

Summary of the District of Columbia's Accommodations for Students with Disabilities on the State Assessment (DC CAS)

The chart below reflects some accommodations for students with disabilities allowed on the District of Columbia's Comprehensive Assessment System (DC CAS) compared to the current research, accommodations approved for use of the National Assessment of Education Progress (NAEP), current use by other states, and the percent of students with disabilities that used the accommodation during the 2009 administration of the DC CAS. This information can be used to determine if the accommodations used for the DC CAS are in alignment with research and best practices as evidenced by use in NAEP and other states.

Presentation Accommodation	Presentation accommodations allow students to access instruction and assessments in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.									
	Accommodations	Reading	Composition	Mathematics	Science	Research Support	NAEP 2011 Accommodations	RIA State Comparison (match of .5 or higher)	% of SWD Using Accommodations on 2009 DC CAS	% of SWD Using Accommodations on 2010 DC CAS
	Amplification equipment	✓	✓	✓	✓		Yes: Math, Reading and Science	93.9%	.4%	.4%
	Braille Materials	✓	✓	✓	✓	Yes	Yes: Math, Reading and Science	98%	.0%	.1%
	Interpretations of Oral Directions (sign or another language)	✓	✓	✓	✓	Yes, one study with interpretation through signing.	Yes: Presentation by a qualified sign language interpreter for instructions for Math and Science only	95%	12.8%	14.6%
	Magnifying glass (includes closed circuit TV)	✓	✓	✓	✓	Yes, also requires to be paired with extended time.	Yes: Math, Reading and Science	98%	.2%	.2%
	Place Markers to maintain	✓	✓	✓	✓	Yes, one study of multiple	Yes: Math, Reading	79.6%	4.7%	4.6%

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place					accommodations	and Science			
Reading Test Question	⊘	✓	✓	✓	Yes for Math and for science; includes oral reading, computer generated sound, screen reader, audio cassette and student read aloud to self.	Yes: Allowed for Math and Science only	95.9%	32.6%	33.7%
Repetition of Directions	✓	✓	✓	✓	Yes in studies of multiple accommodations.	Yes: Math, Reading and Science	57.1%	49.2%	48.6%
Simplification of Oral Directions	✓	✓	✓	✓	Yes for students who are deaf or hard of hearing and in studies of multiple accommodations.		59.2%	29.5%	30.2%
Translation of words and phrases	⊘	✓	✓	✓	Mixed: one study supported; one found it could have negative effects;		16.3%	11.2%	15.2%
Large Print	✓	✓	✓	✓	Yes	Yes: Math, Reading and Science	98%	.0%	.4%

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Response Accommodation	Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.									
	Accommodations	Reading	Composition	Mathematics	Science	Research Support	NAEP 2011 Accommodations	RIA State Comparison (match of .5 or higher)	% of SWD Using Accommodation on 2009 DC CAS	% of SWD Using Accommodation on 2010 DC CAS
	Signed or taped responses	✓	✓	✓	✓		Sign to a scribe for Math and Reading only	59.2%	59.2%	.1%
	Oral responses to test	✓	✓	✓	✓		Yes: Math, Reading and Science	100%	2.4%	3.4%
	Write in test book	✓	✓	✓	✓	Mixed: one study found effectiveness for students who are deaf or hard of hearing, but another found no effect, although no harm.		87.8%	14.6%	13.4%
	Pointing response	✓	✓	✓	✓			63.3%	.4%	.5%
	Dictating response	✓	✓	✓	✓	Using a scribe for essays has proven effective as well as speech recognition software for essays		89.8%	4.1%	3.8%
	Calculators –specific grades and sections only	⊘	⊘	✓	⊘	Somewhat effective, talking calculators for students with visual		57.1%	38.1%	39.4%

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						impairments was effective.				
	Pencil grip	✓	✓	✓	✓		Yes: Math, Reading and Science	42.9%	.5%	1.5%

Setting Accommodation	Setting accommodations change the location in which a student receives instruction or participates in an assessment, or the conditions of an instructional or assessment setting. Students may be allowed to sit in a different location than the majority of students in order to reduce distractions to themselves or others, or to increase physical access or access to special equipment. Some students may need changes in the conditions of an instructional setting. Every instructional and assessment setting should have good lighting and ventilation, with a comfortable room temperature, and be as free as possible from noise, traffic, and other interruptions. Chairs should be comfortable and tables set at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in good condition									
	Accommodations	Reading	Composition	Mathematics	Science	Research Support	NAEP 2011 Accommodations	RIA State Comparison (match of .5 or higher)	% of SWD Using Accommodations on 2009 DC CAS	% of SWD Using Accommodations on 2010 DC CAS
	Adapted or special furniture	✓	✓	✓	✓		Yes: Math, Reading and Science	69.4%	.0%	.2%
	Individual Testing	✓	✓	✓	✓	Yes, often combined with extra time or other accommodations that would require individual administration	Yes: Math, Reading and Science	83.7%	2.4%	3.7%
Location with minimal distractions	✓	✓	✓	✓			77.6%	25.9%	31.2%	
Noise buffer (earphones, ear buds, headphones)	✓	✓	✓	✓			59.2%	.6%	.7%	

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Preferential seating	✓	✓	✓	✓		Yes: Math, Reading and Science	77.6%	23.4%	25.4%
Small group testing	✓	✓	✓	✓		Yes: Math, Reading and Science	83.7%	54.3%	59.1%
Special lighting	✓	✓	✓	✓			57.1%	.1%	.2%

Timing and Scheduling Accommodation	Timing and scheduling accommodations change the allowable length of time to complete assignments, assessments, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks they need to complete activities, assignments, and assessments. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or assessment takes place.									
	Accommodations	Reading	Composition	Mathematics	Science	Research Support	NAEP 2011 Accommodations	RIA State Comparison (match of 5 or higher)	% of SWD Using Accommodation on 2009 DC CAS	% of SWD Using Accommodation on 2010 DC CAS
	Flexible scheduling	✓	✓	✓	✓			40.8%	22.4%	16.4%
	Test administration over several days	✓	✓	✓	✓	When combined with an oral administration, some effectiveness. Otherwise not effective.		59.2%	24.5%	19.3%
	Test administration at best time of day for student	✓	✓	✓	✓			71.4%	12.8%	8.4%
	Breaks between subtests	✓	✓	✓	✓	Found to be effective for some students who are deaf or hard of hearing.		85.7%	45.3%	22.6%
	Extended time on	✓	✓	✓	✓	Yes, but beneficial to all	Yes: Math, Reading	77.6%	61.5%	61.5%

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	subtests					students not just those with disabilities.	and Science			
	Breaks during subtest	✓	✓	✓	✓		Yes: Math, Reading and Science	85.7%	21.0%	46.5%

Highlighted accommodations in chart are not included in list from data spreadsheet.

Accommodations listed on data spreadsheet but not included here:

- Test administered over several days
- Oral reading of directions
- Read aloud for entire reading test
- Familiar person administers test
- On-the-spot translation
- Read aloud comprehension passages on reading test
- Read aloud Comprehension passages on reading test
- Read aloud math and science
- Simplification of writing prompt
- Computer accommodation
- Assistance with interpretations of directions
- Dictation of CR answers
- Other approved Accommodations by OSSE
- Answers to MC questions by point or other method
- Constructed response items taped