The Kansas Accommodations Manual 2018-2019
How to Select, Administer, and Evaluate Accommodations for Instruction and Assessment

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Please contact our team if you have questions on Kansas assessments or assessment accommodations:
Phone: 800-203-9462, or 785-296-7454 Fax: 785-291-3791
Early Childhood, Special Education, and Title Services Kansas State Department of Education Landon State Office Building, 900 SW Jackson Street, Suite 620 Topeka KS 66612

Assessment Coordinator
Lee Jones
(785) 296-4349
ljones@ksde.org

Dynamic Learning Maps (DLM) and Accommodations
Cary Rogers
(785) 296-0916
crogers@ksde.org

The Kansas Accommodations Manual 2018-2019 How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students is revised from the CCSSO Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students. The Council of Chief State School Officers (CCSSO) 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.

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

English Language Learners State Collaborative on Assessment and Student Standards (ELL SCASS)


Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
www.ccsso.org

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https://ccsso.org/sites/default/files/2017-10/CCSSO%20Accessibility%20Manual.docx
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Section I: Background

KSDE uses The Council of Chief State School Officers’ (CCSSO’s) Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students to establish accommodation guidelines for all students, including students with disabilities, English learners (ELs), ELs with disabilities, and students without an identified disability or EL status. Accommodations discussed herein include both embedded (digitally-provided) and non-embedded (non-digitally or locally provided) universal features that are available to all students, and features available for those students for whom the need has been identified by an informed educator or team of educators with documentation on an Individualized Education Program (IEP) or 504 plan, Individualized Learning Plan (ILP) or a Student Improvement Team Report. Approaches to these supports may vary depending on the nature of assessments – be they content assessments, English language proficiency (ELP) assessments, or alternate assessments.

Due to rapidly developing technologies, there are many changes in approach to accessibility. New approaches provide opportunity for students to derive benefits from accommodations.

This manual serves educators in several ways. This manual provides a decision-making process that can be used to select, implement, and evaluate accommodations. The Kansas Accommodations Manual 2018-2019 How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students continues to evolve as more is learned. This document reflects changes for the 2018-2019 school year.

Intended Audience and Recommended Use

The Kansas Accommodations Manual 2018-2019 How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students is useful to the following:

- general education teachers
- English for Speakers of Other Languages (ESOL)/bilingual teachers
- special education teachers
- school administrators
- test administrators
- school coordinators
- related service personnel
- assessment staff

The manual applies to all students who use accommodations for instruction and assessment. The manual emphasizes an individualized approach to the implementation of accommodations for those students who have diverse needs in the classroom. It recognizes the critical connection between accommodations in instruction and accommodations during assessment as well as the need to think about accessibility from the start of educational processes.

The manual outlines a five-step decision-making process for administering accommodations. Figure 1 highlights the five steps discussed in the manual.
Figure 1. Five-step Decision-making Process for Administering Accommodations

Step 1: Expect Students to Achieve Grade-level Standards

Step 2: Learn About Accommodations for Instruction and Assessment

Step 3: Identify Accommodations for Instruction and Assessment

Step 4: Administer Accommodations During Instruction and Assessment

Step 5: Evaluate Use of Accommodations in Instruction and Assessment

Five-step Decision-making Process
Recognizing Accessibility Needs for All Students

In the context of new technology-based instruction and assessments, various accommodations are available for students to meet their individualized needs and preferences. These new individualized approaches to accessibility place greater responsibility on educator teams and individuals who make decisions about which students need and should receive specific supports among a variety of accessibility choices. Educators should also ensure that students have ample opportunity to practice using accommodations or accessing assessment content without certain supports if they are only available in instruction.

Several organizations developed educational standards and principles informing the process of fair and reliable educational approaches.

- The *Standards for Educational and Psychological Testing* jointly developed by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education represents guidance on valid, reliable, and fair assessments, as well as operational implications and testing applications.
- The *Operational Best Practices for Statewide Large-scale Assessment Programs* developed by the Association of Test Publishers and the Council of Chief State School Officers addresses technology-based and covers many areas including program management, item development and banking, delivery, administration, and scoring and reporting.
- The *Principles and Characteristics of Inclusive Assessment Systems in Changing Assessment Landscapes* developed by the National Center on Educational Outcomes discusses inclusion of all students, assessment accessibility, high-quality decision making, implementation fidelity, public reporting, and continuous improvement of educational practices.

For the purposes of this manual, the following definitions are used:

*Students with disabilities* are students who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

*English learners (ELs)* are students whose native language is not English and who do not yet possess sufficient English language proficiency to fully access curriculum that is in English.

*English learners with disabilities (ELs with disabilities)* are students whose native language is not English, who do not yet possess sufficient English language proficiency to fully access content that is in English, and who have disabilities served by IDEA or Section 504.

*General education students* are students who do not have an identified disability or EL status. Although it is understood that students with disabilities, ELs, and ELs with disabilities are also general education students, we use this term as a simple way to refer to students who do not have a disability, are not identified as an EL, or who are not identified as an EL with a disability.
Section II: Three-tiered Approach to Accessibility

This section highlights the three-tiered approach to accessibility currently employed by many states and consortia: universal features, designated features, and accommodations. Educators should be mindful that other terms sometimes are used to describe these three tiers (e.g., universal tools – features for all students) or additional tiers (e.g., administrative considerations) that may be used. Tool 1 includes examples of administrative considerations.

Universal Features

Universal features are accommodations that are either embedded and provided digitally through instructional or assessment technology (e.g., answer choice eliminator), or non-embedded and provided non-digitally at the local level (e.g., scratch paper). Universal features are available to all students as they access instructional or assessment content.

Tool 3 includes embedded and non-embedded universal features.

Making Decisions About Universal Features

Educators may need to pay special attention to non-embedded universal features to ensure that they are available to meet individual student needs.

Designated Features

Designated features are those features that are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parents/guardians and the student if appropriate) who is familiar with the student’s characteristics and needs. Embedded designated features (e.g., color contrast) are provided digitally through instructional or assessment technology, while non-embedded designated features (e.g., magnification device) are provided locally. Designated features must be assigned to a student by trained educators or teams using a consistent process.

Tool 4 includes embedded and non-embedded designated features.

Making Decisions About Designated Features

Educators (or teams of educators also including parents/guardians and the student if appropriate) who are familiar with the student’s characteristics and needs should make decisions about designated features. Decisions should reflect those supports that the student requires and uses during instruction and for assessments. Student input to the decision, particularly for older students, is recommended.

For students with IEPs or 504 accommodation plans, their IEP or 504 teams should make decisions on what designated features need to be provided. States use planning tools - Personal Needs Profile (PNP), or other similar tools to document which designated features (and accommodations, if applicable) need to be made available to that student. All designated features must be identified via the PNP, or another tool in advance.
Accommodations

*Accommodations* are changes in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Embedded accommodations (e.g., text-to-speech) are provided digitally through instructional or assessment technology, while non-embedded designated features (e.g., scribe) are provided locally. Accommodations are generally available for students for whom there is a documented need on an IEP, 504, or ILP accommodation plan. Tool 5 includes Accommodations.

**Making Decisions About Accommodations**

EL teams, IEP teams, and educators for 504 plans make decisions about accommodations. For ELs with disabilities, these teams should include an expert in the area of English language acquisition. These decision makers provide evidence of the need for accommodations and ensure that they are noted on the IEP, ILP, or 504 plan. Decision makers are responsible for entering information on accessibility features and accommodations from the IEP, 504 plan, or ILP plan into the planning tool (e.g., PNP) so that all needed features and accommodations can be activated for the student. They can accomplish this by identifying one person (e.g., a team member or a test coordinator who will follow the state’s security guidelines) to enter information into the student’s planning tool. Tool 6 highlights a sample planning tool.
Section III: Five-step Decision-making Process

This section describes a five-step process that can be used to make optimal accessibility decisions for those students who need accommodations in the classroom. The five steps follow:

- Step 1: Expect Students to Achieve Grade-level Standards
- Step 2: Learn About Accommodations for Instruction and Assessment
- Step 3: Identify Accommodations for Instruction and Assessment
- Step 4: Administer Accommodations During Instruction and Assessment
- Step 5: Evaluate Use of Accommodations in Instruction and Assessment

Figure 1. Five-step Decision-making Process for Administering Accommodations
Step 1: Expect Students to Achieve Grade-level Standards

Education is a basic right for all children in the United States. With legislation aimed at the inclusion of all students comes the drive to ensure equal access to grade-level standards. Academic standards are educational targets outlining what students are expected to learn at each grade level. Teachers ensure that students work toward grade-level standards by using a range of instructional strategies based on the varied strengths and needs of students. For some students, accommodations are provided during instruction and assessments to help promote equal access to grade-level content.

Individual Educators, teams of Educators, and parents who are familiar with student needs are best qualified to make instructional and assessment decisions for them. Educators are responsible for developing, implementing, and improving accessibility practices. Educators who may be involved in decisions regarding accommodations include:

- special education teachers or 504 Plan committee representatives
- language educators and facilitators (ESOL/bilingual teachers, other ESOL/bilingual/migrant teachers or EL administrators, language acquisition specialists, interpreters)
- assessment officials (test administrators, test coordinators, guidance counselors, reading specialists)
- general education teachers (classroom/content teachers)
- bilingual and special education paraprofessionals
- school administrators (principals, school/district officials)
- parents/guardians
- students (if appropriate)

To accomplish the goal of equal access in education,
- every educator must be familiar with standards and accountability systems at the state and district level;
- every educator must know where to locate standards; and
- all general, special, and language educators, as well as other educational stakeholders must collaborate for successful student access.

All students can work toward grade-level academic content, ELP, or alternate assessment standards, and should be expected to achieve these standards when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the areas addressed by state standards and who know how to differentiate instruction for the diverse/specific population of students they are serving.
2. Individualized approaches to instruction and assessment are in place, and individualized plans are developed for those students who need them.
3. Appropriate accommodations are provided to help students access instructional and assessment content.

College- and career-ready standards and common assessments that are based on those standards present an unprecedented opportunity for educators to accomplish the goal of meaningful inclusion of all students in academic content.
Equal Access to Grade-level Content (Including All Students in State Assessment Systems)

Federal and most state laws, legal cases, and federal guidance require that all students be administered assessments intended to hold schools accountable for the academic performance of students. Educators must actively engage in a planning process that addresses:

- assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments,
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities, and
- use of different assessment formats to assess the achievement of beginner ELs; these assessments are tailored specifically for ELs at varying developmental, language proficiency, and academic levels and are aligned with content and achievement standards, curriculum, and instruction.

Federal and State Laws, Legal Cases, and Federal Guidance Requiring Student Participation

To effectively support all students in the classroom, educators should be familiar with federal and state laws, current guidelines, and legal cases that regulate student participation in the educational processes. These documents are particularly important when serving students with disabilities, ELs, and ELs with disabilities. Several important laws require the participation of these students in standards-based instruction and assessment initiatives. Some of these laws address solely students with disabilities; others regulate educational policies and practices exclusively for ELs. Educators should consider both sets of laws when it comes to instruction and assessment of ELs with disabilities. Tool 2 highlights federal laws, legal cases, and federal guidance regulating student participation in educational processes.

Step 2: Learn About Accommodations for Instruction and Assessment

In the age of technology-mediated educational practices, accommodations facilitate instruction and assessment of students effectively if they are selected and used properly. The purpose of these supports is to reduce or eliminate the effects of barriers that otherwise prevent students from demonstrating what they know and can do.

Accommodations provided in the classroom do not reduce expectations for learning.

Accommodations provided during state assessments, such as universal features (e.g., writing tools), designated features (e.g., translations), or accommodations (e.g., closed captioning), must also be provided during classroom instruction, classroom assessments, and district assessments. However, some instructional accommodations may not be appropriate for use on certain statewide assessments. In other cases, accommodations provided on assessments may be slightly different from those provided in the classroom (e.g., digital notetaking on an assessment). It is important that educators help students become familiar with supports provided through technology platforms so that students are not using these tools for the first time on test day.

It is critical that educators become familiar with state policies about the appropriate use of accommodations during assessments.
Typically, accommodation use may not begin and end in the school setting, but this may vary depending on the individual. As students become more proficient in instructional content, need for accommodations may decrease. For instance, ELs may not need native language supports as their English language proficiency increases. Accommodations for instruction and assessment are integrally intertwined.

When determining accommodations for ELP assessments, it is important to remember that ELP assessments and content area assessments measure different constructs, and therefore, different accommodations may be allowed for each. This approach is also true for alternate assessments.

KSDE encourages meaningful collaboration among classroom teachers, school administrators, assessment officials, parents, and students to guarantee beneficial instruction and assessment of students. Educators should coordinate their accommodations in the classroom through ongoing interaction and collaboration with each other.
Universal Design Implications

Universal design principles address policies and practices intended to improve access to learning and assessments for all students. Universal design principles are important to the development and review of instructional and assessment content because some ways of presenting content make it difficult for some students to show what they know. When educators employ universal design techniques, they can gain a more accurate understanding of what students know and can do. Universal design techniques should be applied consistently in instruction and assessments. In contrast to retrofitting, these techniques are integrated in instruction and assessment from the start. Educators should consider the following principles of universal design:

- inclusion of diverse student populations;
- precisely defined instructional and assessment constructs;
- maximally accessible, non-biased content;
- compatibility with accommodations;
- simple, clear, and intuitive instructions and procedures;
- maximum readability and comprehensibility; and
- maximum legibility.

Universally-designed instructional and assessment content often reduce but not eliminate the need for accommodations and alternate assessments. Universal design can provide more cost-effective assessments and can provide educators with more valid inferences about the achievement levels of all students.

Universal design is not limited to instruction and assessment in a computer-based environment. With greater implementation of technological solutions, thinking about accommodations and universal design is changing. With current technology, educators build accommodations into the design of instructional and assessment content and redefine some accommodations as universal; this empowers all students with optimal accessibility options.

Administrative Considerations for Instruction and Assessment

For both instruction and assessment, some administrative resources and strategies, such as testing at the time beneficial to a student, should be allowable for all students, and not classified as accommodations. These administrative considerations are often addressed in test administration documents and should be used whenever possible for all students. Tool 1 includes some administrative considerations available.
Modifications in Instruction and Assessment

Accommodations do not reduce learning expectations. They meet specific needs of students in instruction and assessment and enable educators to know that measures of a student’s work produce valid results.

Modifications refer to practices or materials that change, lower, or reduce state-required learning expectations. Modifications may change the underlying construct of an assessment. Examples of modifications include:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);
- reducing assignments and assessments so a student only needs to complete the easiest problems or items;
- using an accommodation that invalidates the intended construct;
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or
- giving a student hints or clues to correct responses on assignments and tests.

Providing modifications to students during classroom instruction and classroom assessments may have the unintended consequence of reducing opportunity to learn critical content. Nevertheless, modifications can be used in instruction as long as students do not expect that these modifications will transfer to a state assessment. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. Providing a student with a modification during a state accountability assessment constitutes a test irregularity and invalidates test scores.

Instructional Accommodations

To optimize educational experiences, educators should hold regular meetings to coordinate instructional approaches. Every educator needs to be familiar with state policies. Educators should consider:

- student characteristics and needs;
- instructional tasks expected of students to demonstrate proficiency in grade-level state standards; and
- consistency between accommodations used for classroom instruction and those used on assessments.

Questions to ask:

- What are the student’s specific instructional and assessment needs?
- How might student access to curriculum, instruction, and assessment be supported with the goal of developing student independence?
- Does the student really not need some universal features?
- Does the student need any designated features or accommodations?

A student may not be receiving an accommodation he or she really needs or may be receiving too many. Research indicates that more is not necessarily better, and that providing students with accommodations that are not truly needed may have a negative impact on performance.
As shown in Figure 2, accessibility decisions should be individualized based on the particular language- and disability-related challenges faced by the student. Students with high English language needs and low disability-related needs require more language-based supports while their counterparts with high disability-related needs and low English language needs require more supports that remove disability-related barriers. At the same time, students with high English language needs and high disability-related needs benefit from more intensive language- and disability-related supports while students with low English language needs and low disability-related needs require fewer.

**Figure 2. English Language- and Disability-related Needs Affecting Accessibility Decisions**

![Figure 2. English Language- and Disability-related Needs Affecting Accessibility Decisions](source)

Source: Shyyan, Christensen, Touchette, Lightborne, Gholson, and Burton, 2013. Reprinted with permission.

This approach of accounting for varying English language- and disability-related needs for ELs with disabilities was developed to reinforce the idea that students in each of the four sections require different instructional support. Moreover, variability within each section should be taken into account, and students’ individualized needs should be addressed on an individual basis. **Educators should fully account for the complexity of both language and disability implications during the instruction and assessment of ELs with disabilities.** Tool 7-sample student profiles and related questions associated with each quadrant

**Step 3: Identify Accommodations for Instruction and Assessment**

Every educator must be knowledgeable about state and district academic standards and assessments. Effective decision making about the provision of appropriate accommodations begins with making appropriate instructional decisions. In turn, optimal instructional decision making is facilitated by gathering and reviewing reliable information about the student’s access needs, disability, English language proficiency, and present level of performance in relation to local and state academic standards.
Decisions should be based on individual characteristics and needs. **Making blanket decisions for groups of students at particular language acquisition levels or with particular disabilities is not appropriate.** Thoughtfully made accommodations advance equal opportunity for participation in the general education curriculum.

State policies generally delineate assessment policy criteria that should be used to identify students who may use certain accommodations. Student needs and preferences are probably the most important criteria to be considered when making optimal accommodations. Other criteria include:

- English language proficiency test results;
- disability needs;
- oral proficiency in English and other languages;
- literacy levels in English and native language;
- implications of special education programs;
- the kind of education the student received before coming to the U.S. (e.g., evidence of limited or interrupted formal education);
- the time spent in English speaking schools
- the time spent in your state;
- performance on other assessments;
- the resources available to students in their native languages;
- the student’s cultural background may also help educators determine which accommodations should be used.

It is also important to remember that certain accommodations may be used on some types of assessments but are prohibited on others because of the potential to invalidate the measured construct. For example, such linguistic supports as glossaries may be helpful on content assessments but would compromise English language proficiency assessment results.

**Documenting Accommodations for All Students**

To ensure continuous monitoring and improvement of accessibility approaches, educators should document how students use accommodations. Documenting what universal features and what designated features and accommodations are available to this student will enable educators to make informed decisions based on longitudinal data about accommodations.

**Documenting Accommodations Under IDEA**

For ELs with disabilities served under IDEA, determining accommodations should not pose problems for educators who follow appropriate educational practices. With information obtained from the required summary of the student’s Present Levels of Academic Achievement and Functional Performance (PLAAFP), the process of identifying and documenting accommodations should be a fairly straightforward event. The PLAAFP is a federal requirement in which collaborative team members must state “how the child’s disability affects the child’s involvement and progress in the general education curriculum—the same curriculum as non-disabled children” [Sec. 614 (d) (1) (A) (i) (I)].

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

1. “Consideration of Special Factors” [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.
2. “Supplementary Aids and Services” [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes “aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.”

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

**Documenting Accommodations on a Student’s 504 Plan**

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide certain 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. 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 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. Sec. 794]

Examples where there may be accommodations in a 504 plan include the following conditions:

- allergies or asthma;
- attention difficulties;
- communicable diseases (e.g., hepatitis);
- drug or alcoholic addictions, as long as they are not currently using illegal drugs;
- environmental illnesses; or
- temporary disabilities from accidents who may need short term hospitalization or homebound recovery.

**Decision-making Process**

The decision-making process for providing accommodations includes consideration of at least these three factors:

- student characteristics – disabilities, language proficiency, accommodations used in classroom instruction/assessments to access and perform in academic standards and state tests;
- classroom instruction and assessment – knowledge about what tasks are required in instruction and on state assessments and ways to remove physical and other barriers to a student’s ability to perform those tasks;
- accommodations – for an assessment or for part of an assessment and consequences of decisions.

When multiple accommodations are employed, educators should also be cognizant of possible interactions of these supports. For instance, the highlighter might change colors if the color contrast is turned on.
Student Characteristics

Selecting accommodations for instruction and assessment is the role of a student’s educator or a team of educators. Accommodations are chosen based on the individual student’s characteristics and the student’s need for the accessibility supports (see Figure 3). After considering the student’s individual characteristics, educators identify inclusion needs that require accommodations. When these accommodations are used according to the plan, the student will be able to demonstrate what he or she knows and can do for both instruction and assessments.

Figure 3. Accommodation Selection Process

The following questions can be used to guide the selection of appropriate accommodations:

- What are the student’s language learning strengths and areas of further improvement (applicable to all students, not just ELs)?
- How do the student’s learning needs affect the achievement of grade-level standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level standards?
- What accommodations will increase the student’s access to instruction and assessment by addressing the student’s learning needs? These may be new supports or supports the student is currently using.
- What accommodations are regularly used by the student during instruction and assessments?
- What are the results for assignments and assessments when accommodations are used and not used?
- What is the student's perception of how well an accommodation “worked”?
- Are there effective combinations of accommodations?
- What difficulties does the student experience when using accommodations?
- What are the perceptions of parents, teachers, and other specialists about how the accommodation worked?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

When matching accommodations with students’ needs, educators should consider the following:

- the student’s willingness to learn to use the accommodation;
- opportunities to learn how to use the accommodation in classroom settings; and
conditions for use on state assessments.

**Involving Students in Selecting, Using, and Evaluating Accommodations**

It is critical for students to understand their needs and learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of “authority figures,” may be a new role for students, one for which they need guidance and feedback. Educators can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations, making sure that the right number of supports is selected, and avoiding employing too many or too few supports.

The more involved students are in the selection process, the more likely they are to use selected accommodations, especially as they reach adolescence when their desire to be more independent increases. Students need opportunities to learn which accommodations are most helpful for them, and then they need to learn how to make certain those supports are provided in all of their classes and wherever they need them outside of school. For instance, students with significant cognitive disabilities, many of whom do not have sophisticated expressive communication systems, can show teachers whether they prefer certain supports. It is important to encourage student feedback and self-advocacy.

**Classroom Instruction and Assessment**

**Prior Use of Accessibility Supports**

Students are most successful with testing accommodations when they have used them prior to the test. Educators are encouraged to implement accommodations in instruction to make sure these concerns are addressed before the state assessment is administered. Accommodations should not be used for the first time on a state test. Instead, it is important to address concerns ahead of time.

- Plan time for students to learn new accommodations.
- Be sure that students know how to use embedded and non-embedded accommodations. For embedded supports, there may be practice or sample items or tutorials for students to experience prior to test administration.
- Plan for evaluation and improvement of the use of accommodations.

In some cases, accommodations used in instruction may not be allowed on a test because they would invalidate the results of the test. The performance no longer reflects what the test was designed to measure. In these instances, teachers allow students ample opportunities to perform on classroom tasks and assessments without the use of the accommodation.

On some assessments, accommodations may be presented in a way that is different from that used during instruction. To facilitate effective assessment processes, students are informed of these changes and have a chance to practice the modified accommodations prior to the test. This is particularly important for students with significant cognitive disabilities; instruction often happens offline but assessments are taken online.

If the accommodation is considered a necessary step in scaffolding grade-level content instruction, having some practice without the support during classroom work would gauge student progress independent of the support and provide students opportunities to practice without the support before the state assessment. If the instructional accommodation is more permanent in nature and is not permitted on a state assessment, decision makers should consider whether the accommodation
alterns what the test measures. If, after considering these steps, the appropriateness of using an accommodation is not clear, educators should contact district or state personnel about its use.

Individual Test Characteristics: Questions to Guide Selection of Accommodations

After considering student characteristics, it is important to look at the task students are being asked to do on the state or district assessment. The following questions may guide decision making:

- What are the characteristics of the test my student needs to take? Are the test tasks similar to classroom assessment tasks or does the student need to 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?
- Are there other barriers that could be removed by using an accommodation that is not already offered or used by the student?

Accommodation: Maintaining Validity of Assessment Results

When selecting accommodations for state assessments, it is important to keep in mind both the accommodation policies set to maintain the validity of the results of an assessment and to know the consequences of the decisions. If educators determine that a student should use a certain accommodation during an assessment but the student refuses to use the support, the validity of the assessment results may be compromised.

Consideration of longer term consequences is important as well. For example, as students begin to make post-secondary choices, these may factor into the nature of accommodations open to them. Educators may want to discuss whether or how this affects decisions about accommodations for assessments. Educators should also be aware that validity implications are different for ELP assessments than for content assessments. Accommodations, therefore, should be selected in accordance to whether language proficiency or content area knowledge is being tested.

Educators should plan how and when the student will learn to use each new accommodation. They should be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, they should plan for the ongoing evaluation and improvement of the student’s use of accommodations. Tools 8-17 provide additional information on this step.
Step 4: Administer Accommodations During Instruction and Assessment

Accessibility During Instruction

Accommodations should not be used solely during assessments. Accommodations ensure meaningful and equitable access to content.

Students must have opportunities to become familiar with the technological aspects of the assessment process. In addition to taking practice tests/interactive demos using the same testing platform, it is also important to provide opportunities for all students to use technology for learning.

Interactive Demo is found at https://www.ksassessments.org/interactive-demos

In some cases, teachers may use accommodations without realizing that they do, equating these supports to instructional strategies. It is important that teachers be aware of the range of accommodations available for their students and use these supports appropriately and consistently in instruction and assessment.

Accessibility During Assessment

Logistics of providing accommodations during state and district assessments must be mapped out. Student Personal Needs Profiles (PNP) reflect decisions to ensure that all required supports are available on testing day. Educators must know and understand the requirements and consequences of district and state assessments, including the use of accommodations and related technologies. It is important to engage appropriate personnel to plan the logistics and provision of assessment accommodations.

Providing accommodations through the testing platform can ensure that accessibility is standardized from student to student and district to district. However, it is important to monitor the provision of accommodations on test day to ensure that supports are delivered and the technology is working as it should. Teachers should be in communication with assessment coordinators in a timely manner to ensure that the assessment is properly programmed and verified with the appropriate accommodations for a student.

The same accommodations cannot always be used on various types of assessments (content assessments, ELP assessments, alternate assessments). For instance, stacked translations may be appropriate on content or alternate assessments but would likely invalidate the measured construct on ELP assessments.

Prior to the day of a test, teachers should ensure that test administrators and proctors know what accommodations will be used and how to administer them properly. For example, test administrators and proctors should know whether a student needs to test in a separate location, so plans can be made accordingly. Staff administering accommodations, such as scribing student responses, must adhere to specific guidelines so that student scores are valid.

Tools 18-19; Appendix 1-3- (Translation, human signer, scripting guidelines, KAP tools and accommodations and math manipulatives)

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices include inappropriate interactions between test administrators and students taking the test. They also include, but are not limited to, allowing a student to answer fewer questions, offering
additional information, coaching students during testing, editing student responses, telling a student they may want to review and answer, or giving clues in any other way.

**Standardization**

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure that test results reflect actual student knowledge. Test administrators and proctors should also carefully adhere to state policies that lay out what to do when selected accommodations do not work well.

**Test Security**

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity of a test and validity of test results. If non-embedded accommodations are used, assessment security can become an issue when other test formats are used (e.g., braille) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). To ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content, and (3) return all materials as instructed.

Some of the same considerations for test security apply to embedded accommodations. For example, ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (1) students are seated in such a manner that they cannot see each other’s terminals, (2) students are not able to access unauthorized programs or the Internet while they are taking the assessment, and (3) students are not able to access saved data or computer shortcuts while taking the test. In most cases, special required hardware devices and appropriate applications, such as switches, should be compatible with computer-delivered assessments. Prior to testing, educators should check on device compatibility and make appropriate adjustments if necessary.


**Step 5: Evaluate Use of Accommodations in Instruction and Assessment**

Accommodations must be selected on the basis of the individual student’s needs and must be used consistently for instruction and assessment. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of students in state- and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of the use of accommodations, as well as inform the continued use of some supports or the rethinking of others.

Examination of the data may also indicate areas in which teachers and test administrators need additional training and support. In addition to collecting information about the use of accommodations within the classroom, information needs to be gathered on the implementation of accommodations during assessment. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level.
Gathering information on accommodations may be easier in a technology-based assessment platform, when these supports are programmed into the system. However, just because information can be collected does not automatically indicate that it is meaningful. Educators, schools, and districts should decide in advance what questions should be answered by the collection of accessibility data in order to apply resources efficiently.

Information on the use of accommodations can be feasible to collect when it is coded on the test form with other student information.

Questions to Guide Evaluation of Use of Accommodations at the School or District Level

Accessibility information can be analyzed in different ways. Here are some questions to guide data analysis at the school and district level:

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration is not compromised with the provision of accommodations?
3. Was a formal professional development training on accommodations conducted for educators?
4. Are students receiving accommodations as documented in their planning tools (e.g., PNPs) or IEP and 504 plans?
5. Are there procedures in place to ensure that test administrators adhere to instructions for the implementation of accommodations?
6. How many students are receiving certain accommodations?
7. What types of accommodations are provided and are some used more than others?
8. How well do students who receive certain accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the student not having had access to the necessary instruction, not receiving the accommodation, or using ineffective supports?

Tools 20-21 Teacher evaluations and questions to guide evaluation forms

Questions to Guide Evaluation at the Student Level

The following questions can be used to formatively evaluate accommodations used at the student level and inform the individualized decision-making process.

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used versus when they are not used? If a student did not meet expected levels of performance, is it due to lack of instruction, not receiving the accommodations, or using ineffective accommodations?
3. What is the student’s perception of the accommodation?
4. What combinations of accommodations seem to be effective?
5. What are difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers and others regarding the accommodation?
7. Have student characteristics changed over time to warrant a change in accommodation?

Tool 14 After-test accommodation questions
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 each student team. Formative evaluation is not the responsibility of just one individual. Teams of educators should contribute to the information gathering and decision-making processes.

Post-secondary Implications

College and career readiness is an important educational outcome for all students. As students plan for their transition to post-secondary settings, it is important for educators to have documented student use of accommodations; sometimes these can be used in their college and career settings. Colleges and universities may allow fewer accommodations than are available in K-12 settings. This may also be true for students who transition into vocational and other workplace settings. Students should be encouraged to research their accommodation needs within the context of each particular educational institution or place of employment.

In some instances, standardized assessments are used in states for accountability purposes. These tests may be viewed differently by higher education institutions for college entrance. The same accommodations may not be available in some cases. Schools should communicate with the test vendors to ensure that appropriate guidelines are followed.

Resources


Tools

Tool 1: Administrative Considerations

- Adaptive furniture
- Carrel
- Encourage student
- Help student navigate/place answers correctly
- Individual administration
- Light/acoustics
- Minimize distractions
- Non-embedded amplification
- Repeat/re-read directions
- Seat location/proximity
- Separate room
- Slant board/wedge
- Small group
- Student's home/hospital/incarceration
- Test at a time beneficial to student
### Federal Laws

| ESSA | The Every Student Succeeds Act (ESSA) was issued on December 10, 2015 ([https://www.congress.gov/114/crpt/hrpt354/CRPT-114hrpt354.pdf](https://www.congress.gov/114/crpt/hrpt354/CRPT-114hrpt354.pdf)). It reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the national education law and commitment to equal opportunity for all students. The bill mandates annual reporting of disaggregated data of groups of students, generating information about whether all students are achieving and whether schools are meeting the needs of low-income students, students of color, students with disabilities, and English learners. Specific ESSA requirements include provisions for

(I) the participation in such assessments of all students;

(II) the appropriate accommodations, such as interoperability with, and ability to use, assistive technology, for children with disabilities (as defined in section 602(3) of the Individuals with Disabilities Education Act (20 U.S.C. 1401(3))), including students with the most significant cognitive disabilities, and students with a disability who are provided accommodations under an Act other than the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), necessary to measure the academic achievement of such children relative to the challenging State academic standards or alternate academic achievement standards described in paragraph (1)(E); and

(III) the inclusion of English learners, who shall be assessed in a valid and reliable manner and provided appropriate accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency… |

| IDEA | IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child’s unique needs. IDEA requires the participation of students with disabilities in state- and district-wide assessments. Specific IDEA requirements include

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [34 C.F.R. § 300.160(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 appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments, 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 {34 C.F.R. 300.320(a)(6)(ii)"}.

For the small group of students with significant cognitive disabilities who are also English learners, these assessments will be an important tool to measure their progress in learning English.
IDEA, 34 CFR §§300.160(b)(2)(i) and (ii)

(2) 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 that do not invalidate the score; and
(ii) Instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.

| Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act |
| Section 504 provides individuals with disabilities with certain rights and protects individuals with disabilities against discrimination in federally funded programs and activities. Section 504 states |
| No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, 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 or under any program or activity conducted by any executive agency… |
| In school settings, 504 legislation guarantees and protects students with disabilities who may not otherwise have an IEP, but are still considered an individual with disabilities. The definition of a student with disabilities is much broader under 504 than it is under IDEA. An important part of the 504 plans developed by schools for students with disabilities is often the lists of accommodations that the student can use on assessments. |
| Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) ensure a level playing field for students with disabilities in a wide range of settings, including testing, and, similarly to IDEA, provide for reasonable testing accommodations to be given to students with disabilities as outlined/as needed. Title III of the ADA requires equal access and participation. The IEP/504 team is charged with making accommodations decisions for all IDEA/504 eligible students every year, as part of the annual IEP/504 process. |

| Legal Cases |
| The Office of Civil Rights established a policy for the provision of equal educational opportunities for ELs. This policy was described in a memorandum in 1970: |
| Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. |
| This memorandum does not tell districts what steps they must take to ensure the equal opportunities for ELs. However, it does state that the law is violated if |
| • students are excluded from effective participation in school because of their inability to speak and understand the language of instruction; |
| • national origin minority students are inappropriately assigned to special education classes because of their lack of English skills; |
| • programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead-end track; or |
| • parents whose English is limited do not receive school notices or other information in a language they can understand. |
| This law was tested in the Supreme Court Case, Lau v. Nichols. In 1974, the Supreme Court upheld this law, supporting the premise that if students cannot understand the language of instruction, they do not have access to an equal opportunity education. |
| The Supreme Court said the following: |
There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. All students in the United States, regardless of native language, have the right to a quality education. An equal education is only possible when students are able to understand the language of instruction.

| Castañeda v. Pickard (1981) | On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district’s program for EL students:
|                          | 1. Is the program based on an educational theory recognized as sound by some experts in the field or is it considered by experts as a legitimate experimental strategy?
|                          | 2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
|                          | 3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome? |

| Brookhart v. Illinois State Board of Education (1983) | This case demonstrated the necessary steps that a district is required to take in order to ensure that students with disabilities are prepared for graduation standards. School districts need to pay careful attention to ensure that students are aware of diploma requirements, and IEPs need to be written with these specific graduation requirements in mind. |

**Federal Guidance**


| Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline | Issued on January 7, 2015, by the U.S. Department of Justice and the U.S. Department of Education, this document covers state and local educational agencies’ obligations to EL students and addresses common civil rights issues. A separate section of the document discusses the issue of evaluating ELs for special education services and providing special education and English language services. This document is accompanied by resources for students and parents available in multiple languages. Retrieved June 19, 2018, from [http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf). |
Dear Colleague Letter on FAPE/IEP Alignment

Issued on November 16, 2015, by the U.S. Department of Education (the Office of Special and Rehabilitative Services), this document addresses the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) aligned with the child’s individualized education program (IEP).


Americans with Disabilities Act Requirements: Testing Accommodations

Issued in September 2015 by the Department of Justice, this is the Department’s response to questions and complaints about excessive and burdensome documentation demands, failures to provide needed accommodations, and failures to respond to requests for testing accommodations in a timely manner. The guidance applies to testing entities (private, state, local) that have exams related to applications, licensing, certification, or credentialing for secondary, postsecondary, professional, or trade purposes.


English Learner Tool Kit

This document was jointly developed by the Department of Education and Department of Justice and issued in September 2015 to help state and local education agencies help ELs by fulfilling the obligations in the Dear Colleague Letter of January 7, 2015. The tool kit includes 10 chapters, one for each of the “common civil rights issues” discussed in the January 7, 2015, Dear Colleague Letter.


Peer Review of State Assessment Systems

This guidance was issued in September 2015 by the Office of Elementary and Secondary Education (OESE) and is required by ESEA Section 1111(e) to ensure the technical soundness of each State’s assessment system. This version was revised after the previous version was suspended in December 2012. The document is reorganized, and includes updates based on revised professional standards.

**Tool 3: Universal Features**

*Note:* The accessibility supports included in these tables may, in some cases, belong to different tiers or be prohibited depending on state/consortium policies and assessment types. In several instances, similar supports are grouped for the sake of clarity.

**Embedded Universal Features Available to All Students**

<table>
<thead>
<tr>
<th>Universal Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amplification</td>
<td>The student raises or lowers the volume control, as needed, using headphones.</td>
</tr>
<tr>
<td>Breaks</td>
<td>The number of items per session can be flexibly defined based on the student’s need. Breaks of more than a set time limit will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal feature may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td>Calculator</td>
<td>An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).</td>
</tr>
<tr>
<td>Digital notepad</td>
<td>The student uses this feature as virtual scratch paper to make notes or record responses.</td>
</tr>
<tr>
<td>Eliminate answer choices/Answer choice eliminator/Strikethrough</td>
<td>The student uses this feature to eliminate those answer choices that do not appear correct to the student.</td>
</tr>
<tr>
<td>English dictionary</td>
<td>An English dictionary may be available for the student. The use of this universal feature may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td>English glossary</td>
<td>Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this feature may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td>Expandable passages</td>
<td>The student is able to expand each passage so that it takes up a larger portion of the screen as the student reads. The student can then retract the passage to its original size.</td>
</tr>
<tr>
<td>Global notes</td>
<td>Notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment.</td>
</tr>
<tr>
<td>Highlighter</td>
<td>The student uses this digital feature for marking desired text, items, or response options with a color.</td>
</tr>
<tr>
<td>Universal Feature</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Line reader/Line reader mask tool/Line guide</td>
<td>The student is able to use this feature as a guide when reading text.</td>
</tr>
<tr>
<td>Keyboard navigation</td>
<td>The student is able to navigate throughout test content by using a keyboard, e.g., arrow keys. This feature may differ depending on the testing platform.</td>
</tr>
<tr>
<td>Mark for review/Flag for review</td>
<td>The student is able to flag items for future review during the assessment.</td>
</tr>
<tr>
<td>Math tools</td>
<td>These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which one or more of these tools would be appropriate.</td>
</tr>
<tr>
<td>Spellcheck</td>
<td>Writing tool for checking the spelling of words in student-generated responses. Spellcheck only gives an indication that a word is misspelled; it does not provide the correct spelling.</td>
</tr>
<tr>
<td>Writing tools</td>
<td>The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, and undo/redo.</td>
</tr>
<tr>
<td>Zoom (item-level)</td>
<td>The student can enlarge the size of text and graphics on a given screen. This feature allows students to view material in magnified form on an as-needed basis. The student may enlarge test content at least fourfold. The system allows magnifying features to work in conjunction with other accessibility features and accommodations provided.</td>
</tr>
</tbody>
</table>
## Non-embedded Universal Features Available to All Students

<table>
<thead>
<tr>
<th>Universal Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaks</td>
<td>Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td>English dictionary</td>
<td>An English dictionary can be provided to the student. The use of this universal feature may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td>Noise buffer/Headphones/Audio aids</td>
<td>The student uses noise buffers to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test.</td>
</tr>
<tr>
<td>Scratch paper</td>
<td>The student uses scratch paper or an individual erasable whiteboard to make notes or record responses. All scratch paper must be collected and securely destroyed at the end of each test domain to maintain test security. The student receives one sheet (or more as needed) of scratch paper. A marker, pen, or pencil should be provided as well. The student can use an assistive technology device to take notes instead of using scratch paper as long as the device is approved by the state. Test administrators have to ensure that all the notes taken on an assistive technology device are deleted after the test.</td>
</tr>
<tr>
<td>Thesaurus</td>
<td>A thesaurus containing synonyms of terms can be provided to the student. The use of this universal tool may result in the student needing additional overall time to complete the assessment.</td>
</tr>
</tbody>
</table>
### Embedded Designated Features Identified in Advance

<table>
<thead>
<tr>
<th>Designated Feature</th>
<th>Description</th>
<th>Recommendations for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer masking</strong></td>
<td>The student is able to block off answer choices.</td>
<td>Students with attention difficulties may need to mask answer choices that may be distracting during the assessment. This feature also may be needed by students with print disabilities (including learning disabilities) or visual impairments.</td>
</tr>
<tr>
<td><strong>Color contrast</strong></td>
<td>The student is able to adjust the text color and screen background color based on the student’s need.</td>
<td>Students with attention difficulties may need this feature for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student’s needs.</td>
</tr>
<tr>
<td><strong>General masking</strong></td>
<td>The student is able to block off content that is not of immediate need or that may be distracting. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus. The student is able to focus his/her attention on a specific part of a test item by masking.</td>
<td>Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This feature also may be needed by students with print disabilities (including learning disabilities) or visual impairments.</td>
</tr>
<tr>
<td><strong>Text-to-speech/Audio support/Spoken audio</strong></td>
<td>The student uses this feature to hear pre-recorded or generated audio of tasks.</td>
<td>Students who use text-to-speech will need headphones unless tested individually in a separate setting.</td>
</tr>
<tr>
<td><strong>Turn off universal features</strong></td>
<td>This feature allows disabling any universal feature that might interfere with student performance, or be distracting to the student.</td>
<td>Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal features. Having evidence of which specific features may be distracting is important for determining which features to turn off.</td>
</tr>
<tr>
<td><strong>Zoom (test-level)</strong></td>
<td>The test platform is pre-set to be enlarged for the student before the test begins.</td>
<td>Students with visual impairments may need to increase the size of text and other item features beyond a zoom universal feature.</td>
</tr>
<tr>
<td>Designated Feature</td>
<td>Description</td>
<td>Recommendations for Use</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Designated Feature</td>
<td>Description</td>
<td>Recommendations for Use</td>
</tr>
<tr>
<td>Bilingual dictionary</td>
<td>A bilingual/dual language word-to-word dictionary is provided to the student as a language support.</td>
<td>For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this feature may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td>Color contrast</td>
<td>Test content of online items may be printed with different colors.</td>
<td>Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student’s needs.</td>
</tr>
<tr>
<td>Color overlay</td>
<td>The student is able to overlay a semitransparent color onto paper-based test content.</td>
<td>This designated feature only works with black text on white background.</td>
</tr>
<tr>
<td>Human reader/Human read aloud</td>
<td>The student has test content that is provided by an audio file in a computer-based test, read by a qualified human reader.</td>
<td>Students who use the paper-and-pencil version of the test can have the same test content read aloud that is supported through audio in a computer-based version. If a human reader is selected, that person must have appropriate experience providing read aloud support and must sign a document verifying adherence to state policy or practice to ensure test security and ethical practices.</td>
</tr>
<tr>
<td>Magnification device</td>
<td>The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification allows increasing the size to a Students with visual impairments may need to increase the size of text and other item features beyond a zoom universal feature.</td>
<td></td>
</tr>
<tr>
<td>Designated Feature</td>
<td>Description</td>
<td>Recommendations for Use</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>level not provided for by the zoom universal feature.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native language translation of directions</td>
<td>Translation of general test directions (not item prompts or questions) is a language support available to students prior to starting the actual test. Test directions can be provided either by being read aloud or signed by a test administrator who is fluent in the language. Translations may be provided by a human or the test platform.</td>
<td>Students who have limited English language skills can use the translated directions feature.</td>
</tr>
<tr>
<td>Paper-and-pencil test</td>
<td>The student takes a paper-and-pencil version of the test.</td>
<td>Due to cultural considerations or to significantly limited technology skills, some students may need to take paper-and-pencil versions of assessments. This option should be based on a student’s individual needs only and should not be applied on a group basis.</td>
</tr>
<tr>
<td>Separate setting</td>
<td>Test location is altered so that the student is tested in a setting different from that made available for most students.</td>
<td>Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group or to use a device requiring voicing (e.g., a Whisper Phone). Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher’s desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.</td>
</tr>
<tr>
<td>Student reads test aloud</td>
<td>The student reads the test content aloud. This feature must be administered in a one-on-one test setting.</td>
<td>Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read text fully may need to read the test aloud.</td>
</tr>
</tbody>
</table>
## Tool 5: Accommodations

**Note:** The accessibility supports included in these tables may, in some cases, belong to different tiers or be prohibited depending on state/consortium policies and assessment types. In several instances, similar supports are grouped for the sake of clarity.

### Embedded Accommodations Available with an IEP or 504 Plan

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Description</th>
<th>Recommendations for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language (ASL)</td>
<td>Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.</td>
<td>Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.</td>
</tr>
<tr>
<td>Closed captioning</td>
<td>Printed text that appears on the computer screen as audio materials are presented.</td>
<td>Students who are deaf or hard of hearing and who typically access information presented via audio by reading words may need this support to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.</td>
</tr>
<tr>
<td>Streamline</td>
<td>This accommodation provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.</td>
<td>This accommodation may benefit a small number of students who have specific learning or reading disabilities in which the text is presented in a more sequential format.</td>
</tr>
<tr>
<td>Accommodation</td>
<td>Description</td>
<td>Recommendations for Use</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Unlimited rerecordings</td>
<td>The student is able to rerecord answers in the speaking domain an unlimited number of times.</td>
<td>Students whose disabilities preclude them from being able to record their answers on the first or second attempt (as available in the non-accommodated version of the test) may need to rerecord their answers multiple times.</td>
</tr>
<tr>
<td>Unlimited replays</td>
<td>The student is able to replay items in the listening domain an unlimited number of times.</td>
<td>Students whose disabilities preclude them from being able to respond to a listening item on the first or second attempt (as available in the non-accommodated version of the test) may need to replay items multiple times.</td>
</tr>
</tbody>
</table>

**Non-embedded Accommodations Available with an IEP or 504 Plan**

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Description</th>
<th>Recommendations for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abacus</td>
<td>This accommodation may be used in place of scratch paper for students who typically use an abacus.</td>
<td>Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.</td>
</tr>
<tr>
<td>Assistive technology</td>
<td>The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball, speech-to-text conversion, or voice recognition.</td>
<td>Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device.</td>
</tr>
<tr>
<td>Accommodation</td>
<td>Description</td>
<td>Example</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Braille</td>
<td>A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper, thermoform, or refreshable braille). Both contracted and uncontracted braille (English Braille, American Edition) are available; Unified English Braille will be adopted for future assessments. Nemeth code is available for math.</td>
<td>Students who are blind or have low vision may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td>Braille writer or note-taker</td>
<td>A blind student uses a braille writer or note-taker with the grammar checker, internet, and file-storing functions turned off.</td>
<td>Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document.</td>
</tr>
<tr>
<td>Calculator/Calculation device</td>
<td>A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator) other than the embedded grade-level calculator.</td>
<td>Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items.</td>
</tr>
<tr>
<td>Extended time</td>
<td>Students have until the end of the school day to complete a single test unit.</td>
<td>Students should be tested in a separate setting to minimize distractions to other students and should be scheduled for testing in the morning to allow adequate time for completion of a test by the end of the school day.</td>
</tr>
<tr>
<td>Human signer/Sign language/Sign interpretation of test</td>
<td>A human signer will sign the test directions to the student. The student may also dictate responses by signing.</td>
<td>The student must be tested in an individual or small group setting.</td>
</tr>
<tr>
<td>Large print test booklet</td>
<td>A large print form of the test that is provided to the student with a visual impairment.</td>
<td>Students with visual impairments who may not be able to use zoom or magnifying devices to access the test and may need a large print version of the form.</td>
</tr>
<tr>
<td>Multiplication table</td>
<td>A paper-based single digit (1-9) multiplication table is available to the student.</td>
<td>This accommodation can benefit students with a documented and persistent calculation disability (i.e., dyscalculia).</td>
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<td>----------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Print on request/Print on demand</td>
<td>The student uses paper copies of individual test items.</td>
<td>This feature is contingent on state policy or practice. Students may not be able to interact with items online (due to visual impairments, lack of familiarity with the computer-based format, or other cultural reasons), and as a result may need a paper copy of test items. The use of this feature may result in the student needing additional time to complete the assessment.</td>
</tr>
<tr>
<td>Scribe</td>
<td>The student dictates her/his responses to an experienced educator who records verbatim what the student dictates.</td>
<td>Students who have documented significant motor or language processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the student’s responses verbatim either in the test platform or on paper. The use of this accommodation may result in the student needing additional time to complete the assessment. For these students, dictating to a scribe is the only way to demonstrate their composition skills.</td>
</tr>
<tr>
<td>Speech-to-text</td>
<td>The student uses an assistive technology device to dictate responses or give commands during the test.</td>
<td>Students who have documented motor or processing disabilities (such as dyslexia) or who have had a recent injury that makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</td>
</tr>
<tr>
<td>Word prediction external device</td>
<td>The student uses an external word prediction device that provides a bank of frequently- or recently-used words onscreen after the student enters the first few letters of a word.</td>
<td>Students with physical disabilities that severely limit them from writing or keyboarding responses or disabilities that severely prevent them from recalling, processing, or expressing written language may need this support.</td>
</tr>
</tbody>
</table>
## Tool 6: Planning Tool

### Universal Features

These features are available by default to all students. As designated features, uncheck the selected features if they should not be made available. Uncheck all that apply.

<table>
<thead>
<tr>
<th>Embedded Universal Features</th>
<th>Non-embedded Universal Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ answer choice eliminator</td>
<td>☑ breaks</td>
</tr>
<tr>
<td>☑ digital notepad</td>
<td>☑ scratch paper</td>
</tr>
<tr>
<td>☑ highlighter</td>
<td>☑ thesaurus</td>
</tr>
</tbody>
</table>

*States can list other embedded universal features.*

### Designated Features

These features are identified in advance by an informed educator. These features are not available unless selected. Check all that apply.

<table>
<thead>
<tr>
<th>Embedded Designated Features</th>
<th>Non-embedded Designated Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ answer masking</td>
<td>☑ color overlay</td>
</tr>
<tr>
<td>☑ color contrast</td>
<td>☑ magnification device</td>
</tr>
<tr>
<td>☑ turn off universal features</td>
<td>☑ paper-and-pencil test</td>
</tr>
</tbody>
</table>

*States can list other embedded designated features.*

### Accommodations

These are identified in advance by an IEP or 504 team. These accommodations are not available unless selected. Check all that apply.

<table>
<thead>
<tr>
<th>Embedded Accommodations</th>
<th>Non-embedded Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ braille</td>
<td>☑ assistive technology</td>
</tr>
<tr>
<td>☑ closed captioning</td>
<td>☑ calculator</td>
</tr>
<tr>
<td>☑ text-to-speech</td>
<td>☑ scribe</td>
</tr>
</tbody>
</table>

*States can list other embedded accommodations.*
Tool 7: Sample Student Profiles

The following four profiles were drawn from actual student profiles, and identifying information has been removed or changed. These profiles are not meant to be representative, but rather to highlight the importance of addressing the individual needs of each English learner (EL) with a disability.

Student 1: High English Language Needs, Low Disability-related Needs

Ricardo is a 14-year-old boy. He is in the 7th grade now and has been in the school district since kindergarten. However, he left for extended periods of time to return to his home country of Peru. Spanish is his first language and the primary language spoken at home.

Ricardo struggled in school academically and socially. Because of his EL status, it was difficult to determine if his struggle was due to limited English proficiency. Finally, in Grade 5, Ricardo’s assessments were ordered in Spanish, and someone was brought in, so the student could be tested in his first language.

Those test results showed that he had a learning disability and, with special education support, he improved both socially and academically. He still struggled with having confidence in his abilities and he read well below his grade level.

The assessment coordinator, John, administered the general assessment with Ricardo. John wanted Ricardo to be able to have individual testing so that he could have all the time he needed. Ricardo listened to the Text to Speech in the assessment for math, but he was on his own for the reading section. It was a horrible experience for Ricardo.

The reading section was completed over a week. John gave him multiple breaks, but he could not give Ricardo what he really needed. Ricardo wanted to do well so badly that he spent almost an hour on just one question. He kept trying to reread the passage but could not get through it. There were too many words that he could not read. He was so frustrated. He was in tears, but he refused to just leave it. He said, “I am going to do terrible. I just want to do better.”

His English test scores were – Speaking: Intermediate; Listening: Basic; Reading: Emergent; and Writing: Emergent. He has made huge gains over the last year, both in his abilities and self-confidence. Ricardo’s teacher is looking forward to the reading and writing portions of the general assessment next year. Hopefully, with another year under his belt and all the accommodations the teacher can offer, the student will feel successful again.

John did not know what could be done so that the test would better reflect the student’s true abilities. He thought that the state tests were not made to accurately assess ELs or students with disabilities. ELs also take the English proficiency test every year. He thought that it would be nice if those scores could be used to measure annual progress of ELs with disabilities instead of the general assessment. John thought that with all of the state assessments, it did not seem like there were real options as far as participation. But he had to administer the assessments.

Questions for Ricardo’s Case

1. Do you agree with Ricardo’s placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?
Student 2: High English Language Needs, High Disability-related Needs

Fatima came to the United States with her family as a refugee. She lives in a “complex” with an extended family. Her mother has a mild intellectual disability. Educators have been unable to communicate with her parents due to their limited knowledge of English. Some intercultural misunderstandings may have occurred. Fatima has been a student in her current district since kindergarten. Throughout her schooling, she has had some challenging behaviors in the classroom. Most notable has been taking things from the teacher and other students (food, pencils, etc.), which has created issues and concerns in her education.

Fatima has attained a reasonable amount of spoken English since she began school in kindergarten, but has very delayed skills in all areas according to grade-level standards. Fatima has a hearing impairment and severe vision impairment, for which she qualifies for special education.

Fatima’s school psychologist is concerned about the validity of Fatima’s assessment results because of the unresolved interaction between her disability and score results. Prior to enrolling in the district, Fatima's family had not provided any medical interventions. The school obtained permission to take Fatima to an eye doctor. Glasses and vision exercises were prescribed. However, in her native culture it is not permitted to wear glasses. She reported that the first pair of glasses paid for by the health care system had been lost at home. Fatima then reported that the second pair of glasses, which was paid for by the school, had been broken. The third pair that the teacher paid for personally, had to stay at school, but was thrown away at lunch. Currently, Fatima is not wearing glasses which are an educational need for her. The school plans on getting her another pair when she returns from spring break. Their main focus is on creating a plan so that she will wear them. Fatima is also doing the vision exercises that need to be done daily, four times a day. She mainly does these exercises at school since she rarely remembers to do them at home.

Fatima also has a significant hearing loss. Most of the assistive technology suggested to help with this impairment is placed in the ears. The school got a hearing aid for Fatima that can be worn under her headscarf. Her family would prefer that Fatima does not put her headscarf behind her ears. The quality of the sound, however, is not always optimal for the student. The aid provides a more muffled sound than it would if her ears could be out from under the headscarf. Because of these unresolved vision and hearing impairments, the psychologist does not want to conduct assessments with questionable validity.

The school hired interpreters and did home visits to figure out the best way to help Fatima. Every teacher on staff is working to help her. She is still classified as EL according to her most recent English proficiency test.

Questions for Fatima’s Case

1. Do you agree with Fatima’s placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?
Student 3: Low English Language Needs, High Disability-related Needs

Ben is 14 according to his birth certificate. He is in 7th grade. He was adopted from Haiti into a loving family when they think he was 5. He had lived in an orphanage and was malnourished when he came to the United States. He had limited language in his native Haitian Creole and had Peters Anomaly, with only one functioning eye. When he began kindergarten, he did not have any fine motor skills due to low muscle tone and did not appear to have any pre-literacy skills. He was quite passive and loved listening to stories, showing evidence that he came from a language with an oral tradition and had been told some stories in the past. He began to develop a charming personality and seemed to be adapting to his new language, culture, family, school, and environment.

He worked hard at school, had a lot of support as an English learner, and was assessed for support in physical and occupational therapy. His oral language continued to grow, as evidenced by his English assessment scores; however he was not learning to read and write and began to struggle academically. He received specialized reading and math through special education in Grades 2 and 3, while remaining in the classroom for the rest of the time. He continued with ESL pull-out and he participated in an after-school reading and writing club. He became a part of the school and community, loved to have people read non-fiction to him, and he was able to discuss what was read when given the opportunity.

The loss of his first language over time seemed to have quite an impact, as he had nothing linguistically to relate to. Most language he used was very concrete, he clung to factual information, and he did not understand inferences or metaphors. He began to lose confidence and became very self-conscious in academic settings. After much testing, he was diagnosed with an intellectual disability, attention deficit hyperactivity disorder, and post-traumatic stress disorder. In Grades 4 and 5, he was in an intensive self-contained special education program to focus on reading, writing, and math. It was during these years that he began to strengthen his reading and writing skills, but his math skills were far below proficient. Due to a change in location of the program and his schedule, he did not receive ESL programming at this time other than the after-school program and Rosetta Stone. The question of shared support through ESL services and special education services resurfaced.

Ben’s mother was frustrated with all the assessments that her son and other EL students with disabilities had to go through each year. She understood the need to assess, but she felt that there was too much time spent on “teaching to the test,” as well as the days of the actual testing. She wondered about the purpose of the English language test for her son and she is not sure that accommodations are really that helpful. She would rather see educators using that time on appropriate instruction at her son’s developmental level with less formal assessments along the way to show what he was learning, NOT what he couldn’t possibly comprehend on the state-mandated tests. She does feel that the English test is a valid assessment of his language development. She felt that the accommodations that her son had were just something to put on paper, and that it would be more appropriate to use his oral strength and assess him on what he was presently learning. She was worried about Ben’s future and saw that he had a potential six more years before graduating from high school with all of the required assessing. She believed in public education and hoped and expected that he would stay in school. She felt that due to his intellectual challenges, Ben needed to become functional. She was concerned that his self-esteem was affected every time he was put in front of a required test. Ben was receiving community support for his disability. However, the support that Ben needed might be not available if the school didn’t have the data from the assessments.

Questions for Ben’s Case

1. Do you agree with Ben’s placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?
**Student 4: Low English Language Needs, Low Disability-related Needs**

Anna is a Spanish-speaking girl who was administered both the English proficiency assessment test and the general assessment this year. She was very outgoing, thus giving the impression to others that she was performing at a higher level than she actually was. Anna was also very conscientious about not making mistakes. She came late in the year when testing was already underway. Since Anna entered during the testing window, the school was expected to test her. On the general assessment, it was slightly easier for Anna because the school testing coordinator, Lesley, gave the test, and she was familiar with Lesley. Lesley also let her know that it was okay to be “wrong” or to say she did not know. After half an hour of testing, it became obvious that Anna was just randomly answering questions and did not appear to understand them. Lesley immediately contacted the testing coordinator for the district to inform her that the school had the wrong level of test for Anna. The district testing coordinator assessed the situation, and the teachers were informed that they had to administer the previously selected test for Anna. So, while Anna appeared “okay” taking the test, she often ended up in tears because she knew she did not know the answers.

Anna’s parents were from Central America, and they did not speak English at home. It quickly became clear that there were some intercultural misunderstandings. Anna’s parents were quite happy to have their child in a U.S. American school, but did not understand the special education aspect of things (a service not offered where they had lived). So when Anna started having problems in school, her parents did not know what to do and pressured Anna to pass the test. Her parents did not understand the purpose of the test and they were concerned that she had missed several questions. Lesley managed to calm both Anna and her parents, explaining to them that the school would do whatever it could to help Anna learn the material that was difficult for her.

**Questions for Anna’s Case**

1. Do you agree with Anna’s placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?
### Tool 8: Dos and Don’ts When Selecting Accommodations

<table>
<thead>
<tr>
<th><strong>Do</strong>…</th>
<th><strong>Don’t</strong>…</th>
</tr>
</thead>
<tbody>
<tr>
<td>make accommodation decisions based on individualized needs (e.g., the student’s amount of time in the country, disability needs, etc.).</td>
<td>make accommodation decisions based on whatever is easiest to do (e.g., preferential seating).</td>
</tr>
<tr>
<td>select accommodations that reduce the effect of the disability and language barrier to access content and demonstrate learning.</td>
<td>select accommodations unrelated to documented student learning needs or to give students an unfair advantage.</td>
</tr>
<tr>
<td>be certain to document instructional and assessment accommodation(s) on the IEP, 504, or EL plan.</td>
<td>use an accommodation that has not been documented on the IEP, 504, or EL plan.</td>
</tr>
<tr>
<td>turn off certain universal features for some students if these features prove to be distracting.</td>
<td>assume that all universal features should be available to all students without previous try-outs.</td>
</tr>
<tr>
<td>select designated features based on input of one or more informed educators.</td>
<td>make blanket decisions about designated features.</td>
</tr>
<tr>
<td>ensure that accommodations are selected based on multiple stakeholders’ input.</td>
<td>make unilateral decisions about accommodations.</td>
</tr>
<tr>
<td>make decisions about designated features and accommodations prior to the assessment day.</td>
<td>assume that various combinations of accommodations will work effectively without testing these combinations.</td>
</tr>
<tr>
<td>be specific about the “Where, When, Who, and How” of providing accommodations.</td>
<td>assume that all instructional accommodations are appropriate for use on assessments.</td>
</tr>
<tr>
<td>refer to state accommodation manual and understand implications of selections.</td>
<td>simply indicate an accommodation will be provided “as appropriate” or “as necessary.”</td>
</tr>
<tr>
<td>evaluate accommodations used by the student.</td>
<td>check every accommodation possible on a checklist simply to be “safe.”</td>
</tr>
<tr>
<td>get input about accommodations from teachers, parents, and students.</td>
<td>assume the same accommodations remain appropriate year after year.</td>
</tr>
</tbody>
</table>
**Do**...provide accommodations for assessments routinely used for classroom instruction or ensure that students practice each support sufficiently.

**Don’t**...provide an assessment accommodation for the first time on the day of a test.

**Do**...select accommodation based on specific individual student needs.

**Don’t**...assume certain accommodations, such as a dictionary, are appropriate for every student.
**Tool 9: Accommodations From the Student’s Perspective**

*Use this questionnaire to collect information about needed accommodations from the student’s perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, however, be certain that the student understands the concept of “accommodations” (universal features, designated features, and accommodations), and provide examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of supports that may be available.*

1. What parts of learning are easiest for you?

_____________________________________________________________

2. Tell me something in class that you do well.

_____________________________________________________________

*The things you said you can do well above are your strengths. For example, you may have mentioned vocabulary, grammar, reading, writing, listening, 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. What parts of learning are hardest?

_____________________________________________________________

4. Tell me something you do in class that is hard.

_____________________________________________________________

*The things you said were hardest are areas you need to work on during the school year. For example, you might have listed reading the class textbook, taking tests, listening, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.*
5. In the list that follows, write down all of the challenges you currently have related to learning. Then look at a list of accommodations. Next to each class, write down what supports you think might be helpful for you.

### Challenge List

<table>
<thead>
<tr>
<th>Things that are hard</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

This questionnaire was adapted from *A Student’s Guide to the IEP* by the National Dissemination Center for Children with Disabilities (http://nichcy.org/pubs/stuguide/st1book.htm). Retrieved July 28, 2005.
Tool 10: Parent Input on Accommodations

Questions Parents Should Ask about Accommodations (Universal Features, Designated Features, and Accommodations) in Instruction and Assessment

About Instruction

• What instructional supports does my child need to access and reach the academic standards?

• How can my child and I advocate to receive accommodations not yet provided in instruction?

• Are there any accommodations that my child uses at home but does not have available in the classroom?

• Are the accommodations my child is receiving in instruction meant to be temporary? If yes, what is the plan to help determine when to phase them out?

• How are the various staff members who work with my child providing accommodations? (across content instruction, English language development, special education, or other staff)

• What is the setting or model of program support my child receives for instruction?

About Accommodations

• What are the tests my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?

• Are the accommodations allowed on state tests also provided for district tests?

• How can I support my child at home to ensure that my child can access homework meaningfully?

• Can my child participate in part of an assessment with or without certain 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?
Questions for Instruction and Assessment

Is the need for each accommodation documented in my child’s planning tool (such as PNP, or a similar tool) and/or ILP, IEP, or 504 plan?

Are there too many or too few accommodations being provided?

What are my child’s preferences for specific accommodations?

If my child needs designated features or accommodations, how will they be provided?

If an accommodation provided on a test is not used in instruction, or is not presented in the same format (e.g., an online calculator for a test), how will my child be given opportunities to practice using the accommodation?

If an accommodation used in instruction is not allowed on a test, is there another allowed option to assist the student? 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? What evidence is there to know if my child was able to access or use the accommodations provided?

Other questions you may have

**Tool 11: Instructional Accessibility Features and Accommodations (AFAs)**

Student Name: ____________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Beginning of Year AFAs</th>
<th>Middle of Year AFAs</th>
<th>End of Year AFAs</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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**Teacher Evaluation:**

**Team Recommendations:**

---

Kansas Accommodations Manual 2018-2019: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students

Updated December 2018
### Tool 12: Accommodation Calendar

**Student Name:** _______________________________________

**Grade:** ______________________

**Subject:** ______________________

**School Year:** _________________

**Teacher Name:** _______________________________________

<table>
<thead>
<tr>
<th>Accessibility Feature or Accommodation</th>
<th>+ = very effective</th>
<th>✓ = provided</th>
<th>x = refused</th>
<th>0 = provided, but not effective</th>
</tr>
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<tbody>
<tr>
<td>Month:</td>
<td>M</td>
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</table>
## Tool 13: Accommodations in the Classroom

Use this chart to track different aspects of how a student uses accommodations (universal features, designated features, and accommodations) in your classroom. This will help inform decision making on accommodations.

Student: ________________________    Grade: _____    Date: ________________

What accommodations does the student use in the classroom? List them in the chart. Then follow the questions in the chart.

<table>
<thead>
<tr>
<th>Questions</th>
<th>List accommodations – universal features (turned off), designated features, and accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is it noted in student’s planning tool (such as PNP) and/or ILP, IEP, or 504 plan?</td>
<td></td>
</tr>
<tr>
<td>2. For what task(s) is it used? (e.g., task type or standard).</td>
<td></td>
</tr>
<tr>
<td>3. Does the student use it for that task every time? Note how often.</td>
<td></td>
</tr>
<tr>
<td>4. Does the student use it alone or with assistance? (e.g., aide, peers?)</td>
<td></td>
</tr>
<tr>
<td>5. If more than one support is available, how do these supports interact? For example, does one accommodation seem more effective when used with another on a task?</td>
<td></td>
</tr>
</tbody>
</table>
6. If the accommodation is presented differently on the test (e.g., an online calculator), how can you give the student opportunities to practice using it?

<p>| | | | |</p>
<table>
<thead>
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<th></th>
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</table>

7. Does the student’s individualized plan (e.g., ILP, IEP, 504) need to be updated?

<p>| | | | |</p>
<table>
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</thead>
</table>
**Tool 14: After-Test Accommodation Questions**

*Use this form after a test to interview a student about the accommodations (universal features, designated features, and accommodations) provided, used, whether they were useful, and whether they 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. Students in higher grades may do this independently, or filling out this form could be facilitated through a discussion between a teacher and a student.*

**Student:** _________________________  **Date:** _________________________

**Accessibility support used:** _________________________

<table>
<thead>
<tr>
<th>Questions</th>
<th>Supports Available (List)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the accommodation used?</td>
<td>Yes / No</td>
</tr>
<tr>
<td><em>(Circle Yes or No and record optional comments.)</em></td>
<td></td>
</tr>
<tr>
<td>Was the accommodation useful?</td>
<td>Yes / No</td>
</tr>
<tr>
<td><em>(Circle Yes or No and record optional comments.)</em></td>
<td></td>
</tr>
<tr>
<td>Were there any difficulties with the accommodation?</td>
<td>Yes / No</td>
</tr>
<tr>
<td><em>(Are adjustments needed?)</em></td>
<td></td>
</tr>
<tr>
<td><em>(Circle Yes or No and record optional comments.)</em></td>
<td></td>
</tr>
<tr>
<td>Should the accommodation be used again?</td>
<td>Yes / No</td>
</tr>
<tr>
<td><em>(Circle Yes or No and record optional comments.)</em></td>
<td></td>
</tr>
</tbody>
</table>

**Student signature:** ________________________________________________

---

*Kansas Accommodations Manual 2018-2019: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*

Updated December 2018
Tool 15: Assessment Accommodation Plan

Student Information

Name: ______________________________________

Date of Assessment: __________________________

Name of Assessment: _________________________

Case Information

ESOL/Bilingual Teacher: ____________________________

Special Education Teacher: ____________________________

School Year: _________________________

Building/School: ____________________________

General Education Teacher(s): ____________________________

Accommodations that the student needs for this assessment and date arranged:

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Date Arranged</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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</tbody>
</table>

Comments:

________________________________________________________________________________________

________________________________________________________________________________________
Person responsible for arranging accommodations and due date:

<table>
<thead>
<tr>
<th>Person Responsible Due Date</th>
<th>Date Arranged</th>
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<tbody>
<tr>
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Comments:

Room assignment for assessment: ____________________________

Planners for this process (signatures): ________________________________

Tool 16: Accommodation Journal for Teachers

One way to keep track of what accommodations work for students is to support them in keeping an “accommodation journal.” The journal lets the student be in charge and could be kept up to date through regular consultation with an ESOL/bilingual teacher, special education teacher, general education teacher, assessment administrator, or other staff members. Just think how much easier it would be for educators to decide which accommodations to select if the student kept a journal documenting all of the following:

- accommodations used by the student in the classroom and on tests;
- test and assignment results when accommodations are used and not used;
- student’s perception of how well the accommodation “works”;
- effective combinations of accommodations;
- difficulties of accommodation use; and
- perceptions of teachers and others about how the accommodation appears to be working.

In the spaces provided below, design and organize the use of an accommodation journal for one of your students. Answer these questions:

1. What would you include as headings for the journal?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

3. With whom would the student share journal entries, and when would it be done?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Tool 17: Identifying Roles and Responsibilities

Directions: This activity can be completed in small groups. Complete the columns below and discuss roles and responsibilities in the provision of standards-based education to your students.

<table>
<thead>
<tr>
<th>Your Role as You See It</th>
<th>The Role of Other Colleagues as You See Them</th>
</tr>
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<tbody>
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</table>

Discussion Issues

1. Is your role clear in the provision of standards-based education to your students?
2. What appear to be similarities and differences between perceived roles and responsibilities of various educators?
3. To what extent does collaboration among educators occur in your building or district? What are some of the barriers or obstacles?
4. Are our boundaries clear? What are you doing now that you feel may be “out of your jurisdiction”?
5. What are some opportunities or barriers that can either facilitate or hinder future opportunities for general, ESOL/bilingual, and special education teacher collaboration?

Adapted from Delaware Accommodation Activity Sheets, Delaware Department of Education.
Tool 18: Translation Guidelines

Sight translation is the provision of spontaneous oral translation of test items and/or directions from English to an EL’s native language. That is, sight translation involves on-the-spot rendering of printed test materials orally in the learner’s native language. Sight translation is the term used by professional translators and interpreters. However, in public education, the term oral translation is more frequently used.

Scripted oral translation involves having the sight translator read aloud a previously translated script of a test in the student’s native language. To the student, it may seem like a sight translation, in that the script is read aloud. However, the translation of the script has been previously prepared by a translator. Thus, the person who reads it neither interprets nor translates.

Note: Translators should not be family members.

Vocabulary and Syntax

- Use vocabulary in test items that is widely accessible to all students (e.g., do not use Castilian Spanish if students are from Mexico and Central America). When faced with multiple translations for a single term/word, choose the translation that will be recognized by the greatest number of students.
- Be sensitive to and minimize vocabulary that many students are likely to be unfamiliar with because of socio-economic status (e.g., “appraiser”).
- Avoid the use of syntax or vocabulary that is above the test’s target grade level. The test item should be written at a vocabulary level no higher than the target grade level, and preferably at a slightly lower grade level, to ensure that all students understand the task presented.
- Keep sentence structures as simple as is possible. In general, students tend to find a series of simpler, shorter sentences to be more accessible than longer, more complex sentences.
- Consider the impact of cognates. Be particularly aware of false cognates.
- Do not use cultural references or idiomatic expressions (such as “being on the ball” or “junior varsity teams”) that are not equally familiar to all students.
- Avoid sentence structures that may be confusing or difficult to follow, such as the use of passive voice or sentences with multiple clauses.
- Do not use syntax that may be confusing or ambiguous, such as negation or double negatives.
- Minimize the use of low-frequency, long, or morphologically complex words and long sentences.

Review/Revision Procedure for the Test Version in the Native Language and Side-by-Side Bilingual Version Test Translation Accommodations

1. The bilingual teacher, the translator, and other team members who can read in the target language
   - independently read the translated item and respond to it as if each of them was a student taking the test;
   - independently compare the original and translated versions of the item and look for translation errors; and
   - independently edit the translated item (if needed) and write comments on it.
2. With facilitation from project staff, all team members discuss any proposed changes and decide by consensus whether and how the translation of the item should be modified.
3. Project staff keeps an updated copy of the translated item.

Sight translation is the provision of spontaneous oral translation of test items and/or directions from English to an EL’s native language. That is, sight translation involves on-the-spot rendering of printed test materials orally in the learner’s native language. Sight translation is the term used by professional translators and interpreters. However, in public education, the term oral translation is more frequently used.

Scripted oral translation involves having the sight translator read aloud a previously translated script of a test in the student’s native language. To the student, it may seem like a sight translation, in that the script is read aloud. However, the translation of the script has been previously prepared by a translator. Thus, the person who reads it neither interprets nor translates.

Note: Translators should not be family members.

Vocabulary and Syntax

- Use vocabulary in test items that is widely accessible to all students (e.g., do not use Castilian Spanish if students are from Mexico and Central America). When faced with multiple translations for a single term/word, choose the translation that will be recognized by the greatest number of students.
- Be sensitive to and minimize vocabulary that many students are likely to be unfamiliar with because of socio-economic status (e.g., “appraiser”).
- Avoid the use of syntax or vocabulary that is above the test’s target grade level. The test item should be written at a vocabulary level no higher than the target grade level, and preferably at a slightly lower grade level, to ensure that all students understand the task presented.
- Keep sentence structures as simple as is possible. In general, students tend to find a series of simpler, shorter sentences to be more accessible than longer, more complex sentences.
- Consider the impact of cognates. Be particularly aware of false cognates.
- Do not use cultural references or idiomatic expressions (such as “being on the ball” or “junior varsity teams”) that are not equally familiar to all students.
- Avoid sentence structures that may be confusing or difficult to follow, such as the use of passive voice or sentences with multiple clauses.
- Do not use syntax that may be confusing or ambiguous, such as negation or double negatives.
- Minimize the use of low-frequency, long, or morphologically complex words and long sentences.

Review/Revision Procedure for the Test Version in the Native Language and Side-by-Side Bilingual Version Test Translation Accommodations

1. The bilingual teacher, the translator, and other team members who can read in the target language
   - independently read the translated item and respond to it as if each of them was a student taking the test;
   - independently compare the original and translated versions of the item and look for translation errors; and
   - independently edit the translated item (if needed) and write comments on it.
2. With facilitation from project staff, all team members discuss any proposed changes and decide by consensus whether and how the translation of the item should be modified.
3. Project staff keeps an updated copy of the translated item.
Review/Revision procedure for the Directions Translated Into Native Language test translation accommodation

1. The bilingual teacher, the translator, and other team members who can read in the target language
   • independently read the (untranslated) items for which the directions apply and respond to them as if
     each of them was a student taking the test;
   • independently compare the original and translated versions of the directions and look for translation
     errors; and
   • independently edit the translated directions (if needed) and write comments on it.
2. With facilitation from project staff, all team members discuss any proposed changes and decide by
   consensus whether and how the translation of the directions should be modified.
3. Project staff keeps an updated copy of the translated directions.

Review/Revision procedure for the Bilingual Glossary test translation accommodation

1. The bilingual teacher, the translator, and other team members who can read in the target language
   • independently examine the item in English and respond to it as if each of them was a student taking the
     test;
   • independently compare the target words in the original version and their translation in the glossaries
     and look for translation errors; and
   • independently change the translation of the target words (if needed).
2. With facilitation from project staff, all team members discuss any proposed changes and decide by
   consensus whether and how the translation of the target words should be modified.
3. Project staff keeps an updated copy of the translated target words.

What types of training might be made available for translators?

As outlined in the following Dos and Don’ts chart, per state policy, translators might participate in all aspects of
staff training related to test administration and protocols, test security, code of ethics, and planning for testing
day.

Schools/districts may wish to print the Dos and Don’ts chart for translators and require translators to check
each of the ‘Do’ tasks. The chart may be returned to the school/district once the translation job is completed.
All signed test security paperwork should be kept on file at the district office.
## Dos and Don’ts for Translators

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before the Test</strong></td>
<td></td>
</tr>
<tr>
<td>Do provide supervised access to the test administration directions (TAD) up to four days prior to test administration.</td>
<td>Don’t remove the test booklet from the school.</td>
</tr>
<tr>
<td>Do know which test sections should be administered prior to each test administration.</td>
<td></td>
</tr>
<tr>
<td>Do sign test materials in and out with each use. No test materials may leave the district except the TAD.</td>
<td></td>
</tr>
<tr>
<td>Do review test security agreements and Code of Ethics.</td>
<td></td>
</tr>
<tr>
<td>Do sign a test security agreement to be kept on file at the district office.</td>
<td></td>
</tr>
<tr>
<td>Do participate in training with the school test coordinator or designee.</td>
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</tr>
<tr>
<td>Do make sure you are aware of any school policies regarding bathroom emergencies, student sickness during the test, fire alarm procedures, etc.</td>
<td></td>
</tr>
<tr>
<td>Do review the accommodations permitted for the EL student receiving translation support. Do plan for test day:</td>
<td></td>
</tr>
<tr>
<td>o Review the allowable accommodations.</td>
<td></td>
</tr>
<tr>
<td>o Read and practice test directions in advance – practice and create script to read to students.</td>
<td></td>
</tr>
<tr>
<td><strong>During the test</strong></td>
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</tr>
<tr>
<td>Do tell the student the ground rules of the test administration in the student's native language (including which parts of the test can and cannot be translated).</td>
<td>Don’t alert the student to his/her mistakes during testing.</td>
</tr>
<tr>
<td>Do make sure you and the student each have a copy of the test. After testing, leave the test booklet at the school with the test coordinator.</td>
<td>Don’t prompt the student in any way that would result in a better response or essay.</td>
</tr>
<tr>
<td>Do interpret/translate all directions including example questions.</td>
<td>Don’t influence the student’s response in any way.</td>
</tr>
<tr>
<td>Do emphasize words printed in boldface, italics, or capitals.</td>
<td>Don’t define terms for the student. That constitutes assistance that gives the student extra help that is not received by other students. It is unethical for an interpreter to provide such assistance and it is also strictly forbidden.</td>
</tr>
<tr>
<td>Do avoid voice inflection which may be seen as cueing.</td>
<td></td>
</tr>
<tr>
<td>Do identify potentially unknown words in a test item. Look up the meaning of the unknown words in a monolingual English or bilingual dictionary and write the meaning or target language equivalent of the word on your copy of the test booklet. Destroy notes after use.</td>
<td></td>
</tr>
<tr>
<td><strong>After the test</strong></td>
<td></td>
</tr>
<tr>
<td>Do participate in the evaluation process (and/or discussion of how well the accommodation worked).</td>
<td>Don’t discuss test or responses with others.</td>
</tr>
</tbody>
</table>

Name (printed) ______________________________
Name (signature) _____________________________
Date ______________________
Tool 19: Human Signer Guidelines

In cases where a student requires a sign language support, and for whom the American Sign Language (ASL) video accommodation is not available or appropriate, a human signer is provided. Human signers must follow these procedures during testing to ensure the standardization of the signed presentation to the students.

1. Signers must be trained on test administration policies by local test coordinators.

2. Signers should use signs that are conceptually accurate, with or without simultaneous voicing, translating only the content that is printed in the test book or on the computer screen without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student’s selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated.

3. Signers must sign (or sign and speak when using Sim-Com [Simultaneous Communication]) in a clear and consistent manner throughout test administration, using correct production, and without inflections that may provide clues to, or mislead, a student. Signers should be provided a copy of the test and the administrative directions prior to the start of testing (check individual state policy for the amount of time allowed), in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.

4. Signers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.

5. Signers may repeat passages, test items, and response options, as requested, according to the needs of the student. Signers should not rush through the test and should ask the student if they are ready to move to the next item.

6. Signers may not attempt to solve mathematics problems, or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection which may mislead the student.

7. Signers must use facial expressions consistent with sign language delivery and must not use expressions which may be interpreted by the student as approval or disapproval of the student's answers.

8. Test administrators must be familiar with the student’s Individualized Education Plan (IEP) or 504 plan, and should know in advance which accommodations are required by the student, and for which test the student is designated to receive a human signer. Test administrators must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, brailler, slate, or stylus, and if use of these tools impacts the translation of the test, the signer should be made aware of this.

9. ASL-fluent content expert should be the human signer and would know which sign is most appropriate to use.

10. When using an ASL sign that can represent more than one concept or English word, the signer must adequately contextualize the word, in order to reduce ambiguity. The signer may also spell the word after signing it, if there is any doubt about which word is intended.
11. Signers must spell any words requested by the student during the test administration.

12. When test items refer to a particular line, or lines, of a passage, re-sign the lines before signing the question and answer choices. For example, the signer should sign, “Question X refers to the following lines…,” then sign the lines to the student, followed by question X and the response options.

13. When signing selected response items, signers must be careful to give equal emphasis to each response option and to sign options before waiting for the student’s response.

14. When response choices will be scribed, the signer should inform the student at the beginning of the test that if the student designates a response choice by letter only (“D”, for example), the signer will ask the student if he/she would like the response to be signed again before the answer is recorded in the answer booklet or the computer-based test.

15. If the student chooses an answer before the signer has signed all the answer choices, the human signer must ask if the student wants the other response options to be signed.

16. After the signer finishes signing a test item and all response options, the signer must allow the student to pause before responding. If the pause has been lengthy ask, “Do you want me to sign the question or any part of it again?” When signing questions again, signers must avoid emphasis on words not bolded, italicized, or capitalized.

17. Signers should refer to the state glossary (if provided) for technical vocabulary (signs used on the ASL video accommodation) for consistency in providing the accommodation.

Name (printed) ______________________________

Name (signature) _____________________________

Date ______________________
## Tool 20: Teacher Evaluation of Classroom Accommodations

**Teacher Name:** _________________________________

**Subject:** ____________________________

**Student Name:** _______________________________________

**Grade:** ____________________________

**Date:** ____________________________

Please list each accommodation, rate its effectiveness, and comment about what you think might improve effectiveness, if needed.

<table>
<thead>
<tr>
<th>Accessibility Support</th>
<th>Not effective</th>
<th>Somewhat effective</th>
<th>Very effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>How could the effectiveness of this accommodation be improved?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>How could the effectiveness of this accommodation be improved?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>How could the effectiveness of this accommodation be improved?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tool 21: Questions to Guide Evaluation at the School and District Level

Discuss the following questions with other educators:

Are there procedures in place to ensure test administrators adhere to directions for the administration of accommodations (universal features, designated features, and accommodations)?

In what ways can you use assessment data and accessibility data to ensure appropriate accommodations are being used?

In what ways are you currently evaluating the methods of students receiving accommodations? How can you improve these methods?
The Kansas Assessment Program (KAP) Summative Assessment will have many tools available to help students navigate the online system. Some of the tools will be available to all students, while others will only be available to students who have the need identified in their Individual Education Plans, Section 504 Plans, ELL Plan or statement of student needs. Many of these tools are available currently in the interactive demos and interim assessment, but all will be available for the summative assessments. All tools and accommodations work on laptops and desktops (Windows or Mac), tablets (Chromebooks or iPads).

### Appendix 1: Tools and Accommodations for the Kansas Assessment Program (KAP)

The Kansas Assessment Program (KAP) Summative Assessment will have many tools available to help students navigate the online system. Some of the tools will be available to all students, while others will only be available to students who have the need identified in their Individual Education Plans, Section 504 Plans, ELL Plan or statement of student needs. Many of these tools are available currently in the interactive demos and interim assessment, but all will be available for the summative assessments. All tools and accommodations work on laptops and desktops (Windows or Mac), tablets (Chromebooks or iPads).

#### Tools available to ALL students as needed by subject

<table>
<thead>
<tr>
<th>Icon</th>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="Image" alt="Calculator" /></td>
<td>Calculator – Basic or TI-108**</td>
<td>Depending on test settings, the basic calculator icon will display either the basic calculator or the TI-108 Emulator. (Grades 6-8, 10)</td>
</tr>
<tr>
<td><img src="Image" alt="Calculator" /></td>
<td>Calculator - TI Graphing**</td>
<td>Allows students to plot graphs, solve equations, and display several lines of calculations on the screen. (Grade 10)</td>
</tr>
<tr>
<td><img src="Image" alt="Calculator" /></td>
<td>Calculator - TI Scientific**</td>
<td>Allows students to perform calculations in science, engineering, and mathematics. (Grades 6-8)</td>
</tr>
<tr>
<td><img src="Image" alt="Eraser" /></td>
<td>Eraser</td>
<td>Removes highlighting and striker marks from the screen.</td>
</tr>
<tr>
<td><img src="Image" alt="Guide Line" /></td>
<td>Guide Line</td>
<td>When selected, follows the student's pointer and lightly highlights the text of a reading passage line by line. This tool differs for iPads, where the line remains stationary as the student scrolls through the passages.</td>
</tr>
<tr>
<td><img src="Image" alt="Highlighter" /></td>
<td>Highlighter</td>
<td>Allows students to select text on the screen and highlight the selected text with a pink background.</td>
</tr>
<tr>
<td><img src="Image" alt="Mark for Review" /></td>
<td>Mark for Review</td>
<td>When selected by test takers, changes the item number indicator at the top of the screen to blue with an accompanying flag graphic.</td>
</tr>
<tr>
<td><img src="Image" alt="Notes" /></td>
<td>Notes</td>
<td>Presents a yellow rectangle on the screen where students can type notes about the test content.</td>
</tr>
<tr>
<td><img src="Image" alt="Periodic Table" /></td>
<td>Periodic Table</td>
<td>Presents a standard periodic table. Students can select on an individual element to view atomic number, atomic mass, and full element name. (default view is abbreviations).</td>
</tr>
<tr>
<td><img src="Image" alt="Pointer" /></td>
<td>Pointer</td>
<td>Allows students to select items in the test.</td>
</tr>
<tr>
<td><img src="Image" alt="Search" /></td>
<td>Search</td>
<td>Allows student to enter search terms. Matching words are then highlighted in orange.</td>
</tr>
<tr>
<td><img src="Image" alt="Striker" /></td>
<td>Striker</td>
<td>Allows students to place a line through an answer choice that is not desired.</td>
</tr>
<tr>
<td><img src="Image" alt="Tags" /></td>
<td>Tags</td>
<td>Allows students to use various tags within a reading passage. Tags remain in the passage until the student selects clear all. The tags available are: Main idea, Supporting Details, Key Word, Evidence, Reread This, and Help</td>
</tr>
<tr>
<td><img src="Image" alt="Text to speech audio (TTS) – directions" /></td>
<td>Text to speech audio (TTS) – directions</td>
<td>Students can choose to have a synthetic voice read directions aloud on all assessments.</td>
</tr>
<tr>
<td><img src="Image" alt="Whole Screen Magnification" /></td>
<td>Whole Screen Magnification</td>
<td>Allows students to magnify the screen up to four levels.</td>
</tr>
</tbody>
</table>

* Requires speakers or headsets.  
** May not be available in mathematics sections measuring numbers and operations
### Accommodations (available only when selected in the PNP)

<table>
<thead>
<tr>
<th>Icon</th>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Icon]</td>
<td>American Sign Language (ASL)</td>
<td>Allows students to view ASL videos of assessment content.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Auditory calming*</td>
<td>Provides relaxing, peaceful music that can play while the student takes the test.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Color Contrast</td>
<td>Sets a text color and a background color. Options are grey text on black background, yellow text on black background, green text on white background, and red text on white background.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Color Overlay</td>
<td>Provides a color background behind the content on the screen. Color options are light blue, light yellow, light grey, light red, and light green.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Key word translation - Spanish</td>
<td>Allows students to view Spanish translations of certain words. Feature available in mathematics and science.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Masking: student – controlled or presented by default</td>
<td>Allows a student to mask, or cover, parts of the test. After a student selects the masking button, a black box appears. The student can move the masking box by dragging it to different areas of the screen.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Reverse Contrast</td>
<td>Sets the text color to white and the background color to black.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Special form (braille)</td>
<td>Selected test forms are available in Unified English braille (UEB).</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Switches</td>
<td>Allows students to interact with the assessments through the use of a single switch/key instead of a mouse.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Text to speech audio (TTS)* – directions, text, and test items</td>
<td>A synthetic voice will read directions, text, and test items.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Text to speech audio (TTS)* – passages and test items</td>
<td>A synthetic voice will read ELA passages and test items. In ELA only very few students with IEP will receive this accommodation. Please contact Cary Rogers for this accommodation.***</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Whole Screen Magnification</td>
<td>Allows students to magnify screen according to what has been set up in the PNP.</td>
</tr>
</tbody>
</table>

*Requires speakers or headsets.

### Personal Needs Profile (PNP)

The PNP is intended to meet the needs of all learners, including those with disabilities. It defines a learner's needs and preferences for digitally-delivered resources or services. The PNP can be accessed in the Student Record in Educator Portal. The PNP includes three categories:

- **“Display Enhancements”**: how resources are to be presented and structured;
- **“Language & Braille”**: how content is communicated to the learner; and,
- **“Audio & Environment Support”**: how content is audibly delivered and the testing environment is adapted to fit a learner's needs.

***Text to Speech (TTS) of reading items and passages.***

Please contact Cary Rogers at KSDE, 785-296-0916 FOR APPROVAL; this accommodation is intended for a very limited number of students.

1. **This accommodation is ONLY for students with an IEP.**
2. This accommodation is for non-readers who need passages read aloud.
3. This accommodation is appropriate for students who receive daily instruction orally and through computerized test to speech. Students who do not normally have this accommodation for instruction will likely be confused and may impede the performance of the student.
4. This accommodation should only be used by students who:
   - have severe reading disabilities and receive auditory instruction and use recorded books and recorded text books;
   - cannot access printed text due to blindness or low vision and do not have adequate braille skills; and/or
   - have a motor disability that prevents them from accessing braille.
Appendix 2: Kansas Scribing Guidelines

Scribes are individuals who record student responses during classroom assignments and on tests or on state tests when information is communicated by the student through speech, sign language, pointing, gesturing, eye-gazing, or using an assistive communication device. Scribing accommodations are intended for a student with a physical disability that severely limits or prevents the student’s motor process of writing or recording their response during testing, e.g., students who have a reduced ability to write due to pain, paralysis, loss of function, or a loss of endurance and students whose handwriting is indecipherable resulting in illegible written products. Scribes are also an appropriate accommodation for students who can write but have a documented disability in the area of written expression that results in a significant interference with their ability to express their knowledge in writing.

The use of a scribe for each test administration subject (e.g., English Language Arts and mathematics) is considered an allowable accommodation, as long as all four of the following criteria are met:

1. The accommodation must be provided to the student in the classroom for classroom and district-wide tests, and the accommodation must be documented in writing in the IEP or 504 Plan.
2. The accommodation cannot change the content or structure of the test.
3. The accommodation cannot change what the test is intended to measure.
4. The accommodation cannot change or enhance the student's response.

Before listing the accommodation in the student’s IEP/504 Plan, a team should confirm that the student’s disability is documented through a comprehensive evaluation which establishes that the child’s written expression skills are significantly below age and state-approved grade level standards even when the child is provided with appropriate instruction and learning experiences. (Note: Scribes are not an allowable accommodation for children who have difficulty focusing, sitting still, or staying on task. The children may receive the accommodations of frequent breaks, snack, and extra time to complete the tests.) The scribe accommodation for testing purposes should be considered an all or none approach. Either the student needs a scribe for the entire subject test or they do not. The scribe accommodation should not be documented on an IEP as an “as needed” accommodation. If a student is not able to complete all of a subject area test without scribe assistance, then all of the test should be scribed for the student.

If an IEP or 504 Plan team determines that a student will have the scribing accommodation, the team should consider whether the student will also need extra time. Typically, scribing is a longer process than testing without the use of the scribe. Providing additional time is appropriate to accompany the scribe accommodation. It is also appropriate during scribing for some students to take more breaks than typically awarded students who do not have accommodations. Planning for extra breaks also may be needed.

If the scribe is also the test administrator for a student, the scribe must be an employee of the district. Any person serving as a scribe must be an adult and a non-relative of the student. Students may not serve as scribes for another student, even if they are older students.

When working as a scribe with students, the following guidelines should be followed:

- Do not coach or cue students in any way during test administration. This includes gestures and facial expressions. For example, prompts, “Let’s list reasons to support your position” or “Do you want to give more examples” give the test taker an unfair advantage and are inappropriate.
- Do not respond to questions during testing that would help the student to understand the item, and aid in responding to an item, or advise/encourage the student to edit or change a response.
- Do not tell students to use certain strategies or clues prior to or during the tests.
- Do not say or do anything that would let a student know whether an answer is correct or not correct.
- Do not ask the student how they got an answer.
- Do not tell the student to redo or review any part of the test.
There are two exceptions to the criteria for the use of a scribing accommodation.

**The “Broken Arm” Exception:** If a student suffers an injury that prevents the student from physically writing the responses, a scribing accommodation may be provided to that student without an IEP/504 plan in place. This is a temporary exception. Districts should note the injury and keep a written record of any doctor’s notes on file if such a special case accommodation is provided. Districts **do not need** to call the Kansas State Department of Education to receive permission to provide this accommodation in this circumstance.

**The “Temporary Visual Impairment” Exception:** If a student suffers an injury to the eyes which temporarily severely limits or prevents the student from writing or recording their responses during testing or if the student normally uses corrective lenses but they have been lost or damaged beyond use and they will not be replaced prior to the end of the testing window and consequently the student is temporarily severely limited or prevented from writing or recording their response during testing. This scribing accommodation may then be provided to that student without an IEP/504 Plan in place. This is a temporary exception. Districts should note the need for exception and keep a written record of any doctor’s notes on file if they have a doctor’s note; such a special case accommodation is provided. **Districts do not need** to call the Kansas State Department of Education to receive permission to provide this accommodation in this circumstance.

**Scribe Accommodation**

**Method for Scribing**
- The scribe writes exactly what the student dictates. No additions, deletions, or changes may be made that are not initiated by the student.
- The student may review and edit their response after dictating it to the scribe. If the student wants to change anything the scribe has written, the student must direct the scribe to make specific changes to the response.

**Writing Test Restriction:**
The student is **required** to indicate the beginning of sentences (use of capitals) and the end of sentences (punctuation) on all writing tests. This can be accomplished by either of the following methods:
- The student can indicate where sentences begin and end while the student is dictating the response. OR
- The student can edit what the scribe has written when the test is completed.

Additional writing test restrictions:
- Capital letters and punctuation cannot be added by the scribe without student direction.
- The student must ask the scribe to make specific changes to the response.
Appendix 3: Allowable Manipulatives on the Kansas State Math Assessment

Calculators on the Mathematics Assessment

An on-screen calculator is available for certain items. Using the tools menu, students can access a simple, scientific, or graphing calculator in high school. Specifically, the graphing calculator and basic calculator will be available for grades 10. Grades 6, 7, and 8 will have access to an online scientific calculator and an online basic calculator. Grades 3, 4, and 5 will have not have access to a calculator.

Students are not permitted to use their own calculators with the exception of accommodated mathematical tools for students with disabilities. For example, students with a documented need for special mathematical tools (such as an abacus or large button calculator for visually impaired students) will be permitted to use the tool as documented in their IEP. Students also may use handheld calculators on calculator items as an accommodation if it is documented in the student’s IEP, 504, or SIT plan.

Students will not have access to a calculator on test items that require the student to demonstrate direct knowledge of computational skills. These items are contained in a different part of the test, and the calculator tool is disabled.

Calculators on the Science Assessment

If a calculator is needed on the science assessment, it will be in the tools menu.

Approved Manipulatives for the Mathematics and Science Assessments

Use of manipulatives is optional and not all of the manipulatives listed on the website will be found in every classroom. Manipulatives will not be useful on the assessment if they have not been used regularly during the year.

Detailed information regarding manipulatives can be found on the KSDE Math website at http://community.ksde.org/Default.aspx?tabid=5418

The following is a list of general guidelines related to manipulatives for the mathematics and science assessments:

1. Manipulatives routinely used in the classroom may be used by the student on the Kansas assessments.
2. The manipulative MUST be chosen by the student. The teacher may neither suggest a particular manipulative nor insist that a manipulative be used. If you have a question about whether a particular manipulative is allowed, please e-mail Melissa Fast (mathematics) at mfast@ksde.org or Lizette Burks (science) at lburks@ksde.org.
3. Students are allowed to use graph paper, blank paper, and other materials.
4. Textbooks, dictionaries, and other instructional/curricular materials (other than allowed manipulatives) 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 and/or permitted during previous years’ testing.
5. Graphic organizers generated solely by the student on blank paper during the assessment are allowed on any test section.
6. Computation tables or fact tables prepared in advance of the assessment are considered equivalent to a calculator and may not be used on any portion of the assessment. If these are generated solely by the student on blank paper during the assessment they may be used by the student on any portion of the assessment.
7. Measurement tools such as rulers, meter sticks, protractors, or compasses cannot be labeled to indicate what they measure. For instance, a meter stick may have “cm” labeled on it, but the stick may not be labeled that it “measures length.”

Rubric to Determine the Appropriateness of a Manipulative for the Math State Assessment

For the math assessment, read and answer each of the following questions, in order, to determine if the manipulative is acceptable for use.

1. Is the manipulative routinely used in the classroom?
   - Yes, we use it frequently and the student is familiar with its purpose – Proceed to next question
   - No, the student is not familiar with this manipulative and has rarely used it (if ever) – Manipulative MAY NOT be used during the assessment

2. Will the use of this manipulative provide an unfair advantage to the test taker over a student who does not have this manipulative?
   - Yes, this manipulative gives an unfair advantage to the student who uses it over students who do not use it – Manipulative MAY NOT be used during the assessment
   - No, this manipulative does not unfairly advantage a student who chooses to use it over a student who does not choose to use it – Proceed to next question

3. Is the manipulative student-generated during the assessment (and not prepared in advance)?
   - Yes, the student will make the manipulative while testing – the student MAY use during the assessment
   - No, the student or someone else made it before the assessment – Proceed to the next question

4. Is the manipulative free from instructional material (such as labels)?
   - Yes, the student cannot get an answer directly from this manipulative – Proceed to next question
   - No, the student could get an answer directly from this manipulative – Manipulative MAY NOT be used during the assessment

5. Does the manipulative require the student to use their own mathematical knowledge in order to generate an answer?
   - Yes, the student must use their knowledge in order to use this manipulative – Manipulative may be used during the assessment
   - No, the student could get an answer directly from this manipulative – Manipulative MAY NOT be used during the assessment
Mission
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student’s gifts and talents.

Vision
Kansas leads the world in the success of each student.

Motto
Kansans CAN.

Successful Kansas High School Graduate
A successful Kansas high school graduate has the
- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes for Measuring Progress
- Social-Emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success