



Webinar Training:
2013 OSSE Testing Accommodations

Objectives



In this session, we will:

- Review the requirements and practices related to the use of accommodations on the DC CAS.
- Understand and utilize the process of selecting, implementing, and documenting accommodations for qualified students.
- Be able to assist others in selecting, implementing, and evaluating accommodations for qualified students during the DC CAS.

OSSE's Overall Goal



- OSSE's goal is to ensure
- Participation in national and state assessments is consistent in all District of Columbia districts, schools and programs;
- Accommodations are provided to all eligible students;
- Accommodations used in assessment do not invalidate the construct of the assessment; and
- Accommodations used for assessments are also used in instruction.

Why?

- Elementary and Secondary Education Act (NCLB)
- Individuals with Disabilities Education Act (IDEA)
- Rehabilitation Act

Who?



- Applicable to students in
 - all public schools and
 - non-public settings whose education is supported by District of Columbia public funding.
- Applicable to eligible
 - students with disabilities, i.e., students who have an Individualized Education Program (IEP) or a Section 504 Plan (504 plan); and
 - students who are English language learners.

Testing Accommodations Manual



- Guidelines to selecting, implementing and evaluating the use of accommodations for students with disabilities and English language learners.
- Guidelines apply to the District of Columbia State Assessment Program.

<http://osse.dc.gov/service/accommodations>

Testing Accommodations Manual



- Overview of District of Columbia State Assessment Program
- General Participation Guidance
- General Testing Practices
- Section 1: Students with Disabilities
- Section 2: English Language Learners

Comprehensive Assessment System

- Measures academic proficiency relative to English language arts, mathematics, science and health standards
- Reading in grades 2-8, 9 and 10
- Writing Composition in grades 4, 7, and 10
- Mathematics in grades 2-8 and 10
- Science in grades 5 and 8
- Health in grades 5, 8 and high school

DISTRICT OF COLUMBIA
Comprehensive Assessment System



**Reading and
Mathematics,
Composition,
Science, and Biology**

2011

 Office of the State Superintendent of Education
DISTRICT OF COLUMBIA

Accommodations



Accommodations are practices and procedures that provide equitable access during instruction and assessments for

- students with disabilities who are eligible under IDEA,
- students with disabilities eligible under Section 504 of the Rehabilitation Act
- students identified as having limited English proficiency.

Accommodations



- Mitigate effects of a student's disability or limited English proficiency
- **They must not:**
 - reduce learning or achievement expectations
 - change the construct being assessed
 - compromise the integrity or validity of the test.

Accommodations



- It is important that accommodations used on assessments be used in instruction.
- Some accommodations used for instruction, are not allowed for assessment purposes because they impact the construct validity of an assessment.

Code of Professional Ethics

- The Code of Professional Responsibilities in Educational Measurement by the National Council on Measurement in Education (1995)



Pg. 4 in the Test Accommodations Manual

National & State Testing Practices

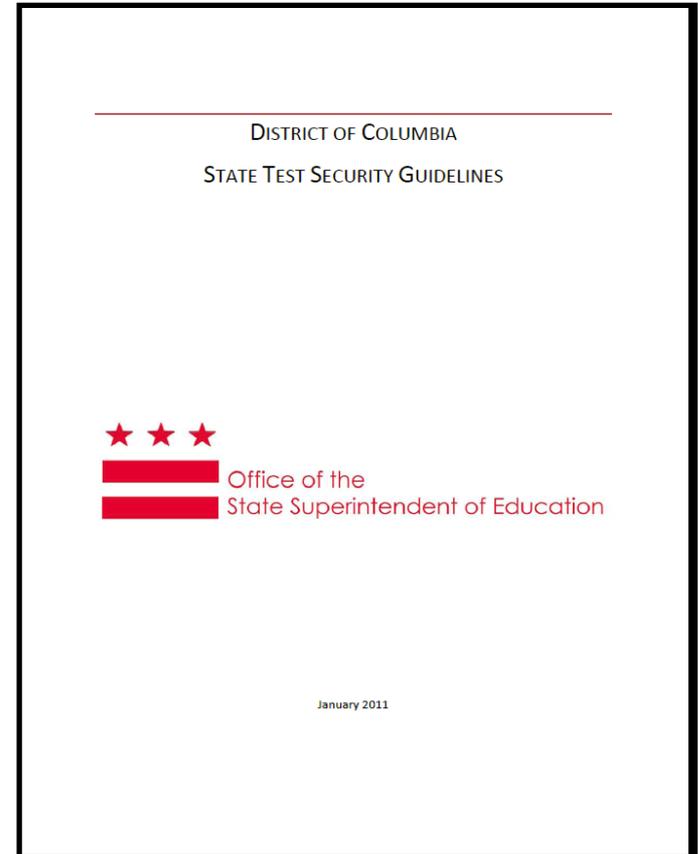


- To assure test security and the standardization and ethical administration of assessments.
- Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to national, state and local testing policies.

Test Security and Administration



- Maintaining the confidentiality of test questions and answers
- Critical in ensuring the integrity and validity of a test.



- <http://osse.dc.gov/service/test-security-and-incident-forms>

Accommodations

Accommodations	DC CAS-Reading	DC CAS-Mathematics	DC CAS-Science (including Biology)	Health	DC CAS-Composition	NAEP	ACCESS for ELLs® (Only ELLs with IEPs are allowed to use disabilities accommodations)
Grades Administered	2-8,9,10	2 – 8, 10	5, 8, biology	5, 8, High School	4, 7, 10	4, 8, 12	K - 12
Oral response to test	SWD	SWD	SWD	SWD	SWD	SWD	SWD allowed only for Listening and Reading
Pointing response	SWD	SWD	SWD	SWD	SWD	SWD	SWD allowed only for Listening and Reading
Preferential seating	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Repetition of Directions	A	A	A	A	A	A	A
Signed and/or taped response	SWD	SWD	SWD	SWD	SWD	SWD	
Simplification of oral directions	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Simplification of Writing Prompt					ELL		
Small group testing	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Special lighting	SWD	SWD	SWD	SWD	SWD	SWD	SWD
Test administered at best time of day	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL		
Test administered by familiar person	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Test administered over several days	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL		SWD for Listening, Reading, and Writing (not allowed for Speaking)
Write in test books	SWD	SWD	SWD	SWD	SWD	Not Applicable	

5 Step Decision-Making Accommodation Process



- **Expect** Students to Achieve Grade-Level Academic Content Standards;
- **Learn** About Accommodations for Instruction and Assessment;
- **Select** Accommodations for Individual Students;
- **Implement** Accommodations During Instruction and Assessment; and
- **Evaluate** and improve accommodation use.

English Language Learners



Types of ELL-Responsive Accommodations

Direct Linguistic Support

- Involve adjustments to the text of the assessment with the intent of reducing the linguistic load necessary to access the content of the test

Indirect Linguistic Support

- Involve adjustments to the conditions under which a test is taken to allow ELLs to more efficiently use their linguistic resources

ELL Participation Guidelines

- ALL students, including ELLs, must participate in the DC CAS *except*:
 - – *ELLs (levels 1-4) first enrolled in U.S. schools within 12 months from the **first** day of the previous year's test window are NOT required to participate in reading or writing DC CAS* [updated 3-1-11]
 - *ELLs may take the DC CAS-Alt ONLY if they have an IEP that indicates a significant cognitive disability.*
- All ELLs at English language proficiency (ELP) levels 1-4 are eligible for accommodations
- Only ELLs with IEPs can receive accommodations on WIDA ACCESS for ELLs ELP tests.

Determining ELL students' inclusion and accommodation in the DC CAS is not an individual decision; it's a team decision

– The team may include:

- ESL/bilingual teachers
- General educators who work with student
- School/district test coordinators
- School administrators
- Students (especially at middle and high school)
- Guidance counselor

Types of Accommodations for ELLs

- Direct Linguistic Support
 - Repetition of Directions
 - Simplification of Oral Directions
 - Oral Reading of Directions
 - Simplification of Writing Prompt
 - Oral Reading of Test questions in English (Math, Science, Health, & Composition Only)
 - English Dictionary (Math, Health, & Science Only)
 - Bilingual Word to Word Dictionary (Math, Health, & Science Only)
- Indirect Linguistic Support
 - Extended Time on Subtests
 - Breaks Between Subtests
 - Test Administered Over Several Days
 - Flexible Scheduling
 - Breaks Allowed During Subtest
 - Test Administered at Best Time of Day
 - Small Group Testing
 - Preferential Seating
 - Test Administered by Familiar Person
 - Use of Markers to Maintain Place

Procedures for Assigning Appropriate Accommodations

1. Consider the ELL's level of language proficiency in English, in the native language, and in the language in which instruction is delivered to the student.
2. Consider other specific ELL background characteristics.
3. Consider whether the student has had prior experience using this accommodation in classroom instruction and assessment which measure the same construct as the state assessment.
4. Consider procedures for administering the accommodation(s).
5. Review your decision.

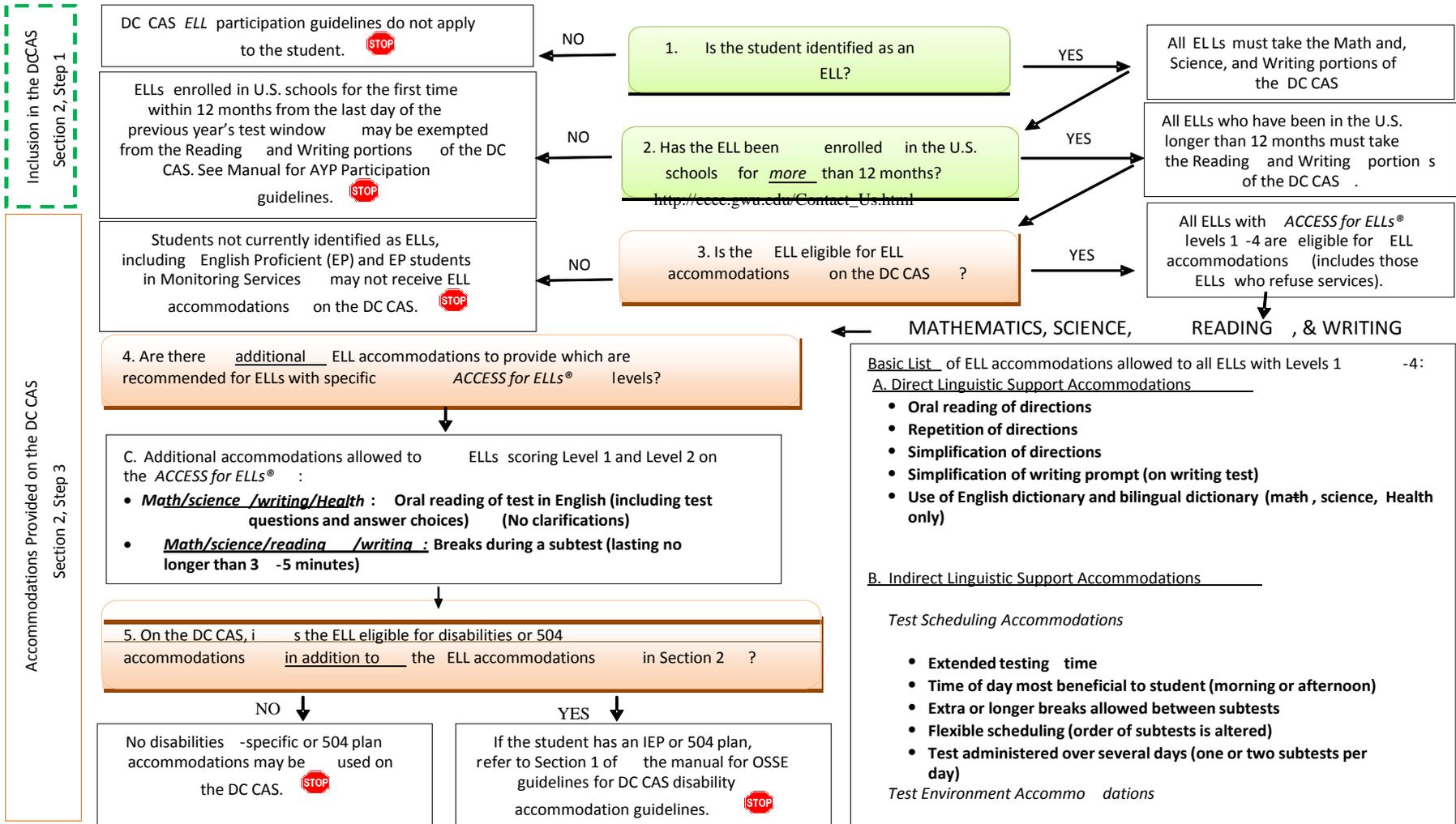
General Guidelines for Matching Accommodations to ELP Levels



- **ELLs with beginning ELP (WIDA 1-2)** – oral reading of test directions, and test questions in English; repeat or simplify oral directions
- **ELLs with Intermediate ELP (WIDA 3-4)** - bilingual word-to-word dictionary with extra time to use it, oral reading of test directions as requested by student
- **ELLs with Advanced ELP (WIDA 5-6)** - NOT eligible for accommodations

C-1: Decision Flow Chart for ELL Participation in the DC CAS

Based on Guidelines found in Section 2 of the OSSE Testing Accommodations Manual



Selecting Accommodations for Assessment



- Use team-based decision making for selections.
- Consider proficiency level of student.
- Consider other factors such as time in the US, student's age and grade level, socio-cultural background, language of instruction and prior education.
- Consider student's prior use of accommodation for instruction.
- Document all accommodations for assessment. (See next slide.)

What if I Don't Have a Current ELP Level for a student?



- Parental Opt-Out–Parent refused services after we have an ELL Level
 - a) ELL Level is too old.
 - b) ELL Level is current.
- Parental Refusal–Parent refused services before we could test
 - a) Student has never been recognized as an ELL
 - b) Parent insists on no-testing even when we have a test.
- Pending–No Test but HLS indicates the student may need ESL
- Outdated–Students last test is too old
- Incomplete–Didn't complete all portions of last ACCESS test
- ELLm–Returned To ESL or Intake Decision
 - a) Student left Services but has been brought back.
 - b) The screener indicates student does not need services but Intake makes and exception.

Accommodations Documentation

C-5: Individual ELL Accommodation Form for Student Folder

This form should be completed or updated (preferably during the school ELL Accommodation Committee meeting, see Step 3 and C-1: ELL Decision Flow Chart for Participation in the DC CAS). This should be done within 60 calendar days from the start of the school year or student date of enrollment. Use information from C-4: Teacher Checklist on Student Access Needs Requiring Accommodations to help determine accommodations on this form and later to identify additional opportunities to use any assigned accommodations.

Student Name _____

Student ID _____ Homeroom _____

School _____ Grade _____ School Year _____

Most recent English Language Proficiency assessment date _____

English Language Proficiency Level _____

Recommended ELL Accommodations for the DC CAS

Directions: Please use a **highlighter** to indicate the specific accommodations from the A, B, and C below to be provided to the student at testing. Reminder: Use of an automatically-generated list of accommodations does not over-ride thinking carefully about ELLs' needs during testing.

Basic list of ELL accommodations allowed to all ELLs with Levels 1-4 (Shown in A & B below)	
<p>A. Direct Linguistic Support Accommodations</p> <ul style="list-style-type: none"> • Oral reading of directions • Repetition of directions • Simplification of directions • Simplification of writing prompt (on writing test) • Use of English dictionary and bilingual dictionary – (math, science, and health only) 	<p>B. Indirect Linguistic Support Accommodations</p> <p>Test Scheduling Accommodations</p> <ul style="list-style-type: none"> • Extended testing time • Time of day most beneficial to student (morning or afternoon) • Extra or longer breaks allowed between subtests • Flexible scheduling (order of subtests is altered) • Test administered over several days (one or two subtests per day) <p>Test Environment Accommodations</p> <ul style="list-style-type: none"> • Person familiar with student administers test • Preferential seating • Small group testing • Use of place markers to maintain place
<p>C. Two additional accommodations allowed to ELLs scoring Level 1 and Level 2 on the ACCESS for ELLs®:</p> <ul style="list-style-type: none"> • <u>Math/science/writing/health</u>: Oral reading of test in English (including test passages, questions and answer choices) (No clarifications) • <u>Math/science/reading/writing/health</u>: Breaks during a subtest (lasting no longer than 3-5 minutes) 	

ELL Accommodations Committee

Above-listed accommodations are recommended by the following members of the ELL Accommodations Committee:

ELL Teacher(s) _____ General Education Teacher(s) _____

Other Member (describe) _____

Committee Chair Signature _____ Name Printed _____

Date _____

ENGLISH LANGUAGE LEARNERS (ELL)

Direct Linguistic Support—Oral

- 01 Repetition of Directions
- 02 Simplification of Oral Directions
- 03 Oral Reading of Directions
- 04 Simplification of Writing Prompt
- 05 Oral Reading of Test in English (Math, Science, or Composition Only)

- **At the ELL Accommodations Committee Meeting**, complete C-5 Individual ELL Accommodations Form for Student Folder.
- **During the Test Administration**, the assigned accommodations are to be bubbled in on the test administration booklet in the appropriate section.

Read Aloud

Policy considerations

- Read aloud test items allowed for ELLs at ELP level 1 ONLY
- Read aloud is NOT allowed for Language Arts Literacy assessments

Implementation considerations

- When possible, ELLs should be tested individually or in small groups to avoid distracting students not receiving the accommodation
- Internal test items must be read exactly as written in the test book

Simplifications



- *Policy considerations*
- Allowed for test directions, not test items
- Allowed for ELLs at all levels (1-4)
- *Implementation considerations*
- When simplifying test directions, do not offer any additional clarifications that may be used as 'hints'
- The test administrator can simplify directions on demand. That is, the administrator can ask if students need to have the directions simplified.

Direct Linguistic Accommodations

Reference Materials

- *Policy considerations*
- Allowed for ELLs at all levels (WIDA ELP 1-4)
- *Implementation considerations*
- When possible, ELLs should be tested individually or in small groups to avoid distracting students who do not need accommodations.
- Extra time may need to be added to the test administration schedule for ELLs who are using these accommodations.
- The dictionaries should be standardized (the same) at the school level.

Dictionary Use for ELLs

- Word-to-word bilingual dictionary (plus extended time to use it): May be appropriate for ELLs who have two years or more of schooling in their native language.
- Note: A vetted list of paper commercial word-to-word dictionaries allowable on large-scale assessments may be obtained from
- <http://www.doe.mass.edu/mcas/participation/?section=ell>
- ELLs with this accommodation will have access to a commercial paper-based bilingual word-to-word dictionary, if available at the school. (Electronic and computer dictionaries are not allowed.) To ensure ELLs know how to use the accommodation during the state assessment, they should have practice using the bilingual word-to-word dictionary during classroom instruction and other assessments.

Indirect Linguistic Support Accommodations



- *Policy considerations*
- All but one are allowed for ELLs at all levels (1-4)
- “Breaks between a subtest” is only allowed for ELLs at level 1
- *Implementation considerations*
- Extra time may be paired with read aloud or reference material accommodations
- Each test/subtest must be completed within a school day and within the testing window

Where to Find OSSE ELL Accommodations Guidance



- Considerations for Assigning Appropriate Accommodations (pp. 53-65)
- Fact Sheet 1: Direct Linguistic Accommodations (C-3 pp. 99-71)
- Fact Sheet 2: Indirect Linguistic Support (C-3 pp. 72-74)
- Accommodations Documentation for ELLs (C-4, C-5, C-6)

Accommodating ELLs with Disabilities



- The Individual Education Program (IEP) or 504 plan team and ESL professionals must collaborate to include the ESL needs of any ELL with an identified disability in his/her IEP.
- The ELL accommodations found in these guidelines should be listed the IEP of an ELL with a disability.

Understanding the IEP

- IEPs or 504 plans for any ELL with a disability must follow the accommodation requirements established by in these plans. In particular....
 - Per IDEA, accommodations selected for each assessment must not invalidate the score. (Consult test guidelines for prohibited accommodations.) [See IDEA, [34 CFR Â§ 300.160\(b\)\(2\)\(i\)](#) and [34 CFR Â§ 300.160\(b\)\(2\)\(ii\)](#)]
 - When an ELL accommodation and a disabilities accommodation in the student's IEP have conflicting guidance, the guidance for the disabilities accommodation takes precedence.

Who Qualifies

- A student with a disability (SWD) is one who has been found eligible for services under either:
 - The IDEA and has an Individualized Education Program (IEP) in effect
 - Section 504 of the Rehabilitation Act and has a 504 plan in effect
- These students should participate in all state and district assessments.

District and School Responsibility



- Must engage in a planning process that addresses:
 - The provision of accommodations to facilitate student access to grade level instruction and assessments
 - The appropriate use of alternate assessments to assess achievement of students with the most significant cognitive disabilities.

Equal ACCESS to Standards



- All students receive instruction in the state and district grade level standards
- To assure equal access, IEP and 504 team members must:
 - Be familiar with the state and district learning standards
 - Know where to locate standards and updates
 - Collaborate between general and special education to plan and provide instruction

Achievement of Standards



Requires:

- Instruction provided by teachers who are qualified in the content area and who know how to differentiate instruction for diverse learners
- IEPs and 504 plans are developed to ensure specialized instruction
- Appropriate accommodations are provided to access grade level content

Resources



The District of Columbia Educational Standards and the Common Core State Standards may be found at the following link:

<http://osse.dc.gov/service/dc-educational-standards>

Accommodations



- Reduce effects of a disability while maintaining learning expectations
- Are identified for individual students on a case by case basis and documented in the IEP or 504 plan
 - Disability category does not dictate type of accommodation.

Accommodations



- Used in classroom instruction and assessments as well as state assessments
 - Student needs to be familiar and comfortable with accommodation BEFORE it is used on an assessment
 - Some accommodations used in the classroom may not be appropriate for state assessments

Accommodation Categories



- Accommodation provide access to the assessment to allow a student to demonstrate what he knows and is able to do.
 - Presentation accommodations
 - Response accommodations
 - Setting accommodations
 - Timing and Scheduling accommodations

Accommodations vs. Modifications



- Do not reduce learning expectations
 - Provide access to the standards and objectives being taught through the curriculum
- Change, lower, or reduce learning expectations
 - May result in implications that could adversely affect students throughout their educational career

Selecting Accommodations



- The IEP team or the 504 team selects the accommodations for each student on an individual basis.
- Appendix B-3 provides detailed information about the usage and implementation of allowable accommodations for SWD.

IEP Documentation



- The IEP must clearly document:
 - the need for accommodations in instruction
 - The need for accommodations in classroom assessments and
 - The need for accommodations on district or state testing
- Documentation should be specific to content areas and may differ from one content area to another.

504 Plan Documentation

- The definition of disability is much broader under Section 504 and may include students with:
 - Communicable diseases, temporary disabilities, medical conditions, drug or alcohol addictions, environmental illnesses, or attention difficulties
- The 504 plan must clearly document:
 - The needed instructional accommodations
 - The needed accommodations for state and district testing

- Effective accommodation decisions begin with effective instructional decisions.
 - Instruction is based on District of Columbia Educational Standards and the Common Core State Standards
 - Accommodations are selected to ensure access to the standards to provide equitable opportunity to learn and demonstrate skills/knowledge.

- For District of Columbia state assessment accommodation decisions should be based on:
 - Student characteristics
 - Individual test characteristics
 - District of Columbia accommodations policies and allowable accommodations for the particular assessment

Selected Accommodations



- Must be used regularly by the student and be effective in providing access
 - New accommodations require time to become an effective tool for the student
- Must involve students in the selection and evaluation process
- Must be allowable by District of Columbia so as not to result in invalidation.
- Needed Accommodation not in the Manual
 - B-6 Selecting Nonstandard Accommodations for students with an IEP or 504 Plan

Accommodations During Assessment



- All test administrators will need to understand who needs accommodations and how to administer them.
 - Appendices B-3 provides details about each allowable accommodation and how to implement.
 - Appendices B-4 and B-5 provide tools for planning the implementation and administration of accommodations.

B-3 Accommodation Conditions for Students with Disabilities

B-3: Accommodation Conditions for Students with Disabilities

Accommodation Category and Accommodation	Description and Examples of the accommodations	Usage			Instructions for usage on DC CAS
		Instruction	Classroom or formative testing	State Testing: DC CAS	
Timing/Scheduling Accommodation: Extended Time on Subtests	Some students require extra time to complete assignments, activities or assessments due to physical or health conditions, attention problems or processing difficulties. This allows the student time to complete the assignment, activity or assessment beyond the usual or standard amount of time. In addition the use of certain other accommodations, require extra time to complete the assignment or test. Examples include time and a half or double time.	Students may be allowed extra time to complete their assignments or activities, but usually the extension is a set period of time and not unlimited.	For assessment situations, the IEP will often specify the amount of time to extend the testing situation, usually one and a half times, or two times the standard testing time. Decisions about length of extended time should be made on an individual basis, keeping in mind the other types of accommodations being made, the disability involved as well as other factors.	Is an allowable accommodation on the DC CAS for all <u>students</u> . If a student with an IEP consistently needs extended time in testing situations, it should be identified in the IEP and the typical amount of extra time identified (such as one and a half times or two times).	Plan ahead for those that need extended time. Consider whether they should be in another setting or is there a way to remove other students who have completed the assessment. For security purposes, testing sessions should be completed in one session, even though extended. Code on the Student Accommodation sheet under Timing/Scheduling Accommodations as Extended Time on Subtests.

B-4 & B-5 Assessment Accommodations Plan for Students with Disabilities



B-4: Assessment Accommodations Plan for Students with Disabilities

Student Information

Name: _____
 Date of Assessment: _____
 Name of Assessment: _____

Case Information

Special Education Teacher: _____
 School Year: _____
 Building/School: _____
 General Education Teacher: _____
 Identified as ELL: ELP Level: _____

Assessment accommodations that student needs for this assessment and date arranged:

Accommodation	Date
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments

Person responsible for arranging accommodations and due date:

Person Responsible	Due Date
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments:

Room assignment for assessment:

B-5: Logistics Planning Checklist for Accommodations for Students with Disabilities

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

Accommodations throughout the Academic Year

	Y	N	NA
1. Accommodations are documented on student's IEP or 504 plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student uses accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A master accommodations plan/database listing assessment accommodation needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Preparation for Test Day

4. Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., audio tape, Braille, large print).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accommodations on the Day of the Test

Before Testing



- Be certain test administrators and proctors:
 - Know what accommodations each student will be using for what content areas and
 - How to administer them appropriately
 - How to “read” the test to the student (and not to read the reading section)
 - Where the separate setting is and who will administer in that location
 - How to scribe the assessment

- Ethical testing practices and standardization must be maintained during the administration of the assessment
 - *Unethical* practices that are not allowed can include editing student responses or giving clues with voice or gestures

Appendix B-3 provides guidelines for implementing the accommodations to maintain standardization.

After Testing



- Specific procedures are required
 - To store or return test materials
 - To document and report any irregularities during testing
 - To document the provision of accommodations
- These must be followed as outlined in the test directions manual

Reading the Reading section is NEVER allowed whether through a screen reader, interpreter or orally.

Some students will require the test questions (stem and answer choices) read to them in order to assess what they know about the content rather than assessing reading skills. This may include the interpretation (sign language) of the test questions. The accommodation will be administered by the test examiner reading aloud, an interpreter using sign language, or through screen reader software devices.

- The sample highlighted text below indicates the portion of the questions that may be read *aloud to students that receive the oral reading of the test question*.
- **Mathematics Example:**
- Which of these numbers shows three thousand, five hundred eight?
- a. 358 (Three five eight)
- b. 3,058 (Three comma five eight)
- c. 3, 508 (Three comma five zero eight)
- d. 3,580 (Three comma five eight zero)
- ***Numbers that do not cue or clue answers may be read as written**

- **Composition Example:**

- **Fishing Secrets**

- One morning, a man named Hawk peered through the trees at the sparkling lake near his village. He spotted Chief Bear wading in the water with his spear.

- *Chief Bear has found a new way to catch fish without his canoe,* thought Hawk. Chief Bear often caught the most fish, so Hawk followed the chief's example. Grabbing his spear, Hawk eagerly stepped into the water. However, the round stones on the lake bottom were like slippery turtle shells. With a splash, Hawk tumbled into the gentle waves. The cold water made him shiver, but he kept trying.

- **Item:**

- Characters do things for different reasons. Authors show these reasons through the thoughts, words, and actions of characters.

- Three of the characters in "Fishing Secrets," Hawk, Willow, and Bee, have different reasons for their actions. What are these reasons? How are they shown to the reader by each character's thoughts, words, and actions?

- In your response, be sure to:

- Describe the reasons behind each character's actions and how these reasons are shown in the story.

- Use specific details, such as thoughts, words, or actions, from the story to support your description.

- Include a beginning, middle, and an end in your writing.

- Be sure to check your writing for correct spelling, capitalization, and punctuation.

Calculator Use



- Is allowable on the DC CAS in limited circumstances for all students. The Test Directions Manual provides the specific grades and content sections where it is allowed for all students and the four function calculator is the preferred calculator. It is considered an accommodation for DC CAS when students' IEPs require other calculation devices on other sections of the test for calculation device usage. This can be allowed through IEP consideration.
- The following devices may not be used under any circumstance: laptop or portable/handheld computer; calculator that has QWERTY keypad, uses an electrical outlet, makes noise, or has a paper tape; electronic writing pad or pen-input/stylus driven device; pocket organizer; talking calculator and cell phone calculator. If one of the previous devices is the only device the student can access, special request must be made to OSSE through use of the Request for a Nonstandard Accommodation. There is no guarantee this will be approved.
- Code on the Student Accommodation sheet under Response Accommodations as Calculator.

- A student with an IEP or 504 plan may be receiving an accommodation during instruction and on classroom and district assessments which is not available as a standard accommodation for statewide assessments. This type of accommodation is considered a nonstandard accommodation.
- Request must be considered and approved by the Office of the State Superintendent of Education (OSSE) prior to use on statewide assessments. Standard accommodations on the state assessment should be considered prior to requesting a nonstandard accommodation.
- Any nonstandard accommodation requests that invalidate the assessment will not be approved.

The use of nonstandard accommodations must be requested for consideration via the **LEA Assessment Coordinator** and is signed by both the LEA Assessment Coordinator and the LEA Special Education Director.

Nonstandard accommodations requests must:

- Be individualized for each student.
- Be based on a student need as documented on the student's current IEP or 504 plan as an accommodation for both instruction and assessment, and the plan must not expire prior to the assessment window.
- Be submitted annually.
- Be signed by the LEA Assessment Coordinator and LEA Special Education Director.
- **Be received by the Standards, Assessment, and Accountability (OSSE), no later than March 22nd.**

- Nonstandard accommodations must not give students with disabilities an unfair advantage over other students or subvert the purpose of the test (i.e., reading the reading test undermines decoding and reading comprehension. Nonstandard accommodation requests that are determined to provide an unfair advantage will not be approved.
- If a nonstandard accommodation is approved and used, the “Other” bubble must be filled in on the state AMO purposes.
- If a nonstandard accommodation is not approved the student must test without the requested nonstandard accommodation.
- For special circumstances it is important to contact your LEA Assessment Coordinator as soon as possible for assistance and individual LEA documentation guidelines.



Nonstandard Accommodation Request for Students with an IEP or 504 Plan

To be submitted by the LEA Assessment Coordinator only

Due Date: **March 22, 2013**

Date of Request (MM/DD/YY): ____/____/____/

Part One

LEA Name: _____

LEA Assessment Coordinator: _____

Email: _____

Phone Number: _____

Student Name: Last _____ First _____ MI _____

State ID: _____

Grade: _____ School: _____

1. Nonstandard Accommodation needed for (Check on or more content areas):

DC CAS: Reading ____ Composition ____ Mathematics ____ Science ____

2. In which document is this accommodation listed as used regularly in the classroom and on the district assessments? *Attach a copy of documentation*

IEP _____ 504 _____

3. Accommodation category/categories:

Presentation ____ Response ____ Setting ____ Time ____

Part Two

- B-2: Do's and Don'ts When Selecting Accommodations for Students with Disabilities
- B-3: Accommodation Conditions for Students with Disabilities
- B-4: Assessment Accommodations Plan for Students with Disabilities
- B-5: Logistics Planning Checklist for Accommodations for Students with Disabilities
- B-6: Selecting Nonstandard Accommodations for students with an IEP or 504 Plan

Key Messages



- **Try out the accommodation(s) in the classroom**
- **The guidelines in the Test Accommodations Manual are to be followed.**
- **There are allowable accommodations and there are accommodations that are not allowed because they impact test validity.**
- **You need to be thoughtful when determining accommodations for students.**
- **Accommodations break down barriers to accessing the assessment by minimizing the impact of the linguistic need or disability.**
- **Accommodations need to be implemented with fidelity and evaluated to see whether or not they are appropriate.**

Questions?



Contact Information



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Testing Accommodations Manual and Policy

<http://osse.dc.gov/publication/testing-accommodations-manual-and-policytesting-accommodations-manual>