="list-style-type: none"> ⊕ Change location so student does not distract others ⊕ Change location to increase physical access ⊕ Change location to access special equipment ⊕ Extra bright or very low lighting 	<p>All students:</p> <ul style="list-style-type: none"> ⊕ Change location so student does not distract others ⊕ Change location to access special equipment ⊕ Extra bright or very low lighting <p>Listed on IEP or Section 504 Plan:</p> <ul style="list-style-type: none"> • Change location to increase physical access
Timing and Scheduling	<ul style="list-style-type: none"> ⊕ Extended time ⊕ Multiple test sessions 	<p>All students:</p> <ul style="list-style-type: none"> ⊕ Extended time ⊕ Multiple test sessions

STUDENT CHARACTERISTICS: DEAF OR HARD OF HEARING

Category	Instruction & Classroom Assessments Possible Accommodations	Statewide Assessments Allowable Accommodations
⚡ All students • Listed on IEP or Section 504 Plan		
Presentation	<ul style="list-style-type: none"> • Sign language • Audio amplification devices ⚡ Visual cues ⚡ Written notes, outlines, or instructions ⚡ Video tape and descriptive video ⚡ Advanced organizers and outlines of lectures for student to follow ⚡ Use gestures (e.g., point to materials) ⚡ Repeat questions and responses from classmates ⚡ Copy notes from classmate ⚡ Use captioned versions of instructional films and include script when possible • Give interpreter instructional materials in advance • Learn manual signs and teach them to hearing classmates • Use telecommunication device ⚡ Highlighting tape 	All Students: ⚡ Use gestures (e.g., point to materials) ⚡ Repeat questions and responses from classmates ⚡ Highlighting tape Listed on IEP or Section 504 Plan: • Sign language • Visual cues • Audio amplification devices
Response	<ul style="list-style-type: none"> ⚡ Express response to scribe or interpreter ⚡ Type on or speak to word processor ⚡ Spelling and grammar assistive devices ⚡ Organization tools ⚡ Graphic organizers 	All Students: ⚡ Express response to scribe or interpreter ⚡ Type on or speak to word processor ⚡ Organization tools (e.g., diagrams, Venn Diagrams, or flow charts that are made during the assessment) Listed on IEP or Section 504 Plan: • Spelling and grammar assistive devices
Timing and Scheduling	<ul style="list-style-type: none"> • Extended time when using an interpreter • Appropriate lighting behind interpreter ⚡ Multiple test sessions 	All Students: ⚡ Multiple test sessions Listed on IEP or Section 504 Plan: • Extended time when using an interpreter • Appropriate lighting behind interpreter

STUDENT CHARACTERISTIC: WEAK MANUAL DEXTERITY, DIFFICULTY WITH PENCIL, DIFFICULTY TYPING ON STANDARD KEYBOARD

Category	Instruction & Classroom Assessments Possible Accommodations	Statewide Assessments Allowable Accommodations
⚡ All students • Listed on IEP or Section 504 Plan		
Response	<ul style="list-style-type: none"> ⚡ Express response to a scribe through speech • Pointing or by using an assistive communication device ⚡ Type on or speak to word processor ⚡ Speak into tape recorder ⚡ Thick pencil or pencil grip ⚡ Adapted keyboard ⚡ Raised lines on paper ⚡ Assistive technology ⚡ Slant board ⚡ Tape paper to desk ⚡ Proper seating ⚡ Reduce assignments that require a written response 	All Students: <ul style="list-style-type: none"> ⚡ Express response to a scribe through speech ⚡ Type on or speak to word processor ⚡ Speak into tape recorder ⚡ Thick pencil or pencil grip ⚡ Adapted keyboard ⚡ Raised lines on paper ⚡ Tape paper to desk ⚡ Proper seating Listed on IEP or Section 504 Plan: <ul style="list-style-type: none"> • Pointing or by using an assistive communication device • Assistive technology • Slant board
Setting	<ul style="list-style-type: none"> ⚡ Access to a computer lab 	All students: <ul style="list-style-type: none"> ⚡ Access to a computer lab
Timing and Scheduling	<ul style="list-style-type: none"> ⚡ Extended time ⚡ Multiple test sessions 	All Students: <ul style="list-style-type: none"> ⚡ Extended time ⚡ Multiple test sessions

STUDENT CHARACTERISTIC: COMMUNICATION DISORDER

Category	Instruction & Classroom Assessments Possible Accommodations	Statewide Assessments Allowable Accommodations
⚡ All students • Listed on IEP or Section 504 Plan		
Presentation	<ul style="list-style-type: none"> ⚡ Screen reader ⚡ Human reader ⚡ Assistive technology ⚡ Highlighter or highlighting tape ⚡ Visual cues ⚡ Written notes ⚡ Provide advanced organizers and outlines of lectures for student to follow ⚡ Use gestures (e.g., point to materials) ⚡ Repeat questions and responses from classmates ⚡ Copy notes from classmate 	All Students: <ul style="list-style-type: none"> ⚡ Highlighter or highlighting tape ⚡ Use gestures (e.g., point to materials) ⚡ Repeat questions and responses from classmates ⚡ Human reader [Mathematics, science, social studies, or for reading questions and answer choices only] Listed on IEP or Section 504 Plan: <ul style="list-style-type: none"> • Assistive technology • Visual cues
Response	<ul style="list-style-type: none"> ⚡ Express response to scribe ⚡ Type on or speak to word processor ⚡ Spelling and grammar assistive devices ⚡ Organization tools ⚡ Student generated graphic organizers 	All Students: <ul style="list-style-type: none"> ⚡ Express response to scribe, type on or speak to word processor ⚡ Student generated graphic organizers (generated during assessment) ⚡ Organization tools (e.g., diagrams, Venn Diagrams, flow charts, that are made during the assessment) Listed on IEP or Section 504 Plan: <ul style="list-style-type: none"> • Spelling and grammar assistive devices
Setting	<ul style="list-style-type: none"> ⚡ Reduce visual distractions ⚡ Change location so student does not distract others ⚡ Change location to increase physical access (e.g., minimize background noise, face student when speaking) 	All Students: <ul style="list-style-type: none"> ⚡ Reduce visual distractions ⚡ Change location so student does not distract others ⚡ Change location to increase physical access (e.g., minimize background noise, face student when speaking)
Timing and Scheduling	<ul style="list-style-type: none"> ⚡ Extended time ⚡ Multiple test sessions 	All Students: <ul style="list-style-type: none"> ⚡ Extended time ⚡ Multiple test sessions

STUDENT CHARACTERISTIC: READING DISABILITY

Category	Instruction & Classroom Assessments Possible Accommodations	Statewide Assessments Allowable Accommodations
⚡ All students • Listed on IEP or Section 504 Plan		
Presentation	<ul style="list-style-type: none"> ⚡ Human reader ⚡ Audio tape or CD ⚡ Screen reader ⚡ Allow student multiple reads ⚡ Masks to cover a portion of the text ⚡ Assistive technology ⚡ Single line window ⚡ Organization tools ⚡ Graphic organizers 	All Students: <ul style="list-style-type: none"> ⚡ Human reader [Mathematics, science, social studies, or for reading questions only] ⚡ Allow student multiple reads ⚡ Masks to cover a portion of the text ⚡ Single line window ⚡ Student generated graphic organizer (generated during assessment) ⚡ Organization tools (e.g., diagrams, Venn Diagrams, flow charts, that are made during the assessment) Listed on IEP or Section 504 Plan: <ul style="list-style-type: none"> • Assistive technology
Response	<ul style="list-style-type: none"> ⚡ Voice recognition assistive technology ⚡ Structured worksheets that reduce the amount of required reading ⚡ Tape recorders ⚡ Organization tools ⚡ Student generated graphic organizers ⚡ Single line window 	All Students: <ul style="list-style-type: none"> ⚡ Single line window ⚡ Student generated graphic organizers (generated during assessment) ⚡ Organization tools (e.g., diagrams, Venn Diagrams, flow charts, that are made during the assessment) Listed on IEP or Section 504 Plan <ul style="list-style-type: none"> • Voice recognition assistive technology
Setting	<ul style="list-style-type: none"> ⚡ Change location so the student does not distract others ⚡ Adjustable height desk ⚡ Slant top surface 	All Students: <ul style="list-style-type: none"> ⚡ Change location so the student does not distract others Listed on IEP or Section 504 Plan: <ul style="list-style-type: none"> • Adjustable height desk • Slant top surface
Timing and Scheduling	<ul style="list-style-type: none"> ⚡ Extended time ⚡ Multiple test sessions 	All Students: <ul style="list-style-type: none"> ⚡ Extended time ⚡ Multiple test sessions

Reading the reading passages to a student is considered a modification of the Kansas State Assessment. For all students, including those with IEPs, this modification will result in the state assessment score being counted as not tested and will count against the participation rate.

STUDENT CHARACTERISTIC: WRITING DISABILITY, DIFFICULTY WITH SPELLING

Category	Instruction & Classroom Assessments Possible Accommodations	Statewide Assessments Allowable Accommodations
⚡ All students • Listed on IEP or Section 504 Plan		
Response	<ul style="list-style-type: none"> ⚡ Express response to a scribe through speech ⚡ Type on or speak to word processor ⚡ Speak into tape recorder ⚡ Spelling and grammar assistive devices (e.g., electronic spelling device, spell-check on computer) ⚡ Written notes, outlines, instructions ⚡ Assistive technology ⚡ Raised or bold line rulers 	All Students: <ul style="list-style-type: none"> ⚡ Express response to a scribe through speech ⚡ Type on or speak to word processor Listed on IEP or Section 504 Plan: <ul style="list-style-type: none"> • Speak into tape recorder • Spelling and grammar assistive devices (e.g., electronic spelling device, spell-check on computer) • Assistive technology • Raised or bold line rulers
Setting	<ul style="list-style-type: none"> ⚡ Adjustable height desk ⚡ Slant top surface ⚡ Access to computer lab 	All Students: <ul style="list-style-type: none"> ⚡ Adjustable height desk ⚡ Slant top surface ⚡ Access to computer lab
Timing and scheduling	<ul style="list-style-type: none"> ⚡ Extended time ⚡ Multiple test sessions 	All Students: <ul style="list-style-type: none"> ⚡ Extended time ⚡ Multiple test sessions

STUDENT CHARACTERISTIC: MATHEMATICS DISABILITY

Category	Instruction & Classroom Assessments Possible Accommodations	Statewide Assessments Allowable Accommodations
	⊕ All students • Listed on IEP or Section 504 Plan	
Presentation	<ul style="list-style-type: none"> ⊕ Calculation devices ⊕ Organization tools ⊕ Talking calculator ⊕ Graphic organizers ⊕ Math journal ⊕ Math tables and formula sheets ⊕ Student generated math journal ⊕ Raised or bold line rulers ⊕ Allowable manipulatives – student chosen 	<p>All Students:</p> <ul style="list-style-type: none"> ⊕ Allowable manipulatives – student chosen ⊕ Student generated graphic organizer (generated during assessment) ⊕ Organization tools (e.g., diagrams, Venn Diagrams, flow charts, that are made during the assessment) <p>Listed on IEP or Section 504 Plan:</p> <ul style="list-style-type: none"> • Raised or bold line rulers
Response	<ul style="list-style-type: none"> ⊕ Calculation devices ⊕ Organization tools ⊕ Graphic organizers ⊕ Math tables and formula sheets ⊕ Math journal ⊕ Problem solving outline ⊕ Raised or bold line rulers 	<p>All Students:</p> <ul style="list-style-type: none"> ⊕ Write in test booklet rather than on answer sheet ⊕ Raised or bold line rulers ⊕ Organization tools (e.g., diagrams, Venn Diagrams, flow charts, that are made during the assessment)
Timing and Scheduling	<ul style="list-style-type: none"> ⊕ Extended time ⊕ Multiple test sessions 	<p>All Students:</p> <ul style="list-style-type: none"> ⊕ Extended time ⊕ Multiple test sessions

The use of journals is considered a modification of the Kansas State Assessment. For all students including those with IEPs, this modification will result in the state assessment score being counted as not tested and will count against the participation rate. Students may use graphic organizers that are developed during the assessment, but should not use previously generated organizers.

The use of calculation devices on non-calculator portions of the Kansas State Assessment is considered a modification of the assessment. For all students including those with IEPs, this modification will result in the state assessment score being counted as not tested and will count against the participation rate. On portions of the assessment that allow calculator use, the use of calculation devices such as math tables and formulas also are permitted.

STUDENT CHARACTERISTIC: PHYSICAL DISABILITY

Category	Instruction & Classroom Assessments Possible Accommodations	Statewide Assessments Allowable Accommodations
⚡ All students • Listed on IEP or Section 504 Plan		
Presentation	<ul style="list-style-type: none"> ⚡ Screen reader ⚡ Assistive technology ⚡ Highlighter or highlighting tape ⚡ Visual cues ⚡ Written notes ⚡ Provide advanced organizers and outlines of lectures for student ⚡ Use gestures (e.g., point to materials) ⚡ Repeat questions and responses from classmates ⚡ Copy notes from classmate 	All Students: <ul style="list-style-type: none"> ⚡ Human Reader ⚡ Highlighter or highlighting tape ⚡ Use gestures (e.g., point to materials) ⚡ Repeat questions Listed on IEP or Section 504 Plan: <ul style="list-style-type: none"> • Assistive technology • Visual cues
Response	<ul style="list-style-type: none"> ⚡ Express response to a scribe through speech, pointing ⚡ Type on or speak to word processor ⚡ Speak into tape recorder ⚡ Adaptive equipment ⚡ Write in test booklet instead of on answer sheet • Augmentative devices for single or multiple messages ⚡ Written notes ⚡ Outlines ⚡ Instructions ⚡ Assistive technology 	All Students: <ul style="list-style-type: none"> ⚡ Express response to a scribe through speech ⚡ Type on or speak to word processor ⚡ Speak into tape recorder ⚡ Write in test booklet instead of on answer sheet Listed on IEP or Section 504 Plan: <ul style="list-style-type: none"> • Assistive communication device • Adaptive equipment • Augmentative devices for single or multiple messages • Assistive technology • Pointing
Setting	<ul style="list-style-type: none"> ⚡ Change location to increase physical access ⚡ Change location to access special equipment ⚡ Adjustable height desk ⚡ Appropriate seating ⚡ Slant top surface ⚡ Assistive technology 	All Students: <ul style="list-style-type: none"> ⚡ Change location to increase physical access ⚡ Adjustable height desk ⚡ Appropriate seating Listed on IEP or Section 504 Plan: <ul style="list-style-type: none"> • Change location to access special equipment • Slant top surface • Assistive technology
Timing and Scheduling	<ul style="list-style-type: none"> ⚡ Extended time ⚡ Multiple or frequent breaks 	All Students: <ul style="list-style-type: none"> ⚡ Extended time ⚡ Multiple or frequent breaks

STUDENT CHARACTERISTIC: EASILY DISTRACTED, SHORT ATTENTION SPAN, EMOTIONAL AND BEHAVIORAL CONCERNS

Category	Instruction & Classroom Assessments Possible Accommodations	Statewide Assessments Allowable Accommodations
⚡ All students • Listed on IEP or Section 504 Plan		
Presentation	<ul style="list-style-type: none"> ⚡ Use books on tape or recorded books to help focus on text ⚡ Give short and simple directions with examples ⚡ Human reader ⚡ Screen reader ⚡ Allow student to read information multiple times ⚡ Masks that cover a portion of the text • Assistive technology ⚡ Single line window ⚡ Organization tools ⚡ Math journal ⚡ Graphic organizers ⚡ Advanced organizers ⚡ Frequent cuing and prompting for engagement 	<p>All Students:</p> <ul style="list-style-type: none"> ⚡ Give short and simple directions ⚡ Human reader [Mathematics, science, social studies, or for reading questions and answer choices only] ⚡ Allow student to read information multiple times ⚡ Masks that cover a portion of the text ⚡ Single line window ⚡ Student generated graphic organizers (generated during assessment) ⚡ Organization tools (e.g., diagrams, Venn Diagrams, flow charts, that are made during the assessment) <p>Listed on IEP or Section 504 Plan:</p> <ul style="list-style-type: none"> • Assistive technology • Frequent cuing and prompting for engagement
Response	<ul style="list-style-type: none"> ⚡ Write in test booklet instead of on answer sheet ⚡ Monitor placement of student responses on answer sheet ⚡ Materials or devices used to solve or organize responses ⚡ Organization tools ⚡ Graphic organizers ⚡ Highlight key words in directions ⚡ Have student repeat and explain directions to check for understanding ⚡ Use graph paper to keep numbers in proper columns 	<p>All Students:</p> <ul style="list-style-type: none"> ⚡ Write in test booklet instead of on answer sheet ⚡ Student generated graphic organizers (generated during assessment) ⚡ Have student repeat and explain directions to check for understanding ⚡ Use graph paper to keep numbers in proper columns <p>Listed on IEP or Section 504 Plan:</p> <ul style="list-style-type: none"> • Monitor placement of student responses on answer sheet • Highlight key words in directions
Setting	<ul style="list-style-type: none"> ⚡ Sit in front of room ⚡ Change location to reduce or eliminate distractions 	<p>All Students:</p> <ul style="list-style-type: none"> ⚡ Sit in front of room ⚡ Change location to reduce distractions

STUDENT CHARACTERISTIC: EASILY DISTRACTED, SHORT ATTENTION SPAN, EMOTIONAL AND BEHAVIORAL CONCERNS

Category	Instruction & Classroom Assessments Possible Accommodations	Statewide Assessments Allowable Accommodations
⚡ All students • Listed on IEP or Section 504 Plan		
Timing and Scheduling	<ul style="list-style-type: none"> ⚡ Multiple or frequent breaks ⚡ Choose optimum time to administer tests ⚡ Cue student to begin working and stay on task ⚡ Change testing schedule or order of subtests ⚡ Limit reading periods ⚡ Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon ⚡ Divide long term assignments 	All Students: <ul style="list-style-type: none"> ⚡ Multiple or frequent breaks ⚡ Choose optimum time to administer tests ⚡ Change testing schedule Listed on IEP or Section 504 Plan: <ul style="list-style-type: none"> • Cue student to begin working and stay on task

DO'S AND DON'TS WHEN SELECTING ACCOMMODATIONS

- | | |
|---|---|
| Do... make accommodation decisions based on individualized needs. | Don't...make accommodation decisions based on what is "easiest" to do (e.g., preferential seating). |
| Do... select accommodations that mediate the effect of the disability to access instruction and demonstrate learning. | Don't...select accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage. |
| Do... make sure to document instructional and assessment accommodation(s) on the IEP, 504 Plans or Student Improvement Team (SIT) Plans. | Don't...assume all instructional accommodations are appropriate for use on assessments. |
| Do... be familiar with the types of accommodations that can be used as both instructional and assessment accommodations. | Don't...just indicate an accommodation(s) will be provided "as appropriate" or "as necessary." |
| Do... be specific about the "Where, When, Who, and How" accommodations will be provided. | Don't...offer or check every accommodation possible on a checklist simply to be "safe." |
| Do... refer to state accommodations procedures and guidance, and understand implications of selections. | Don't...assume that the same accommodations remain appropriate year after year. |
| Do... evaluate accommodations used by the student. | Don't...provide an assessment accommodation for the first time on the day of a test. |
| Do... get input about accommodations from teachers, parents, and students, and use to make decisions at IEP, 504 Plans, or Student Improvement Team Meetings. | Don't...assume certain accommodations, such as extra time, are appropriate for every student in every content area. |
| Do... provide accommodations for assessments that are routinely used for classroom instruction. | |
| Do... select accommodations based on specific individual needs in each content area. | |

RULES FOR ADMINISTERING SPECIFIC ACCOMMODATIONS

There are several rules that can be used to guide the administration of commonly used accommodations on the Kansas State Assessment.

Read Aloud Test Directions/Items

Refer to the Kansas Read-Aloud Accommodation Guidelines on KSDE Main Assessment page.

Large Print

- If a student needs a large print test edition, be sure the information is shared with the district test coordinator so that it can be ordered in a timely manner that allows it to be available for the test.
- After a student finishes a large-print edition of a test, the teacher needs to transcribe the student's answers verbatim onto a standard answer sheet.
- The large print assessments must be returned to the district test coordinator.

Braille

- If a student needs a braille test edition, be sure the information is shared with the district test coordinator so that it can be ordered in a timely manner that allows it to be available for the test.
- Check to see if practice tests or the formative assessments are available in braille. The test administrator for a braille test needs to be provided with a print version of the test during test administration.
- After a student finishes a braille edition of a test, someone needs to transcribe the student's answers verbatim onto a standard answer sheet/response form.
- The braille assessments must be returned to the district test coordinator.

Sign Language Interpreter

- A student's teacher should not be the interpreter in a testing situation unless a second person is present to monitor for quality and fairness.
- An interpreter may sign all parts of the Kansas Mathematics, Science, and History-Government (Social Studies) Assessments. On the Kansas Reading Assessment, an interpreter may sign the test directions, prompts, and item questions and answer choices. **NO PART OF THE PASSAGES ON THE KANSAS READING ASSESSMENT MAY BE SIGNED.**
- Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
- Graphic materials may be described, but should also be available in print or tactile formats.
- Interpreter services need to be arranged at least two weeks prior to test day with substitutes available.

Writing in Test Booklet

- Have student write in the test booklet instead of on an answer sheet. This accommodation allows the test-taker to indicate responses directly in the test booklet and have someone else transfer the answer to the answer sheet after the student has completed the test.

Dictation to Scribe

- Scribes may be provided for students with disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing.
- Scribes must be impartial and should be experienced in transcription.
- Scribes must write exactly what the student dictates.
- Scribes should not affect the outcome of a test in any way.
- Scribes are not allowed to elaborate on what is being written.
- Scribes cannot answer or explain anything to the student during testing and must be careful not to give “hints” of any type.
- Scribes must allow the student to review and edit what the scribe has written.

Provide Extended Time

- The Kansas State Assessments are not timed; therefore, a student may be given extra time.
- Decisions to provide extended time should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of test. For example, if a reader or scribe is used, double time may be appropriate. Usually “unlimited” time is not appropriate or feasible.

Supervised Test Locations

- It may be difficult to find testing locations that are private and free of distractions, especially when many students in a building are tested at the same time.
- Each student tested in a private location needs adult supervision and each adult supervisor needs clear instructions about test administration procedures. This requirement for supervision includes students tested in the home, hospital, residential, or other alternative setting.

▪

APPENDIX A

ALLOWABLE MANIPULATIVES ON THE KANSAS STATE MATH ASSESSMENT

ALLOWABLE MANIPULATIVES ON THE KANSAS STATE MATH ASSESSMENT

Students will be administered the general Kansas State Math Assessments in a more standardized environment.

In this testing environment, students are allowed to use manipulatives, graph paper, blank paper, and other materials as specified in the test directions. (These are to be provided, as available, by the school.)

Textbooks, dictionaries, computational tables, and other instructional/curricular materials are **not** to be used during testing. This includes classroom posters, teacher or student-generated journals, and other instructional materials that may have been used during the course of instruction.

Individual students may receive allowable accommodations that are regularly provided during classroom instruction and assessment activities. If applicable, these accommodations should be specified in a student's Individual Education Plan (IEP) or Section 504 Plan, or should be a part of a student assistance plan resulting from a school's Student Intervention Team (SIT) process or an English Language Proficiency assessment. Allowable accommodations are detailed in the Examiner's Manual.

Additional Information on Available Materials

1. Graphic organizers that are generated solely by the student on blank paper during the assessment are allowed.
2. If you want to use an accommodation other than those listed in the Examiner's Manual, call KSDE at 785.296.3996 or 785.296.4349. If the accommodation changes the construct being tested, it will not be allowed.
3. Manipulatives that are routinely used in the classroom may be used by the student on the Kansas State Assessments. The manipulative **MUST** be chosen by the student. The teacher may neither suggest a particular manipulative nor insist that a manipulative be used. Examples of manipulatives are listed. If you have a question about 1) whether something really is a manipulative, or 2) if a particular manipulative is allowable on the state assessment, please e-mail Sid Cooley, scooley@ksde.org

EXAMPLES OF MANIPULATIVES APPROPRIATE FOR THE KANSAS MATHEMATICS ASSESSMENT

graph paper
integer number line
pattern blocks
color tiles (squares)
chips, two-color counters, two-sided counters
CUBES: multilink, connecting, color, wooden, unifix, multilink cubes
snap blocks
Cuisenaire rods
geoboards
number cubes
money
hundreds chart
rulers, meter sticks, protractors, compass
base 10 (ten) blocks
clock or clock face
transparent mirror or Mira spinners
geometric solids

Not all of these manipulatives will be found in a particular classroom. Manipulatives will not be useful on the assessment if they have not been used regularly during the year.

Calculators, not considered manipulatives, are allowed only on state-designated sections of the Kansas State Math Assessment.

External electronic devices, including cell phones, palm pilots, and similar devices are not allowed on any part of the assessment.

If you have a question about: 1) whether something really is a manipulative, or 2) if a particular manipulative is allowable on the Kansas State Math Assessment, please e-mail Sid Cooley, scooley@ksde.org

APPENDIX B

THE NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARD (NIMAS)

THE NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARD

What is the National Instructional Materials Accessibility Standard (NIMAS)?

NIMAS is a technical standard used by publishers to produce source files (in XML) that may be used to develop multiple specialized formats, such as braille or audio books for students with print disabilities.

The specialized formats are intended to be used by students who are blind, have low vision, have physical disabilities and/or have reading disabilities due to organic dysfunction such as dyslexia.

The source files are prepared using Extensible Markup Language (XML) to mark up the structure of the original content and provide a means for presenting the content in a variety of ways and styles. For example, once a NIMAS file set has been produced for printed materials, the XML and image source files may be used to create braille, large print, HTML versions, DAISY talking books using human voice or text-to-speech, audio files derived from text-to-speech transformations, and more.

The separation of content from presentation is an important feature of the NIMAS approach. In most cases, a human will need to enhance the source files to provide additional features needed by diverse learners.

The various specialized formats created from NIMAS file sets may then be used to support a very diverse group of learners who qualify as students with print disabilities. It is important to note that most elementary and secondary educational publishers do not own all of the electronic rights to their textbooks and related core print materials and a copyright exemption allows them to deliver the electronic content of a textbook and the related core print materials to the NIMAC, a national repository which began operations on December 3, 2006, as long as the publishers possess the print rights. NIMAS applies to instructional materials published on or after July 19, 2006.

IDEA (2004) indicates that the term “print instructional materials” includes printed textbooks and related printed core materials that are written and published primarily for use in elementary school and secondary school instruction, and are required by a SEA or LEA for use by students in the classroom.

NIMAC carries out its responsibilities for those instructional materials that are made available by publishers for use in elementary and secondary classrooms after the date the NIMAS technical specification is posted to the Federal Register. Some publishers may, however, voluntarily include earlier editions.

For more information about NIMAS, go to www.cast.org

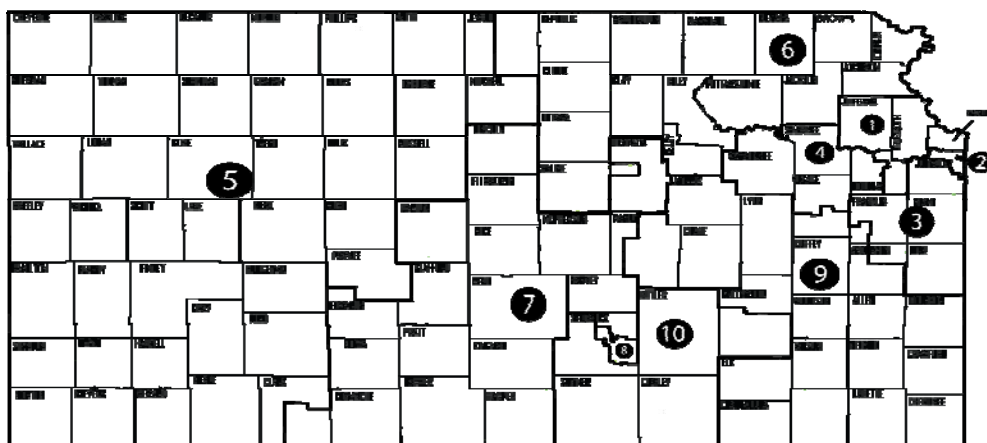
Education Priorities for a New Century

To assist in fulfilling its responsibility to provide direction and leadership for the supervision of all educational interests under its jurisdiction, the Kansas State Board of Education has adopted as its mission promoting student academic achievement through vision, leadership, opportunity, accountability and advocacy for all. The State Board believes that the key to ensuring the fulfillment of its mission lies in helping schools work with families and communities to prepare students for success.

With that in mind, the State Board has established the following priorities to guide its work in the next century.

Ensure that all students meet or exceed academic standards by:

- Redesigning the delivery system to meet our state's changing needs;
- Providing a caring, competent teacher in every classroom;
- Ensuring a visionary leader in every school;
- Improving communication with all constituent groups.



Kansas State Board of Education

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The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel 120 SE 10th Ave. Topeka, KS 66612 785-296-3204.