Handbook for the Participation Guidelines

Guidance and Tools for the Selection, Administration, & Evaluation of Accommodations and Other Student Supports

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Handbook for the Participation Guidelines
How to Select, Administer, & Evaluate the Use of Student Supports and Accommodations

This handbook includes information from the following documents:

Participation Guidelines for Alaska Students in State Assessments, Dec. 2014 edition
http://education.alaska.gov/tls/assessment/accommodations.html

CCSSO Accommodations Manual, 2013
http://www.ccsso.org/Resources/Publications/Accommodations_Manual_How_to_Select_Administer_and_Evaluate_the_Use_Of_Accomocations_For_Instruction_and_Assessment_Of_Students_With_Disabilities_.html

Accessibility Manual for the Dynamic Learning Maps Alternate Assessment, 2014-15
http://www.dynamiclearningmaps.org/content/accessibility

AMP District Test Coordinator Manual, 2014-15
http://education.alaska.gov/akassessments/dtc/AMP_DTCM_2015.pdf

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Handbook for the Participation Guidelines

How to Select, Administer and Evaluate the Use of Student Supports

This guidance was created to complement the regulations found in the Participation Guidelines for Alaska Students in State Academic Assessments, December 2014 Edition.

This handbook provides guidance and tools for school district officials, administrators, teachers and other educators responsible for making decisions about the participation of students with disabilities and English language learners in instruction and assessments.

This document contains three main sections.

1. **Five step process for the selection, administration and evaluation on the use of student supports.**
2. **Guidance and clarification on Alaska's mandated assessments.**
3. **Appendices with tables, templates, and additional resources.**

This document will be regularly updated. To check if you have the most recent version visit the Accommodations tab on the Assessment section of the Department web site, and check the date in the footer of the posted handbook.

Section I

The Five-Step Process for Selecting, Administering and Evaluating the Use of Student Supports

This guidance presents a five-step process for all educators to use in selecting, administering, and evaluating the effectiveness of the use of instructional and assessment accommodations.

The guidance in this handbook applies to English language learners (ELLs) and students with disabilities who participate in large-scale content assessments and the instruction they receive. This manual focuses on student supports, particularly accommodations, for assessments; although instructional accommodations are discussed, complete guidelines for using instructional accommodations are not provided. However, it is essential that all accommodations used in instruction are provided, if allowed, on assessments. Conversely, if an accommodation is to be used on an assessment it must be used regularly and with success in daily classroom instruction.

The five steps in this section are:

1. Expect all students to achieve grade-level academic content standards.
2. Understand student supports for instruction and assessment.
3. Select student supports for instruction and assessment of individual students.
4. Administer student supports during instruction and assessment.
5. Evaluate and improve the use of student supports.

When addressing supports for students with disabilities and ELLs, the following definitions apply:

Students with disabilities **are students eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504. Students with a transitory impairment may also be eligible to receive services or accommodations for assessment.**

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based on disability. The 504 plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. However, these students do not require specialized instruction.

An *English language learner*, also referred to as a Limited English Proficient (LEP) student, is an individual whose first language is not English or an American Indian, Alaska Native, or native resident who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency [4 AAC 34.090(a)(2)]. Note: For the purposes of this guide, the term English language learner (ELL) refers to currently identified LEP students, not former LEP students.

The five-step process in this handbook is based on the work of the Council of Chief State School Officers (CCSSO) and the State Collaborative on Assessment and Student Standards Assessing Special Education Students (SCASS and ASES).

STEP 1: Expect All Students to Achieve Grade-Level Academic Content Standards

Academic content standards provide educational targets outlining what students are expected to learn at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students.

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

- Instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners
- Individualized Education Programs (IEPs) for students with disabilities and education plans for students who are English language learners (ELLs) are developed to ensure the provision of specialized instruction (e.g. specific reading skills, strategies for "learning how to learn")
- Appropriate student supports are provided to help students access grade-level content

For students with disabilities or ELLs, accommodations are provided during instruction and assessments to increase accessibility to grade-level content. To accomplish this goal:

- Every IEP, 504 and ELL team member must be familiar with the Alaska English Language Arts and Math Standards adopted in 2012
- Every IEP, 504 and ELL team member must know where to locate resources for the implementation of standards
- General education, special education and ELL teachers must collaborate to design and implement instructional programs that meet the needs of students

Federal and state education statutes and regulations mandate that all ELLs receive quality instruction for learning both English and grade-level academic content and participate in statewide assessments that measure students' English language and academic progress. These include the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

See Appendix C for more information on regulations regarding the participation of ELLs and students with disabilities in assessments.

STEP 2: Understand Student Supports for Instruction and Assessment

The Alaska Comprehensive System of Student Assessment is built on a foundation of accessibility for all students, including students with disabilities and ELLs. The validity of the assessment results depends upon all students having appropriate accessibility and/or accommodation supports.

Universal design

Universal design principles address policies and practices that are intended to improve access to learning and assessments for all students. They are important to the development and review of assessments in order to remove barriers that bar students with disabilities from demonstrating skills, abilities, and knowledge. When universal design techniques are employed, educators can gain a more accurate understanding of what students know and can do. Universal design is applied from the beginning of test development through the implementation of assessments. Universally designed general assessments may reduce the need for accommodations and alternate assessments; however, universal design cannot eliminate the need for accommodations and alternate assessments.

As assessments become more consistently administered on computers, accommodations and universal design considerations may change. Traditionally, we have thought of universal design as coming first, and accommodations being applied during testing. With current technology, we can build some accommodations into the design of the test itself. Some of these features may be accommodations (available to students with disabilities and ELLs) and others may be 'Universal Tools' (available to all students). Some students with disabilities and ELLs will have a need for accommodations beyond those that can be built into the computer-based test engine.

Accommodations

Accommodations are changes in practices and procedures that provide equitable access to grade level content during instruction and assessment. When used in assessment, accommodations do not alter the validity of the assessment, score interpretation, reliability or security of the assessment. Accommodations are intended to reduce or even eliminate the effects of a student's disability or to reduce language barriers to access content; they do not reduce learning expectations.

Accommodations ensure that educators, as well as students and parents, have a valid measure of what students with disabilities and ELL students know and can do. Accommodations use begins in the classroom. In addition, ELL students and students with disabilities with IEPs or 504 plans may be provided with assessment accommodations. Accommodations must be made available to students with disabilities on an IEP or 504 Plan, students with transitory impairments, and ELL students as documented in student files.

The accommodations provided to a student should generally be the same for classroom instruction and for assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a *standardized* assessment such as the Alaska Measures of Progress (AMP) Assessment. For example, providing spell-check for classroom assessments may be appropriate; providing spell-check on the AMP English language arts assessment would change what the test items are measuring and would compromise the validity of the test.

Modifications

Modifications refer to practices that change, lower, or reduce learning expectations. Accommodations do not reduce learning expectations; they meet specific instruction and assessment needs of students and allow educators to know that measures of a student's work are valid. While modifications may be appropriate for instruction, they are not recommended for any 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
- 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)
- Using an student support that invalidates the intended construct
- Giving a student hints or clues to correct responses on assignments and tests

Accommodation	**Modification (Not Allowed for Assessments)**
Text-to-speech for math or science subtest	Text-to-speech for reading passages in English language arts test
Clarification of test directions	Clarification of test items

Providing modifications to students during classroom instruction and classroom assessments may have the unintended consequence of reducing their opportunities to learn critical content. Providing a student with a modification during a standardized assessment such as AMP will invalidate that assessment. When a test is invalidated, the student does not receive a score for that assessment and is counted as a zero for accountability.

Determining if an Student Support is a Modification or Accommodation

The IEP, 504, or ELL team must determine if a student support is an appropriate accommodation for standardized assessments or if it is a non-allowed modification.

The following steps will assist teams in making this determination.

1. Is the support listed the Participation Guidelines tables of allowed accommodations or in the table of annotated accommodations (appendix A)?

If it is not in either table, the IEP team or 504 team addresses following questions.

Threshold questions:

2. Would the support help the student demonstrate proficiency by reducing the effect of the disability on the student's performance?

3. Would the student use the support in the classroom, including during regular classroom assessments?

If the answer to either 2 or 3 is no, then the support is probably not a reasonable or appropriate accommodation for the assessment.

If the answer to both is yes, then the next step is to determine whether the support is an accommodation or a modification by answering following questions:

4. Does the support impede the measuring of the skill that is being tested? *This question is often difficult to answer, and the following questions might help:*
    a. Would the support give the student an unfair advantage over a student who has the same proficiency level, but who is not eligible to use the support?
    b. Does any research support the conclusion that this support does not alter the ability of the test to measure the student's skill level?

5. Would use of the support cause a breach of test security?
    Before rejecting a student support for security reasons, an IEP or 504 team member or other school or district official should consult with the department. In special cases, security can be bolstered to accommodate special needs.

6. Would use of the support make it impossible to score the test?
    Before rejecting a support because it changes or alters the test answer sheet, an IEP or 504 team member or other school or district official should consult with the department.

If the answer to questions 4, 5, or 6 is yes, then the support is a modification, and is not allowed on assessments.

If the answers to questions 4, 5, or 6 are no, then the student support is an allowable accommodation, and it may be used on assessments. This is particularly true if research supports the use of the accommodation.

Districts, schools, and IEP, 504, and ELL teams may consult with the Alaska Department of Education and Early Development (EED) at any time when considering new adaptations, particularly when the support is requested by a parent. In general, most IEP or 504 teams will be able to resolve issues regarding the proper use of uncommon student supports. Sometimes, however, a district might determine that the support is a modification while the

parent thinks it is an accommodation. If that happens, the parent may request that the district consult with EED before reaching its decision. EED will issue a non-binding advisory opinion on whether the requested change is an accommodation or a modification.

If a parent requests a student support that is declined by the IEP or 504 team, the district should advise the parent of parental appeal/due process rights, including the right to administrative complaint or mediation. If possible, the district should provide notice to the parent in a timely manner, enabling the parent to appeal the decision before the test.

STEP 3: Select and Document Accommodations for Instruction and Assessment

Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's disability, English language proficiency and/or present level of academic achievement and functional performance in relation to local and state academic standards. To ensure students with disabilities and ELLs are engaged in standards-based instruction and assessments, every IEP or ELL team member must be knowledgeable about the state and district academic content standards and assessments.

The ELL or IEP team should choose accommodations based on an individual student's needs and considering his or her instructional goals and objectives. See Appendix A for the Table of Annotated Accommodations.

Not all instructional accommodations are appropriate for assessments; some may be un-allowed on standardized assessments. For example, the use of a calculator as an instructional tool may be an appropriate as an accommodation for some students. However, this is not allowed for use on all portions of the AMP math assessment. It is important to plan time for students to practice other, allowed, accommodations prior to the assessment. Research shows that an unfamiliar test accommodation given to a student with a disability may negatively impact performance. Accordingly, an IEP or 504 team should be cautious about adding an accommodation shortly before an assessment. In general, a good practice is to make sure an accommodation has been used in the student's regular or special education classes for instruction and classroom assessments for at least three months or 90 days before testing. This will ensure that the student has experience with the accommodation and that the accommodation is appropriate for the student.

Students should use an accommodation regularly and with success prior to using it on an assessment. When a student is taking assessments in a technology-based setting, be sure that the student knows how to use the accommodation when it is provided as part of the test engine.

Selecting Accommodations

Student characteristics

Selecting accommodations for instruction and assessment is the role of a student's IEP or 504 Plan team. Accommodations should be chosen based on the individual student's characteristics and the student's need for the accommodation. After considering the student's individual characteristics, the IEP or 504 Plan team should identify inclusion needs that require accommodations. When these accommodations are used according to plan, the student should be able to validly demonstrate what he or she knows and can do in instructional settings and on assessments.

Questions an IEP or 504 Plan team can ask to help identify inclusion needs and match accommodations to those needs:

- What are the student's learning strengths and areas of further improvement?
- How do the student's learning needs affect the achievement of grade-level content standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- What accommodations will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability?
- What accommodations does the student regularly use during instruction and assessments?
- What were the results of assignments and assessments when accommodations were used and not used?
- What is the student's perception of how well an accommodation worked?

- Are there effective combinations of accommodations?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and 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?

  Of the accommodations that match the student's needs, consider:
- The student's willingness to learn to use the accommodation
- Opportunities to learn how to use the accommodation in classroom settings
- Conditions for use on state assessments

Individual test characteristics

After considering student characteristics, it is important to look at the task students are being asked to do on the various state and district assessments. Questions to guide accommodations selection include:

- 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 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?

IEP team considerations for accommodations for students with disabilities

To ensure that students with disabilities are engaged in standards-based instruction, every IEP team member needs to be familiar with state policies. The team should consider:

- Student characteristics and needs
- Instructional tasks expected of students to demonstrate proficiency in grade-level content in state standards
- Consistency between accommodations documented in the standards-based IEP that is used for classroom instruction and those used on assessments

Team members should ask, "Does the student really need the accommodation?" 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. The better approach is to focus on a student's identified needs within the general education curriculum.

ELL team considerations for instructional accommodations

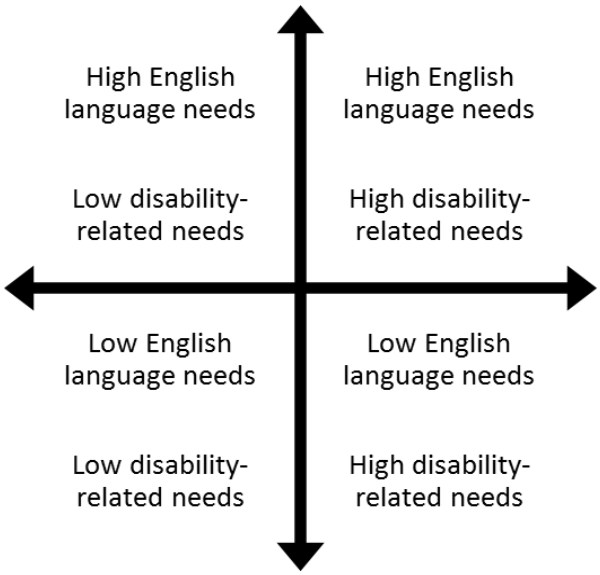
It is recommended that schools develop a plan for each ELL student to facilitate access to grade-level instruction using a team approach. School staff should make every effort to involve parents and the student (when appropriate) in the development and review of the plan. Here are some considerations when developing a plan:

- Student demographic information
- LEP student identification
- Student level of academic achievement on summative and formative assessments
- Student instructional program
- Teacher Observation Checklist

ELL and IEP team considerations for instructional accommodations for ELLs with disabilities

To ensure that ELLs with disabilities are engaged in standards-based instruction, the ELL/IEP or ELL/504 Plan Team members should consider the intensity of language- and disability-related needs of each student (Figure 1). Accommodation decisions should be individualized based on the particular language- and disability-related challenges faced by ELLs with disabilities. Students with high English language needs and low disability-related needs will require more language-based accommodations while their counterparts with high disability-related needs and low English language needs will require more accommodations that remove disability-related barriers. At the same time, students with high English language needs and high disability-related needs will benefit from more intensive language- and disability-related accommodations while students with low English language needs and low disability-related needs will require fewer accommodations that alleviate linguistic and disability-related instructional challenges.

Figure 1. English language- and disability-related needs affecting accommodation decisions



This approach of accounting for varying English language- and disability-related needs for ELLs with disabilities was developed to reinforce the idea that students in each of the four sections will 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. This approach also aims to reiterate that educators should fully account for the complexity of both language and disability implications during the instruction and assessment of ELLs with disabilities.

Documenting Accommodations

Documenting accommodations on IEPs for students with disabilities

Determining appropriate accommodations is part of the IEP process. The student's present level of educational performance PLEP is a federal requirement under which IEP 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)]. This document is helpful in determining appropriate accommodations.

Depending on the design and overall format of a typical IEP, there are potentially three 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 districtwide assessments.

Documenting accommodations on a student's 504 Plan

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. 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 of students who may receive assessment accommodations based on their 504 accommodations plan include students with the following conditions:

- Allergies or asthma
- Attention difficulties
- Communicable diseases (e.g., hepatitis)
- Drug or alcohol addictions (as long as the student is not currently using illegal drugs)
- Environmental illnesses
- Temporary disabilities from accidents which may require short-term hospitalization or homebound recovery

Documentation of accommodations should be recorded in the "Section 504 Accommodation Plan Development" part of the 504 Plan.

Documenting accommodations on a student's ELL plan

The ELL team must document all instructional and assessment accommodations the student is to receive on the student's ELL file or plan. It is recommended that accommodations be transferred to an individual and/or group tracking form, such as the ELL Tool 2 found in Appendix A. Refer to the *Testing Accommodations Manual for Limited English Proficient Students* for details on accommodations for ELLs at http://education.alaska.gov/tls/assessment/accommodations.html.

Involving students in selecting, using, and evaluating accommodations

It is critical for students with disabilities to understand their disabilities and learn self-advocacy strategies for success in school and throughout life. Speaking out about preferences, particularly in the presence of authority figures, may be a new role for students, one for which they need guidance and feedback. Teachers and other IEP team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more that students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire for independence increases. Students need opportunities to learn which accommodations are most helpful for them, and how to make certain those accommodations are provided in all of their classes and wherever they need them outside of school.

IEP teams must also consider long-term student goals. For example, as students with disabilities begin to make postsecondary choices, these may factor into the nature of accommodation choices and availabilities open to them. The IEP team may want to discuss whether or how this affects decisions about accommodations for assessments.

STEP 4: Administer Accommodations During Instruction and Assessment

Planning for accommodations during instruction

It is essential for educators who work with students who use accommodations to periodically plan together. This ensures that core instruction and additional interventions are aligned and accommodations are chosen based on student need and evaluated for success.

The student must be provided the selected accommodations during instructional periods that necessitate their use. An accommodation may not be used solely during assessments.

As states move to providing assessments on technology-based platforms, IEP teams must take care to ensure that students have opportunities to become familiar with the technological aspects of the assessment process. In addition to taking practice tests using the same testing platform, it is also important for educators to provide opportunities for all students to use technology for learning.

Planning for accommodations during assessment

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be addressed. Members of the IEP team, most often special education teachers, are given the responsibility for arranging, coordinating, and providing assessment accommodations for students who may need them. It is essential for IEP team members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. The building test coordinator, under the direction of the district test coordinator, works with individual teachers or teams to plan for accommodations on test days. All test administrators (may also be called proctors) must be fully trained on the appropriate use of the accommodations allowed for the students in their testing session(s). Accommodations that are uncommon, have not been used before, and/or are not included in the EED-provided tables, should be approved by the district test coordinator (or designee) prior to use in standardized assessment.

Prior to the day of a test, be certain test administrators know what accommodations each student will be using and how to administer them properly. Test administrators providing accommodations such as scribing student responses must adhere to specific guidelines so that student scores are valid. The *Test Administration Manual* will provide specific guidance on proper administration of accommodations.

Current designs of technology-based testing platforms may allow for accommodations to be provided on the testing platform itself. Through the process of creating a student profile, an IEP team may be able to program the test to provide certain accommodations, like colored backgrounds, text-to-speech, and sign interpretation. Providing these accommodations through the testing platform can guarantee that the provision of accommodations 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 accommodations are delivered and the technology is working.

Administering assessments and accommodations

State statutes and regulations specify practices to ensure test security and the standardized and ethical administration of assessments. All staff involved in test administration must read, be trained on, and follow these policies: standardization, ethical testing practices, and test security.

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 reliable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning.

Ethical testing practices must be maintained during the administration of a test. **Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test.** Unethical practices include, but are not limited to, allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way. All unethical practices are subject to investigation and adjudication by the Professional Teaching Practices Commission [4 AAC 06.765e].

Test security involves maintaining the confidentiality of test questions and answers; it is critical in ensuring the integrity and validity of a test. In order to ensure test security and confidentiality, test administrators need to keep testing materials in a secure place to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, and return all materials as instructed.

In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). Some of the same considerations for test security apply when students are taking a technology-based assessment. For example, ensuring that only authorized personnel have access to the test and that test materials are kept confidential are critical in technology-based assessments. In addition, it is important to guarantee that students are seated in such a manner that they cannot see each other's workstations, that students are not able to access any additional programs or the Internet while they are taking the assessment, and that students are not able to access any saved data or computer shortcuts while taking the test.

The following test security regulations apply to all required assessments in the Alaska Comprehensive System of Student Assessment (4 AAC 06.710):

1. 4 AAC 06.761. Test administration
   (a) Unless an assessment is specifically exempted, or the department has approved in writing a different process, a district shall administer the statewide assessments described in 4 AAC 06.710 in conformance with the requirements of this section.
   (b) A district shall administer an assessment under this section only in a school test center designated by each district. Each school test center must be secure, free of disruptions, have an established seating arrangement, and be well lighted. Only designated district test coordinators, associate test coordinators, proctors, or test administrators may be in the test center rooms at the time of testing students.
   (c) Each district shall designate an employee of the district as the district test coordinator. In districts with two or more school test centers, the district shall designate an on-site associate test coordinator for each center. The district test coordinator or associate test coordinator shall assign as many test administrators or proctors to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each test coordinator, associate test coordinator, proctor, and test administrator must execute an agreement, on a form provided by the department, affirming that the test procedures of the department and test publisher will be followed.
2. 4 AAC 06.765. Test security; consequences of breach

(a) All test questions are confidential, and may be disclosed only as provided in this section.
(b) Test questions may be disclosed to
    1) a student on the date and at the time specified by the commissioner, to the extent necessary to administer the test
    2) testing personnel in the course of fulfilling their duties
    3) a department official as required for the performance of that official's duties; and
    4) a test administrator if necessary to fulfill duties under 4 AAC 06.775 regarding the delivery of accommodations.
(c) School and district personnel responsible for test administration shall
    1) inventory and track test materials from the time the materials arrive at the school or district office until the time the materials are returned to the test publisher;
    2) securely store tests before distribution to school test centers and after their return;
    3) control distribution of tests to and from school test centers;
    4) control the storage, distribution, administration, and collection of tests;
    5) ensure that no test or test question is copied in any manner, whether on paper or by electronic means.
(d) School personnel at a school test center shall
    1) code the tests according to test administration directions before testing;
    2) inventory and track test materials from the time the materials arrive at the school until the time the materials are returned to the district;
    3) securely store tests before and after each testing session;
    4) control distribution of tests within the school test center;
    5) ensure that no test or test question is copied, reproduced, or paraphrased in any manner by an examinee or anyone else;
    6) ensure that examinees use only those reference materials allowed by the test publisher's testing procedures;
    7) ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner, unless knowledge of the question or item is necessary for delivery of accommodations under 4 AAC 06.775;
    8) ensure that examinees do not exchange information during a test, except when the test procedure so specifies;
    9) ensure that an examinee's answer is not altered after testing is completed;
    10) ensure that no examinee is assisted in responding to or review of specific test questions or items before, during, or after a test session.
(e) A teacher holding a certificate issued under 4 AAC 12 who breaches security as described in this section is subject to investigation and adjudication by the Professional Teaching Practices Commission.
(f) School and district personnel responsible for test administration shall
    1) annually execute an agreement, on a form provided by the department, affirming that they will follow the test procedures required under this section;
    2) provide training in test procedures to all district staff involved in testing as directed by the department, and ensure that staff complete the training;
    3) ensure that all district staff involved in testing read and follow all testing procedures and manuals published by the test publisher, unless instructed otherwise by the department.
(g) All school and district personnel shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure.
(h) District personnel in charge of testing shall immediately report any breach of test security to the department. If a student's IEP requires a modification that violates test security under this section, the modification will be provided only if it does not affect test security for any students other than the

student who requires the modification. A modification that violates test security under this section results in an invalid assessment and the assessment will not be scored.

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 Alaska's testing policies. School personnel report irregularities and breaches to the district test coordinator. District test coordinators report to EED. If an investigation is warranted, it is the responsibility of the district test coordinator to gather required evidence and submit it to the Assessments Administrator at EED.

STEP 5: Evaluate and Improve Accommodations Use

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 is necessary to ensure the meaningful participation of students in state and district assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations use, as well as support the continued use of some accommodations or the rethinking of others.

Examination of the data may also indicate areas in which the educators serving the students need additional training and support. In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during assessment. Data may include:

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

Accommodation information can be analyzed in different ways. Questions to guide data analysis at the district, school, and student levels, include:

- How many students are receiving accommodations?
- What types of accommodations are provided, and are some used more than others?
- Are students receiving accommodations as documented in their IEPs and 504 plans?
- How often are they used in instruction?
- Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations in assessments?
- Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
- What is the student's perception of how well the accommodation worked?
- What are the perceptions of teachers and others about how the accommodation appears to be working?
- What are the difficulties encountered in the use of accommodations (and for which accommodations)?
- How often do students refuse an accommodation during testing?
    - Is there a pattern in the age of the student and/or the type of accommodation?
- How well do students who receive accommodations perform on state and local assessments?
    - If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using accommodations that were not effective?

The IEP and/or ELL team, and administrators at the school and district level (e.g., principal, special education director) should be involved in collecting and analyzing this information. It is critical to stress that evaluation of accommodations use is not the responsibility of just one individual. After the information is analyzed, the team can make adjustments in the systems in place for training students and staff and for improved implementation of accommodations.

SECTION II

Alaska Measures of Progress (AMP) Assessment

Alaska Measures of Progress (AMP) measures mastery of the Alaska English Language Arts and Mathematics Standards adopted in 2012. All students in grade 3-10 are required to take AMP each spring. AMP scores are used for the progress and achievement components of the state accountability system, the Alaska school performance index (ASPI) and annual measurable objectives (AMOs). More information on the AMP assessment is available on EED's website at http://education.alaska.gov/akassessments/#c3gtabs-amp.

For more information about the design, structure, and administration of AMP, please refer to the following websites and manuals:

- Purple Star on EED Homepage - http://education.alaska.gov/akassessments/
- AMP at AAI - http://akassessments.org/
- AMP District Test Coordinator Manual
- AMP Test Administration Directions

The AMP assessment is delivered to most students via a computer-based system called KITE. The KITE test engine has embedded tools designed to improve students' ability to provide the evidence needed to show mastery of the standards. **Embedded tools and accommodations are those that are provided within the test engine.** For example, a highlighter tool or a striker tool that crosses out answers the students knows to be incorrect. Non-embedded tools are also available to students. **Non-embedded tools and accommodations are those that are outside of the technology.** For example, graph paper or special seating. The test administrator provides non-embedded tools to students.

There are three categories of student support tools for the AMP assessment: Universal Tools, Accessibility Tools, and accommodations. All three types of tools can be either embedded or non-embedded. All educators should be familiar with all the tools available to ensure that students learn how to use them and practice using them prior to the spring summative assessment.

AMP Universal Tools

Universal Tools are supports or preferences that are available to all students taking the paper/pencil or computer-based AMP assessment. Universal Tools are available at all times and their use is based on student choice, need and preference. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal Tools do not change score interpretation. Similarly, Universal Tools require no additional test security measures. Teachers do not need to activate Universal Tools; they are automatically available to the student. The table below describes the embedded Universal Tools provided within the KITE test engine and the allowed non-embedded tools provided by a test administrator.

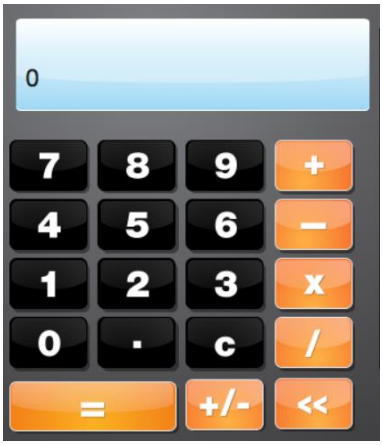
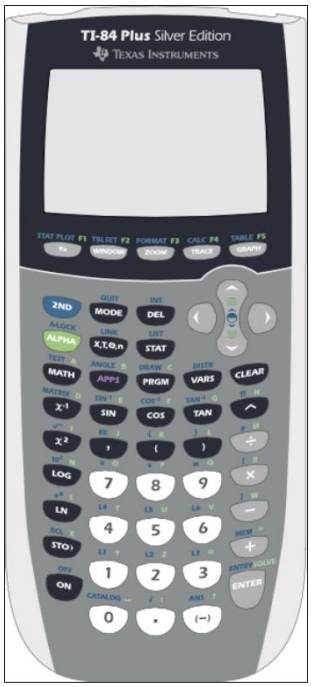
Embedded Universal Tools (provided within the test engine):	
Highlighter	Allows students to select text on the screen and highlight the selected text with a yellow background
Striker	Allows students to place a line through an answer choice that is not desired
Eraser	Removes highlighting and striker marks from screen
Tags	Allows students to place small graphics in reading passages to mark important parts such as the main idea, supporting details, and key words
Guide line	When selected, follows the student's pointer and lightly highlights the text of a reading passage line by line
Search Tool	Allows student to enter search terms; highlights matching words in orange
Calculator	Available only for selected items grades 6-10
Graphing Calculator	Available only for selected items grades 9-10
Scientific Calculator	Available only for selected items grades 6-8
Mathematical formulas	Formulas will be embedded in the test question if the skill being measured is the application of the formula. *Math reference sheets are not allowed.*
Whole screen magnification	Students can enlarge text on screen
Text-to-Speech for test directions	Allows students to start, stop, or replay computer synthesized audio of the text associated with test directions
Non-embedded Universal Tools (provided by test administrator):	
Scratch paper and graph paper	Scratch paper must be securely destroyed after assessment session
A device to screen out extraneous sounds	Students may wear headphones that block sound during testing (this does not include music devices)
Clarification of technology directions	Students may request clarification of technology directions; guidance provided in Test Administration Manual

Calculator Availability on the AMP Assessment

Alaska mathematics standards were developed with a strong focus on building foundational skills and fluency in arithmetic, specifically in Kindergarten through grade 5. Arithmetic is a foundational skill that requires fluency as well as building conceptual richness, which is a precursor for algebraic concepts. The standards were developed to have students gain a deeper understanding of mathematics and to use a variety of strategies to come to mathematical solutions. Thus, working with numbers by hand was purposeful in the design of the standards in the formative grades. Based on this information, calculators are not allowable for grades 3, 4, and 5 on the AMP assessment.

Students will have access to three different calculators as Universal Tools within the KITE test engine. The specific type of calculator depends on grade level and is shown in the table below. Calculators are available for specific items only. Students will not have access to a calculator on test items that require the student to demonstrate direct knowledge of computational skills.

	Basic	Scientific	Graphing
Grades 3, 4, and 5			
Grades 6, 7, and 8	Available	Available	
Grades 9 and 10	Available		Available

Basic (four function)	Scientific (TI-30XS Emulator)	Graphing (TI-84 Emulator)
		

AMP Accessibility Tools

Accessibility Tools are supports that are available to all students with a documented need taking the AMP computer-based assessment. The documented need does not have to be an IEP, 504 Plan, or ELL Plan. **A documented need may be existing documentation in the school, such as the additional reading support provided to a student who is reading below grade level.** The Accessibility Tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Accessibility Tools do not change score interpretation. Similarly, Accessibility Tools require no additional test security measures.

Educators can activate Accessibility Tools within the KITE test engine using a student's Personal Needs Profile (see page 26 for a description of the Personal Needs Profile).

AMP Accessibility Tools for computer-based and paper/pencil assessment	
Auditory calming	Student selects track of relaxing, peaceful music to play while testing
Default magnification	The default magnification can be set to x2 to automatically enlarge all text
Masking portions of the test to direct attention to uncovered items or to maintain place	Two available options: 1. On-screen masking shows answer choices one at a time 2. Student-controlled option provides a black, rectangular box on the screen that the student can add, move, and resize
Text-to-Speech for math directions, items and graphics	Allows students to start, stop or replay computer audio of the text associated with directions, math items and graphics (not available for ELA items)

Districts determine what defines "need" for students based on local practices. Districts should have consistent application of these rules across schools and for all students. The following provides guidance for districts.

Accessibility Tool	Intent	Existing documentation recommendations/examples
Auditory calming	Allow students to focus by blocking out other noise and providing background sounds	A behavioral plan or teacher/student contract that includes the use of background noise or music for focusing or concentration
Default magnification	Enlarge the text to make it easier to read or focus	Students who have eyeglasses or eye conditions that require larger text
Masking	Decrease the amount of text visible to allow the student to focus on smaller amounts of text	Reading intervention plan that documents the use of this strategy
Text-to-speech for math	Support students who do not successfully read grade-level texts	Below target scores on assessments such as literacy screeners, reading inventories, previous year's state assessment, or interim assessments Documentation that the student consistently receives similar support in a classroom setting (e.g., the students has more than 50% of all content read to them)

Text-to-Speech (TTS) Guidance

A student who needs a TTS accessibility tool and/or accommodation is one whose ability to convey knowledge of the subject/content area is **severely limited by his/her inability to read the assessment materials.** The student cannot or would not be successful in the classroom without the read-aloud accommodation. To use the TTS accommodation on the state assessment, **the student must have the read-aloud accommodation provided in the classroom on a regular basis** (i.e., as an on-going practice for both classroom instruction and classroom assessments/tests). Neither English language learners nor students who receive Title I or special education services automatically qualify for the TTS accommodation.

- The TTS for the math content assessment is an AMP Accessibility Tool available to **all students with a documented need** taking the AMP computer-based assessment. It requires activation for an individual student through the PNP process.
- The TTS for ELA is an accommodation for students with disabilities or ELLS as documented in the student's plan. The TTS for ELA allows students to start, stop, or replay computer audio of the text associated with some of the content on the screen. The TTS does not read the passages associated with the items. This accommodation requires activation for an individual student through the PNP process.

It is the local district's responsibility to define "severely" in and to quantify on a "regular" basis for classroom instruction and assessments/tests. Tools for determining need and resources available may be selected by individual districts. However, the general expectation is that students will be more than one year below grade in

reading and that the accommodation is being systematically applied at least 50% of the time on classroom assignments and 100% of the time on classroom assessments contributing to classroom grades.

When considering the use of Accessibility Tools for English Language Learners (ELLs), educators should consider the linguistic support that may be provided. Documentation for ELLs includes ELP plan documentation as well as the recommendations mentioned above.

Accessibility Tool for ELLs	**Computer-Based Assessment (activated by educator in the Personal Needs Profile)**
Text-to-Speech for computer-based AMP **math test**. • Questions • Answer choices • Directions • Embedded directions	Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen. **Not allowed:** • **Read aloud by proctor**
Masking portions of the test to direct attention to uncovered items or to maintain place	Two available options: 1. On-screen masking shows answer choices one at a time 2. Student-controlled option provides a black, rectangular box on the screen that the student can add, move, and resize

Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and ELLs. Accommodations do not alter the validity of the assessment, score interpretation, reliability or security of the assessment. Accommodations must be made available to students with disabilities with an IEP or 504 plan, students with transitory impairments, and LEP students, as documented in student plans.

The accommodations below are embedded within the computer-based assessment and activated by an educator in the Personal Needs Profile or PNP (see the next section of this handbook for an overview of the PNP).

Accommodations	
Text-to-Speech for English language arts test	Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen, including embedded directions, answer choices, and item questions (does NOT read the passages associated with the items) Only available to students with a documented reading disability who regularly receive read aloud as part of a successful instructional strategy Documentation of the successful use of this strategy in both instruction and assessment must be maintained locally
Using Braille edition provided by test contractor	The test engine is designed to interface with assistive technology such as Braille Writers
One- and two-switch scanning	An assistive technology device used to respond to test questions
Overlay Color	Changes the background color of the test. The default color is white; the color choices are blue, yellow, gray, red, green.
Invert Color Choice	Changes the background color to black with white coloring.
Contrast Color	Changes the background and text color to one of four preset choices.

Students may take a paper/pencil assessment if they are physically unable to use a computer. This will be a very small percentage of students, and documentation is required.

Activating Accessibility Tools and Accommodations in the KITE System

The KITE system uses a Personal Needs and Preferences Profile (PNP) to activate the Accessibility Tools and embedded accommodations provided to a student. Accessibility Tools and embedded accommodations, unlike Universal Tools, are only available for students to use when activated by an educator via the PNP *prior* to testing.

The PNP is completed using the information in the existing IEP, ELL Plan, or 504 Plan. The PNP is unique to each student, providing an individualized testing experience. If a student transfers schools or districts, the PNP is linked to the student's enrollment record and "follows" the student. The educators at the new school can access it once that student is enrolled. However, the educators at the new school do not need to open the PNP again unless they want to make changes.

It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will complete the PNP for students. In KITE Educator Portal, the following roles have access to a student's PNP:

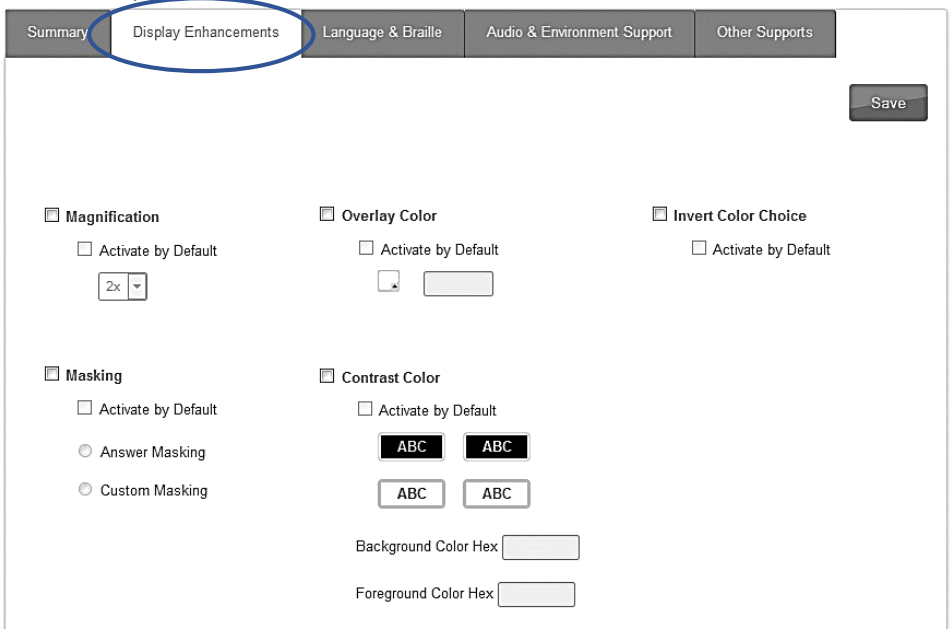
- Teacher
- District test coordinator
- District user
- Building test coordinator
- Building user

Accessibility Tools and accommodations within the PNP are listed in four categories:

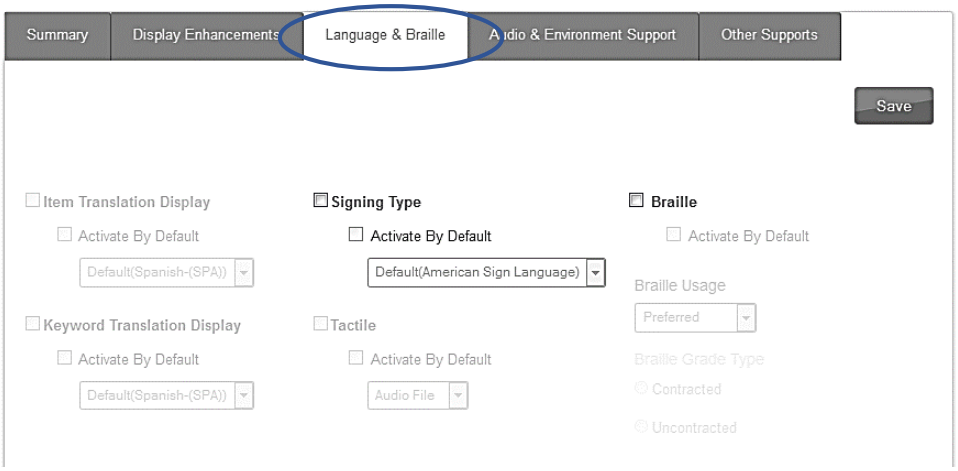
- Display enhancements
- Language & braille
- Audio & environment support
- Other supports

The following screen shots show the options in the PNP:

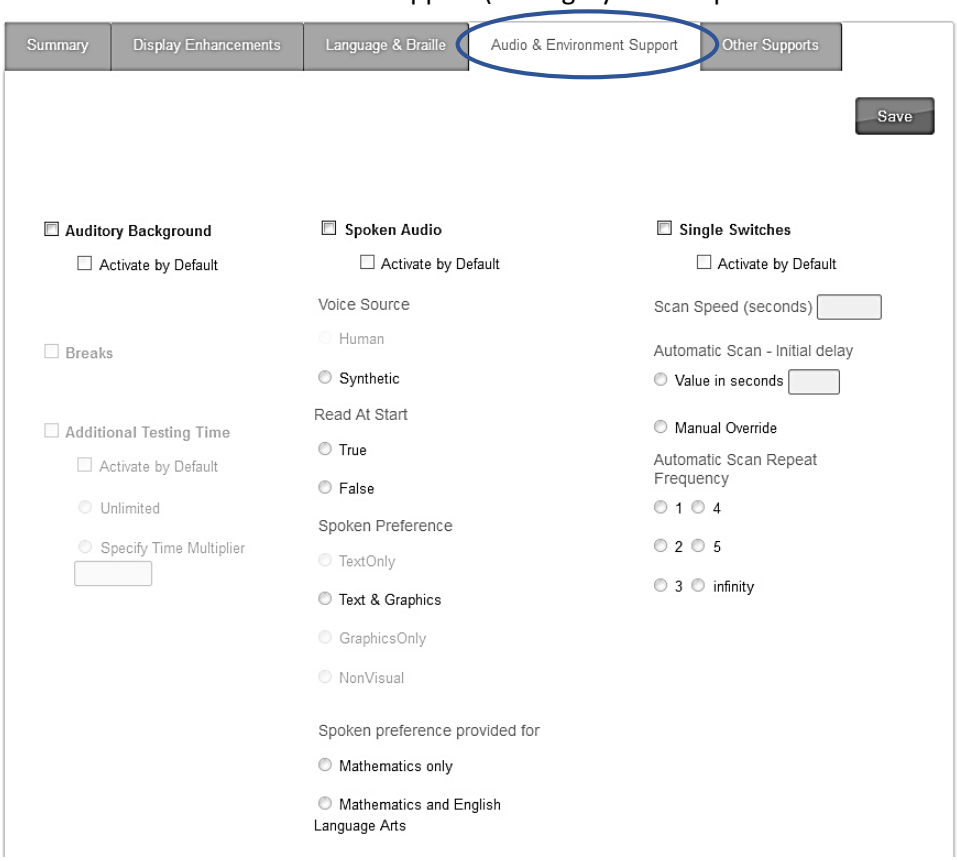
1. Display Enhancements



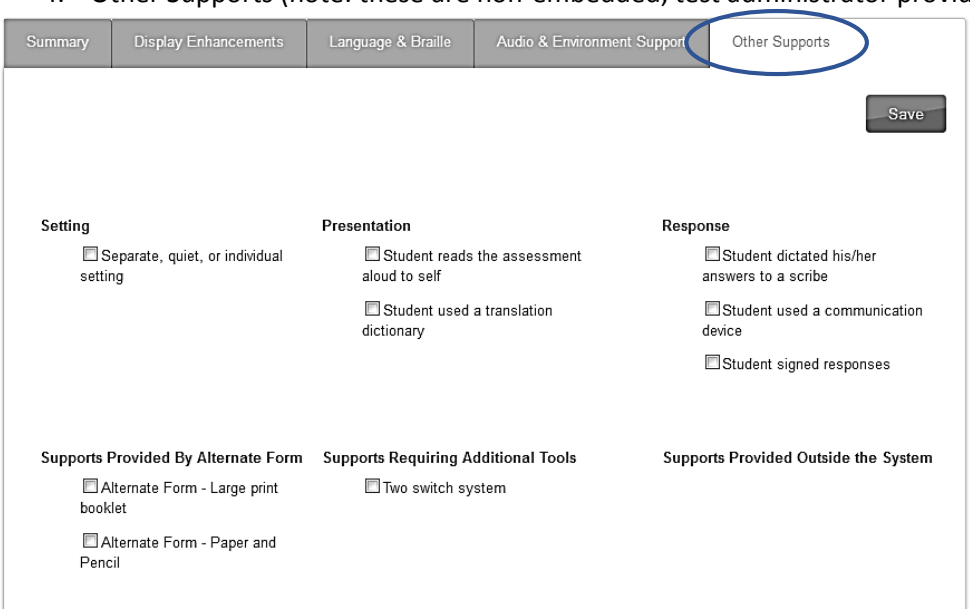
2. Language and Braille (note: greyed out options are not available on AMP)



3. Audio and Environment Support (note: greyed out options are not available on AMP)



4. Other Supports (note: these are non-embedded, test administrator provided supports).



The process for entering information into a student's PNP is described in the following documents and tutorials:

- Educator Portal Manual, Chapter 3
- PNP Video Tutorial

Use of Speech-to-Text on the AMP Assessment

Speech-to-text conversion or voice recognition allows students to use their voices as input devices. Voice recognition may be used to dictate text into the computer or to give commands to the computer (e.g., opening application programs, pulling down menus, or saving work).

The spring 2015 administration of AMP does not include short answer or constructed response items, such as an essay. These items will be field tested in spring 2016. Guidance regarding the use of Speech-to-Text and voice recognition devices will be provided in the fall 2015 update of this handbook.

Scribe Procedures

Scribe: A qualified person who writes down what a student dictates by using an assistive communication device, pointing, communication by the student via interpretation/transliteration (i.e., American Sign language, signed English, Cued Speech), or speech.

Qualifications for the Scribe

- The scribe must be an employee of the school district.
- The scribe must sign a Test Security Agreement.
- It is preferable for the scribe to be a familiar person, such as the teacher or the paraprofessional, who is typically responsible for scribing during regular instruction. If it is a new scribe to the student, give them time to work together during instruction prior to the assessment day.
- For students who are deaf, the scribe must be fluent in American Sign Language (ASL) and/or signed English.

Process for Scribe Accommodation

A scribe accommodator may only administer the scribe accommodation to one student at a time during a testing session. This accommodation must be administered so that other students are not able to hear the accommodated student's response.

Before the administration of the test, the assigned school testing coordinator should provide the scribe a copy of the test administration directions or manual prior to the start of testing to become familiar with the directions and format of the assessment.

The scribe may hand write, or type, to record the student's work. For computer-based assessments, the scribe must enter student responses directly into the computer-based assessment.

The student will dictate sentences or paragraphs in the same manner used during instruction on the assessment. The scribe should have the student proofread the dictation and the scribe may also read it aloud at student request. The student may dictate changes to the scribe, and the scribe will make those changes exactly as dictated by the student. Students may proofread to add punctuation, and may change any capitalization or spelling they wish, even if it is incorrect.

The scribe may not question or correct student choices.

The scribe may ask the student to restate (or sign) words or parts, as needed.

The student is responsible for punctuation and may indicate punctuation in several ways.

1. The student may punctuate as he/she dictates. For example, when stating the sentence "The dog ran", the student will say, "The dog ran period."
2. The student may dictate more than one sentence at a time and add punctuation after the fact when given the scribed sentences to proofread.

The scribe can automatically capitalize in these cases:

1. The scribe should capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence. For example, if the student said "The cat ran period. The cat jumped period. The scribe would write "The cat ran. The cat jumped."
2. The first word in any paragraph.

The student must specify capitalization in these cases:

1. The first letter in the beginning of a sentence, if the student has not indicated punctuation ending the previous sentence. For example, if the student said, “The cat ran the cat jumped.”
2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.)

The scribe must produce legible text.

The scribe session may be recorded for accuracy.

Additional Parameters:

The following are a list of acceptable parameters:

1. The scribe may ask “Are you finished?”, or, “Is there anything you want to insert or delete?”
2. The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” –the scribe can indicate “no”.
3. The scribe my ask the student questions such as, “Is there any capitalization or punctuation you want me to add?” during the scribing of a long passage and/or at the end of the passage. The student may look at written text and indicate where to put capitals and punctuation.

The following are a list of **unacceptable** parameters:

1. The scribe cannot give the student specific directions, e.g. “First, set the equations equal to one another”, or, “make sure that the equation is set equal to zero”.
2. The scribe cannot tell the student if his/her answer is correct or incorrect.
3. The scribe cannot answer questions related to the content posed by the student, e.g., “Is this the right way to set up the problem?”, or, “Can you tell me what this word means?”
4. The scribe cannot alert the student to mistakes made during testing.
5. The scribe cannot prompt the student in any way that would result in a better response or essay.
6. The scribe cannot influence the student’s response in any way.

Special consideration when scribing for a student using ASL or cued speech:

- When ASL is being used during scribing, the scribe may ask clarifying questions regarding the use of classifiers.
- The scribe will make conceptual translations from ASL to English.
- The scribe will write exactly what is heard. Probing or clarifying questions are not allowed. Classifiers are permitted for students using ASL. Classifiers give descriptive information about a noun or verb such as: location, kind of action, size, shape and manner.

For clarification please contact the Alaska Department of Education and Early Development Assessment Administrator at (907) 465-8431.

SECTION III

Alaska Alternate (AA) Assessment

The Dynamic Learning Maps (DLM) Alternate Assessment System is designed to measure the English language arts and math skills and knowledge of students with significant cognitive disabilities. The assessment measures student performance on the essential elements, which are aligned to the Alaska English language arts and math standards, but decreased in breadth and complexity.

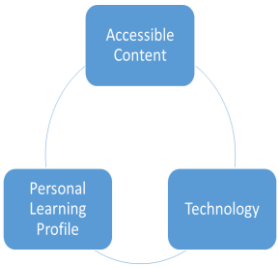
DLM provides accessibility by design and is guided by the core beliefs that all students should have access to challenging, grade-level content and all educators should adhere to the highest levels of integrity in providing instruction and administering assessments based on this challenging content.

Links to materials referenced in this section:

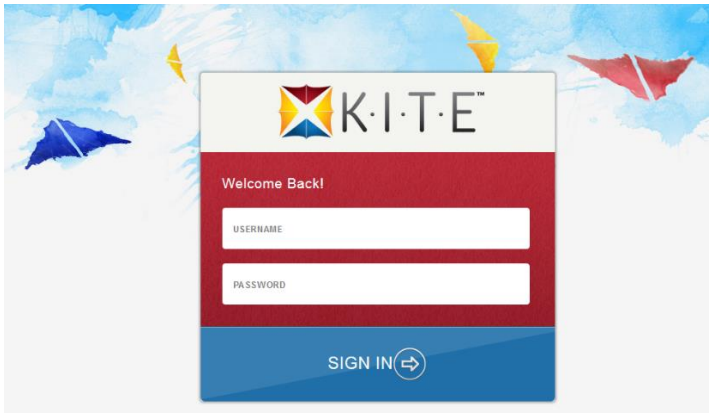
- DLM Accessibility Manual: http://www.dynamiclearningmaps.org/content/accessibility
- DLM Test Administration Manual (TAM): http://www.dynamiclearningmaps.org/alaska
- First Contact Survey: (See Appendix of DLM Test Administration Manual)
- Personal Needs Profile: (See "Manage Student Data" Chapter in the DLM Test Administration Manual)

Having accessible content is essential. DLM has integrated accessible content, technology and a personal learning profile to ensure that every student is successful. DLM has integrated accessible content by developing various testlet levels, attending carefully to vocabulary, identifying multiple and alternate pathways to each essential element, tagging items based on their accessibility features, and following item-writing guidelines based on universal design.

Universal design for learning (UDL) is a scientifically valid framework for guiding education practice. It provides flexibility in the ways students respond or demonstrate knowledge and skills, as well as in the ways students are engaged. It reduces barriers in instruction, and provides appropriate challenges, accommodations, and supports. Universal design also maintains high achievement expectations for all students. DLM applied universal design because it is a framework that is critical to allowing students with significant cognitive disabilities to demonstrate their knowledge of academic content standards.



The KITE system is the technology used to administer the DLM alternate assessment (this is the same computer-based system used for Alaska Measures of Progress, or AMP). It offers a special user interface that enhances the assessment experience for students with significant cognitive disabilities.

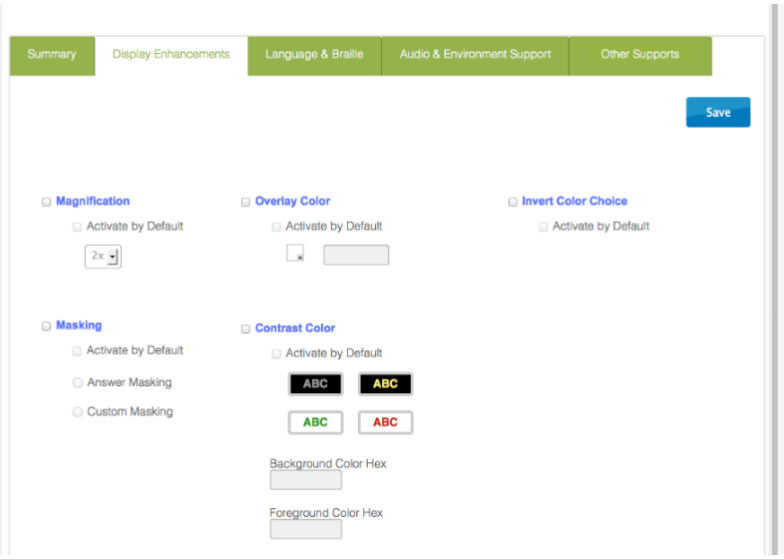


The KITE system enhances accessibility using information provided in Educator Portal by educators when they complete both a personal needs and preferences profile (PNP) and a first contact survey (FCS) for each student. Information from the PNP and the FCS are combined by the system into a student's personal learning profile (PLP). This information allows the system to customize each student's experience and determine which test form and linkage level to deliver and must be completed prior to administering the assessment.

Note: the PNP for DLM is different than the PNP for AMP, although the process is similar. Students taking AMP do not have a FCS.

The purpose of the FCS is to allow the KITE system to initially route the student to a first testlet that provides an appropriate balance of accessibility and challenge for the student. The test is adaptive because based on the student's performance on the first and subsequent testlets, the DLM system will route the student to the next appropriate testlet level. The FCS is a survey of learner characteristics and includes communication, academic skills, and attention. Detailed information about this survey is found in the *Test Administration Manual* (TAM) and a list of survey questions is located in the appendix of the TAM.

The specific role of the PNP is to select the appropriate accessibility features and supports to offer in the system, and thus to tailor each student's experience based on individual needs. The PNP can be completed any time before testing begins. It can also be changed as a student's needs change. Once updated, the changes appear the next time the student is logged in to the KITE test engine.



The access features in the PNP are listed in four categories:

- Display enhancements
- Language & braille
- Audio & environment support
- Other supports

Instructions on how to complete the PNP are located in the *Accessibility Manual for the Dynamic Learning Maps Alternate Assessment*. Further information on the accessibility features is discussed below in Step 2 – Learn About the DLM Accessibility Features.

Six-Step Process to Customize DLM Accessibility Features for Students

This section presents a six-step process for IEP teams, general and special education educators, test administrators, and district level assessment staff to use in the selection, administration, and evaluation of the effectiveness of the accessibility features used in the DLM system by students with significant cognitive disabilities.

The six steps are:
Step 1: Include eligible students in the DLM assessment
Step 2: Learn about the DLM accessibility features
Step 3: Discuss and select appropriate accessibility features and supports
Step 4: Enter data into the DLM system
Step 5: Prepare for the assessment
Step 6: Evaluate the accessibility features used after the assessment

Step 1: Include eligible students in the DLM assessment

Students with disabilities are included in state and district accountability systems and receive the benefits gained from participation such as: improved instruction, higher expectations and involvement in educational reform. It is critical that teams ensure that students are eligible for inclusion in the alternate assessment based upon the criteria set by DLM and each state.

DLM provides the following three general eligibility guidelines for participation in the DLM Alternate Assessment:

1. The student has a significant cognitive disability.
2. The student is primarily being instructed using the essential elements (EEs) as content standards.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate standards.

Step 2: Learn About the DLM Accessibility Features

The next step is for teams to understand the accessibility features provided in DLM. Test administrators and students may try out these features in provided practice tests to determine what works best for each student.

The DLM alternate assessment makes a distinction between the accessibility features that are activated in the KITE Educator Portal by the PNP, supports that require additional tools or materials, and supports that would need to be provided outside of the DLM system.

Prior to administering the DLM alternate assessment, educators provide information in the PNP about the accessibility needs for each assessed student. The KITE system stores all of that information and uses some of it to activate certain features when the assessment is administered.

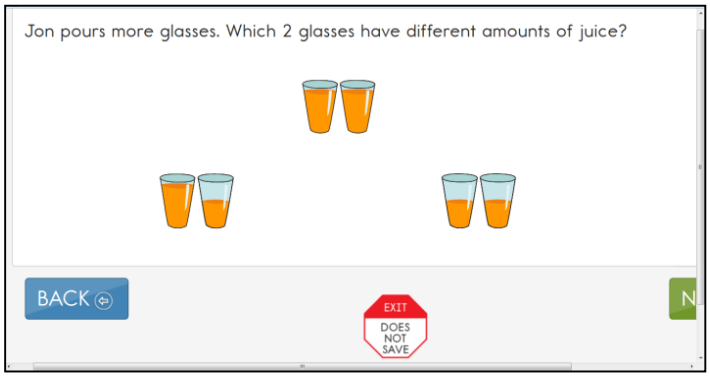
Support category one: Embedded in the test engine

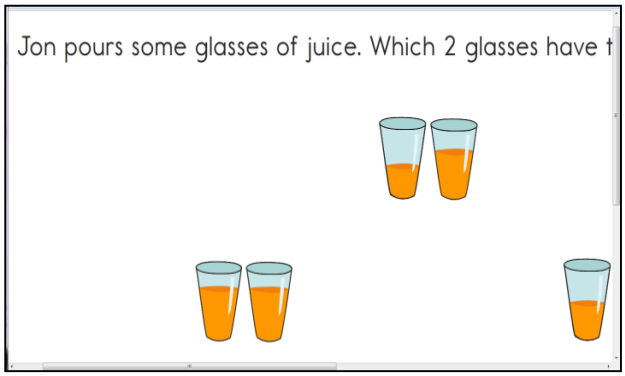
Category one includes supports provided within DLM via the PNP: magnification, inverted color choice, color contrast, and overlay color and text to speech (read aloud with highlighting). These online supports change the way content is presented to the student through the online system. Educators are advised to practice all options with students in advance of testing to ensure the chosen supports are compatible and provide the best access for students.

Accessibility Feature	Supports Provided Within DLM via PNP
Category 1	
Magnification	X
Invert Color Choice	X
Color Contrast	X
Overlay Color	X
Read Aloud with highlighting – Text to Speech (TTS)	
• Text Only	X
• Text & Graphics	X
• Graphics Only	X
• Nonvisual	X

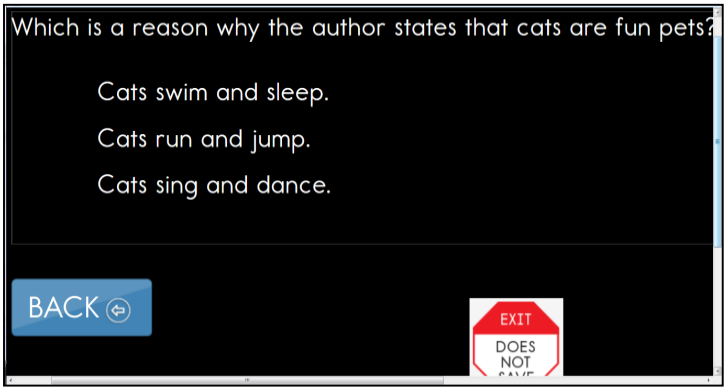
Magnification allows educators to choose the amount of screen magnification provided during testing. When magnification is selected the whole screen is zoomed in. Without magnification, the font is Report School, size 22. Test administrators can choose to magnify this two times, three times, four times, or five times. When magnification is selected, the entire item may no longer be viewable on the screen and scrolling may be required. This will vary due to the level of magnification, the amount of text in the item, and the size of the screen. Test administrators must keep in mind that scrolling may impact the student's ability to access the assessment. They should try the different levels of magnification with each student to determine what is most appropriate for each student on each device.

The example included here shows the screen magnified two times on top and then five times on the bottom. Notice the difference in the scrolling that is required to access the whole item in the five times magnified example.

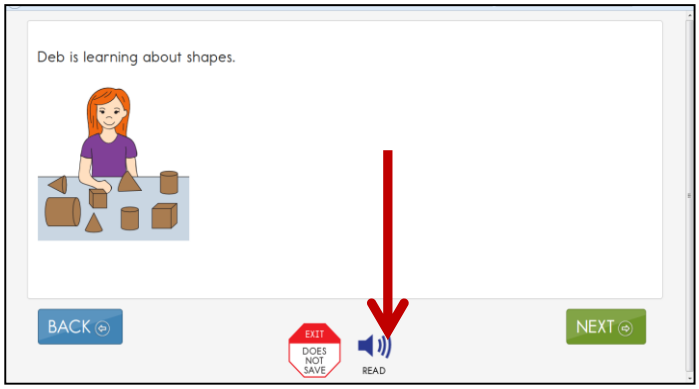




Invert color choice also requires testing before use. When the invert color choice feature is selected, the background is black and the font is white or gray. Shown here is an example of invert color choice and four times magnification.



Text to Speech (read aloud using highlighting) uses a synthetic voice. There are four types of text to speech options provided in the system: text only, text & graphics, graphics only, nonvisual. Text only is appropriate when the student has some vision and does not require read aloud of physical layout and directional information. The text & graphics option provides audio for the image in addition to reading the on-screen text. The nonvisual option is intended for students who have no vision; it provides audio information regarding all text and images on the screen as well as the layout of the page and navigation tools. For example, on technology-enhanced items, the nonvisual option would include more information about choosing options on the left side of the screen and moving them to areas on the right side of the screen.



If the Text To Speech feature is chosen for a student, then an additional screen reader is not needed. To activate the read aloud, simply press the READ button that is visible at the bottom of the screen upon opening the test. Here is the READ button marked by a red arrow. Once the READ button is clicked, the text is read aloud. Note that the sentence is highlighted while it is being read to the student.

Support category two: Additional tools & materials

Category two includes supports requiring additional tools/materials: braille, switch system preferences, iPad administration, and the use of special equipment and materials. These supports typically require prior planning and setup. They are also all recorded in the PNP.

Accessibility Feature	Supports Requiring Additional Tools/Materials
Category 2	
Uncontracted Braille	X
Single-switch system/PNP enabled	X
Two-switch system	X
Administration via iPad	X
Adaptive equipment used by student	X
Individualized Manipulatives	X

Uncontracted braille will be available for the spring assessment in 2015, but will require advanced planning to access the Braille forms.

Single-switch scanning is activated using a switch set up to emulate the "Enter" key on the keyboard for one-switch scanning or the “Tab” and “Enter” keys on the keyboard for two-switch step scanning. In the PNP, educators can set the scan speed, indicate whether scanning should begin automatically when the page appears, and indicate the number of times the scan cycle repeats before stopping. Two-switch scanning does not require any activation in PNP because the system automatically supports two-switch step scanning. For more information about scanning, please see the *Accessibility Manual*.

iPads will be available to students to take the assessment and educators may use any familiar adaptive equipment needed for the student. While educators are able to test devices beforehand, we cannot guarantee all devices are compatible.

Manipulatives that are familiar to students may be used during the assessment. Consult the *Test Administration Manual* for more guidance on manipulatives.

Support category three: Externally delivered tools
Category three includes supports provided outside the DLM system. These supports require actions by the test administrator, such as: reading the test aloud, signing or translating, and assisting the student with entering responses. These supports are recorded in the PNP even though the test administrator delivers them. For instance, if the student requires text to speech, but does not respond well to the synthetic voice on the text to speech, the test administrator may read the assessment to the student.

Accessibility Feature	Supports Provided Outside the DLM System
Category 3	
Human Read Aloud	X
Sign interpretation of text	X
Language translation of text	X
Test administrator enter responses for student	X
Partner-Assisted Scanning (PAS)	X

Sign is not provided by the computer. For students who sign, test administrators may sign the content to the student using American Sign Language (ASL), Signed Exact English, or another personalized sign system. For students who are ELLs or who respond best to a language other than English, test administrators may translate the text for the student.

Assisted responses may be used only when students are unable to independently and accurately record their responses in the DLM system. Students may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators will enter responses for the students.

Partner assisted scanning (PAS) is available for students who cannot use switches to scan independently through answer options on the screen. When PAS is selected, the test administrator points to and/or reads each answer option and the student signals when the desired response has been pointed to and/or read. The test administrator then enters the response for the student.

Step 3: Discuss and Select Appropriate Accessibility Features and Supports

When possible, educators should choose supports that are consistent with the student's current needs as documented in the IEP. However, there is not always a perfect relationship between accommodations usually identified for paper-based tests and the PNP supports and tools available in a computer-based environment. The PNP goes beyond traditional accommodations and includes supports and tools that students prefer in addition to those they require. There are some tools that any student should be able to use, not just because of an accommodation documented on an IEP, such as the color of the font. However, students need to have familiarity with the use of these tools in their routine computer-based instruction. Educators should be cautious about selecting too many features and should especially avoid those that the student is unfamiliar with, because these tools could be distracting or detrimental to the student.

DLM has developed some guiding questions developed by DLM to help educators and IEP teams discuss and select appropriate accessibility supports:

- What are the student's learning strengths and needs?
- How does the student's learning needs impact his or her achievement of the Essential Elements EEs)?
- What instructional and assessment tasks are difficult for the student to do independently in the classroom when working one-on-one, or when interacting in an online environment?
- What current supports help the student with these difficulties, both one-on-one with the educator, and in the online environment?
- What kinds of instructional strategies, including visual, tactile, and auditory, work best for the student during instruction? What accessibility supports match these strategies to help the student access the assessment?

- What accessibility supports does the student regularly use during instruction and assessments in the classroom?
- Which supports and tools does the student prefer?
- What were the results for assignments and classroom assessments when accessibility supports were used and not used?
- Has the student had any difficulties interacting with these supports in the past? If so, what are the difficulties and how can they be resolved?
- What accessibility supports will increase the student's access to the assessment by addressing the student's learning needs and reducing the effect of the student's disability?
- Are there effective combinations of accessibility supports for this student?

DLM realizes that the range of tools and supports covered in the *Accessibility Manual* do not cover the full array of supports that may be required for each unique student. Please see the *Accessibility Manual* for additional allowable supports and supports that are not allowed.

Step 4: Enter Data Into the DLM System

Step 4 requires the educator to enter data into the DLM system using the PNP in the KITE Educator Portal. If a student is missing from the educator's list of students in Educator Portal, the educator should contact the data steward or District Test Coordinator for further assistance. For a step-by-step procedure for this data entry, see the *Accessibility Manual.*

Step 5: Prepare for the Assessment

Step 5 discusses how to prepare for the assessment. Testlets delivered directly to students via computer are designed with the assumption that students can interact with the computer independently, using special devices when needed, such as alternate keyboards, touch screens, or switches. For students who interact directly with the computer, most items are in a multiple-choice format, with either text or images as answer choices. Some students are given items that involve moving text or objects on a screen, or that require them to match items on two lists. Each of these item types is described in the *Test Administrators Manual*.

Test administrators have access to information about objects and materials they need to assemble before they begin testing students. Regardless of the type of DLM assessment administered to a student, educators need the following when beginning an assessment: computer or testing device with the KITE test engine loaded, student username and password, and prescribed materials needed to test a student at a particular grade level and subject. (Guidance about substitute materials is provided in the *Test Administration Manual.*)

In addition to the required items, educators may need assistive devices appropriate to the student, such as a switch, additional manipulatives familiar to the student (e.g. unit cubes), and any concentration aides used by the student (e.g. stress ball).

Step 6: Evaluate the Accessibility Features Used

After the student completes both English language arts and mathematics assessments, the educators and IEP team need to assess the overall use of the accessibility features. This allows educators to better change or customize accessibility features for future assessments. This process is the final step for the IEP team. Questions that educators and IEP teams can review to evaluate the accessibility features used by the student include:

- What accessibility features did the student use during instruction and assessments?
- What were the results of classroom assessments and assignments when accessibility features were used versus when not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the appropriate supports, or using the inappropriate accessibility features?

- What was the student's perception of how well the accessibility features worked?
- What combinations of accessibility features were effective?
- What are the difficulties encountered in the use of the accessibility features?
- What are the perceptions of educators and others about how the accessibility features appear to be working?
- Are the students receiving the accessibility features documented in their IEP?
- Should the student continue to use the accessibility features? Are changes needed? Or should the use of the accessibility features be discontinued?

SECTION IV

English Language Proficiency Assessment: ACCESS for ELLs

Links to materials referenced in this section:

- http://education.alaska.gov/tls/assessment/elp.html
- WIDA's ACCESS for ELLs & Alternate ACCESS for ELLs Assessment: https://www.wida.us/

Students in grades Kindergarten through 12 who have been formally identified as English language learners (ELLs) or limited English proficient (LEP) students must be assessed annually to monitor their progress in acquiring academic English. Alaska's secure large-scale English language proficiency (ELP) assessment is based on the WIDA* English Language Proficiency Standards, 2007. It is a tool used to assess the proficiency levels of LEP students' receptive and productive skills in English in the areas of Listening, Speaking, Reading and Writing. The English language proficiency assessment focuses on the progress and proficiency levels of academic language rather than content area knowledge and skills, therefore, some accommodations that might be appropriate for the classroom or content areas tests should not be used with the ELP assessment as they will invalidate the test. Assessment administration information is available at http://wida.us/assessment/ACCESS/.

Once a student is identified as an LEP student, that student is required to be assessed on the ELP assessment each year until the student meets the exit criteria, even if the parents have refused Title III or other language support services for the student. Beginning in 2011-2012, Alaska's assessment of English language proficiency is the ACCESS for ELLs®, which stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. More information can be obtained at the website: http://www.wida.us.

ELLs with disabilities may receive some accommodations on the ACCESS assessment. Accommodations are appropriate when the standard test presentation, timing or response format prevents a student from accessing or responding to the test items because of physical, emotional, cognitive, or learning disabilities, thus denying the student the opportunity to demonstrate what he or she can do in English as measured by the ELP assessment. Accommodations decisions should be made by the IEP or 504 team and documented within the student specific plans. Allowable accommodations for ELLs with disabilities can be found in the *ACCESS for ELLs Test Administration Manual* at WIDA's website at https://www.wida.us/.

The Alternate ELP assessment is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are formally identified as Limited English Proficient (LEP) and have significant cognitive disabilities that prevent their meaningful participation in the regular English language proficiency assessment. An Alternate ELP assessment is not available for kindergarten. The checklist below provides criteria for student participation in alternate ACCESS for ELLs assessment. If any response to the criteria below is No, the student must participate in the regular ELP assessment.

Yes/No	Alternate English Language Proficiency assessment criteria
	The student has an Individualized Education Program (IEP) and is currently identified as Limited English Proficient (LEP). The student meets the eligibility criteria for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities.
	For grades 3 – 10, the student takes the Alaska Alternate Assessment instead of the Alaska Measures of Progress (AMP) Assessment.
	The student demonstrates deficits in adaptive behavior/skills that adversely impacts the student's educational performance and prevents completion of the standard academic curricula that leads to a diploma.
	The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills, including English language skills.
	Objectives written for the student in the designated content area are less complex than the Alaska English Language Arts and Math Standards, making the regular ELP assessment, even with accommodations, inappropriate for this student.
	The accommodations or modifications needed by the student to participate in the regular ELP assessment would compromise the validity of the test.
	The decision to participate in the Alternate ELP assessment is not based solely on language, social, cultural, or economic differences or excessive or extended absences.
	The decision to place the student on the Alternate ELP assessment is not being made for program administration reasons, such as the student is expected to perform poorly on the regular ELP assessment; the student displays disruptive behaviors or experiences emotional duress during testing.

Alaska Policy for Administration of the Alternate ELP Assessment

It is recommended that districts designate a contact person to oversee the alternate ELP assessment and to work closely with special education staff to meet the testing needs of these students. It is recommended that certified teachers administer the alternate ELP assessment. Test administrators must be certified online annually to administer this assessment. Online training is available on this website at http://www.wida.us/assessment/alternateaccess.aspx.

THE ALTERNATE ELP ASSESSMENT IS DESIGNED ONLY FOR CURRENT LEP STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES. THE IEP TEAM WILL DETERMINE IF THE STUDENT WILL TAKE THE ALTERNATE OR REGULAR ELP ASSESSMENT. FOR STUDENTS IN GRADES 3-8, THE STUDENTS MUST ALSO BE TAKING THE ALASKA ALTERNATE ASSESSMENT (CONTENT ASSESSMENT) INSTEAD OF AMP. FOR STUDENTS IN GRADES 1, 2, 11 & 12 WHO DO NOT TAKE AMP, THE IEP TEAM MAKES THE DECISION ABOUT THE ALTERNATE ELP ASSESSMENT USING THE CHECKLIST ABOVE. THE ALTERNATE ELP ASSESSMENT DOES NOT ADDRESS PROFICIENCY LEVELS 4, 5, OR 6, THEREFORE, A STUDENT CANNOT EXIT LEP STATUS AS 'PROFICIENT' ON THIS ASSESSMENT.

SECTION V
Early Literacy Screeners

Alaska regulations AS 14.07.020(b) and 4 AAC 06.710, require the use of literacy screening assessments in the early grades to ensure that all students are gaining the fundamental reading skills that are essential for building strong literacy skills through graduation. Screening helps to identify or predict students who may be a risk for poor learning outcomes before students fall significantly behind and remediation is needed. These brief, skill specific assessments provide teachers with the information they need to provide targeted instruction to students.

The screener must:

- Accurately identify students experiencing delays in attaining early literacy skills
- Be individually administered
- Have an administration format that permits testing not less than three times per school year

Districts are to administer an approved early literacy screening assessment to all students in:

- Kindergarten
- First grade
- Second grade
- Third grade students identified as experiencing delays in attaining early literacy skills during the second grade

Students with special needs must also participate in the early literacy screening. Refer to the individual literacy screener test administration manuals for allowable accommodations.

For the current list of approved screeners and FAQs go to:
http://education.alaska.gov/akassessments/earlyliteracyscreener_faq.pdf

SECTION VI

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a national assessment of a representative sampling of America's students in grades 4, 8, and 12 conducted by the National Center for Education Statistics (NCES). Results are only given at the state-level; no school or student results are provided.

Only students with disabilities who participate in the Alaska Alternate Assessment based on alternate achievement standards will be automatically excluded from any NAEP assessment. All other students with disabilities should participate in NAEP with or without NAEP allowed accommodations.

NAEP strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the NAEP sample includes students who have been identified as having physical, emotional, or developmental disabilities; or who have had limited exposure to the English language. NAEP's goal is to include as many students with disabilities and/or limited English proficiency as possible; therefore, NAEP's advice to schools is, when in doubt, include the student.

NAEP has specific accommodations for students with disabilities or who are ELLs. NCES and the National Assessment Governing Board (NAGB) determine the allowed accommodations and requirements for administration of NAEP, and information about them is provided to the schools prior to the NAEP assessment. NAEP accommodations for each assessment year are typically finalized in late fall prior to the assessment year.

The Alaska Department of Education & Early Development (EED) expects that most ELLs will be included on the NAEP. Only ELLs who have been enrolled in United States schools for less than one full academic year before the NAEP assessment may be excluded from any NAEP assessment. All other ELLs should participate in NAEP with or without NAEP allowed accommodations.

A federally contracted assessment team that receives extensive training to ensure consistent administration across the nation administers NAEP. School personnel may be asked to assist with some accommodations, such as signing questions for students.

School personnel with the best knowledge of the student's accommodation needs should use the guidance provided by NAEP to decide if the student should be included in the NAEP assessment and the accommodations needed.

The information regarding accommodations for NAEP can be found at
http://education.alaska.gov/tls/assessment/naep.html.
If you have questions about the NAEP accommodations, please contact the NAEP State Coordinator at 907-465-8729.

SECTION VII

College and Career Readiness Assessments

All students are required to take a college-readiness or career-readiness assessment (CCRA) to earn a high school diploma in addition to meeting all local and state credit requirements. The approved college-readiness assessments are the ACT and the SAT; the approved career-readiness assessment is WorkKeys.

EED will pay for one administration of one assessment for every grade 11 student. Grade 12 students who did not have the opportunity to take the assessment in grade 11 may also have one paid administration (4 AAC 06.717).

Districts must administer the career-readiness assessment and one or both of the college-readiness assessments. Students are only required to take one CCRA; students choose between the career-readiness assessment (WorkKeys) and the provided college-readiness assessment(s) (ACT and/or SAT). The assessments must be provided on school days in session; provisions for taking the test on a National Test Day are also available.

WorkKeys, ACT, and SAT assessments each have distinct registration, administration, and accommodation policies as determined by the testing company. Educators are encouraged to refer to the assessment website for the most up-to-date information.

SAT Accommodations Policy

If a student has a documented disability, they may be eligible for accommodations on SAT tests. Specific information is available from the test vendor. Students are required to apply and provide required documentation**.** The College Board's request process can take up to seven weeks. Documentation of the student's disability and need for specific accommodations is required and submitted for College Board review. Further information about the approval process is available at https://www.collegeboard.org/students-with-disabilities.

ACT Accommodations Policy

ACT-Approved Accommodations: ACT has established policies regarding documentation of an applicant's disability and the process for requesting accommodations. Further details are available at http://www.actstudent.org/regist/disab/policy.html. If a student currently receives accommodations in school due to a professionally diagnosed and documented disability, documentation must be submitted to ACT to request accommodations. The ACT and ACT Plus Writing are offered only in English. Accommodations (including extended time) are not available solely on the basis of limited English proficiency.

State-Allowed Accommodations: Students who are denied an ACT-Approved accommodation that they typically receive in school or do not meet the eligibility requirements for an ACT-Approved accommodation should be considered for a State-Allowed accommodation. For example, any ELL examinees who have an accommodations plan based solely on language are not eligible for ACT-Approved accommodations. Therefore, these examinees are eligible to test with State-Allowed accommodations.

Currently, accommodations not approved as ACT-Approved accommodations are considered State-Allowed accommodations. State-allowed accommodations do not require an approval by ACT and no supporting documentation is required. The accommodation granted by the school should be part of the student's accommodation plan.

Please note that ACT scores earned from testing with ACT-Approved accommodations may be used to report to colleges and other entities for use in college admission decisions**. However, scores from State-Allowed**

administrations may only be used for state and district purposes; they will not be reported to colleges and other entities. EED encourages students, educators, and school/district administrators to carefully consider if testing with State-Allowed accommodations on the ACT are most appropriate to provide to the student in order to get an accurate measure of what the student knows and is able to do, while balancing if the accommodations are appropriate for use on a standardized assessment and if they alter the purpose of what the assessment is built to measure, and the score reporting options for the student.

For more information regarding the difference between ACT-Approved and State-Allowed accommodations, visit page 13 of ACT's Frequently Asked Questions Overview for ACT State and District Testing: http://www.act.org/aap/pdf/FAQsStateandDistrictTestingACT.pdf.

WorkKeys Accommodations Policy

The Department of Education & Early Development has developed State-allowable accommodations on the WorkKeys Assessment to assist school districts with selecting accommodations for students with disabilities and identified LEP students prior to testing with WorkKeys. ACT has provided guidance in the *ACT WorkKeys Supervisor's Manual for State Testing – Special Testing*. The below State-allowable accommodations should only be used when selecting accommodations for students with disabilities and identified LEP students for WorkKeys testing during the approved Alaska testing window. These same accommodations and State-allowable accommodations may not be available for any other agencies or testing formats. In the event of any discrepancy between State-allowable accommodations and the *ACT WorkKeys Supervisor's Manual for State Testing- Special Testing*, the ACT *WorkKeys Supervisor's Manual for State Testing- Special Testing*, as amended from time to time, will control.

Paper/Pencil Testing and Internet Testing

Most accommodated testing is required to be administered within the Paper/Pencil Testing window set by EED. Internet Testing may be administered on approved school calendar dates, and limited accommodations are available. A district is expected to administer the documented accommodations which provide a student with disabilities access to the assessment and possibly qualify for the National Career Readiness Certificate (NCRC).

If testing occurs with procedures/accommodations that conflict with ACT, Inc.'s criteria, or under supervision of testing staff who do not meet ACT, Inc.'s requirements, the answer documents will not be scored. If the misadministration is discovered after scoring, the scores will be cancelled.

WorkKeys-Eligible vs. State-Allowable Accommodations on the WorkKeys Assessment

ACT, Inc. is committed to ensuring that official WorkKeys scores that may be reported to potential employers, colleges, and other entities are comparable across the nation. Therefore, accommodations prescribed for WorkKeys are "eligible" accommodations. The "state-allowable" accommodations referenced in the *Participation Guidelines for Alaska Students in State Academic Assessments* may be implemented, but consequences will apply and considerations must be made in advance of testing.

i. Using **"WorkKeys-eligible" accommodations** for testing result in WorkKeys reportable scores that could be used for employers, colleges, scholarships. Valid results will satisfy Alaska's regulations pertaining to Alaska School Performance Index (ASPI), Alaska Performance Scholarship (APS), and the CCRA requirement for graduation. Only students

with disabilities with district documented accommodations can use accommodations resulting in reportable scores.

ii. **"State-allowable" accommodations** will result in WorkKeys scores that are NOT reportable and will not be eligible for an individual score report or NCRC. Testing with state-allowable accommodations WILL satisfy Alaska's regulations pertaining to Alaska School Performance Index (ASPI), Alaska Performance Scholarship (APS), and the CCRA requirement for graduation.

Approval for Accommodations on the WorkKeys Assessment

Prior approval is not required for accommodations on the WorkKeys Assessment. All accommodations are determined locally, based on the needs documented in a student's IEP, Section 504 Plan, or transitory impairment plan. Written documentation and coding as referenced in the ACT WorkKeys *Supervisor's Manual for State Testing- Special Testing* is required for only WorkKeys accommodations given during testing.

The same is true for state-allowable accommodations provided, based on needs associated with a student's English proficiency. Written documentation and coding as referenced in the ACT WorkKeys *Supervisor's Manual for State Testing- Special Testing* is required for only WorkKeys accommodations given during testing.

Note: Flexible scheduling, as listed in the Participation Guidelines, is not permitted for WorkKeys testing; each content area must be completed within the same day. However, it is allowable and considered a flexible scheduling accommodation to administer each content area on separate days using the Paper/Pencil Testing Window. Internet Testing can be administered on separate days, is not considered an accommodation, and is available to all students.

Any questions should be directed to the Department of Education and Early Development at (907) 465-653

Appendix A
Annotated Table of Accommodations

All accommodations must be documented in the student's IEP, 504 or ELL plan; this is true for those accommodations which are "Universal Tools" in a computer-based assessment and provided to all students. Documenting the student's need for the accommodation ensures that it will be provided in both instruction and on all assessments.
Note: accommodations that are marked as Not Applicable (N/A) for ELLs are not considered accommodations for this population because they do not provide linguistic support.

Accommodations Table: requires documented need in the IEP/504 or ELL Plan

Key: ✓ allowed **N/A** Not Applicable

Description & Intent	Students		Assessments				Assessment Use
	SWDs	ELLs	AMP CBA	AMP P/P	AA	Sci SBA	
Adaptive devices, equipment and furniture Intent: allows the student to focus on content without physical distraction.	✓	N/A	✓	✓	✓	✓	Some adaptive devices may require individual test administration as well as a scribe to type responses verbatim into test engine.
Additional room for writing responses on paper/pencil assessment. Intent: encourages students to express their thoughts and ideas without interruption.	✓	N/A	N/A	✓	N/A	✓	Requires a scribe to transcribe responses verbatim into test booklet.

	Key: ✓ allowed **N/A** Not Applicable							
Description & Intent	**Students**			**Assessments**				**Assessment Use**
	SWDs	**ELLs**		**AMP CBA**	**AMP P/P**	**AA**	**Sci SBA**	
Administering the test individually or in a small group in a separate location. Intent: distractions for an individual student or for a group of students can be reduced by altering the location in which an individual student interacts with instructional materials or test content. For students who are easily distracted by the presence of other students, an alternate location accommodation allows the student to work individually or in small groups.	✓	✓		✓	✓	✓	✓	Many accommodations that require a small group or individually administered assessment when using a paper/pencil assessment may be provided successfully in the standard testing group when using a computer-based assessment. When providing a different location within the classroom or a different room, care must be taken to ensure that security of testing materials is maintained.
Alternative responses: • Oral response • Signing • Pointing • Recorded response • Use of word processor	✓	**NOT ALLOWED**		✓	✓	✓	✓	Scribe will enter student responses verbatim into test engine. Use of a word processor must have other programs disabled and spelling/grammar check and other features turned off.
Audio CD Intent: for ELLs this is an **Accessibility Tool** for linguistic support. For SWDs this is an	✓	✓		N/A	✓	N/A	N/A	This accommodation is available for the AMP paper/pencil test (ELA, Math) through special order.

	Key: ✓ allowed **N/A** Not Applicable							
Description & Intent	**Students**			**Assessments**				**Assessment Use**
	SWDs	**ELLs**		**AMP CBA**	**AMP P/P**	**AA**	**Sci SBA**	
accommodation to assist with auditory processing difficulties.								Use of test contractor audio CD is required unless justified and specified in the student's IEP/504 or ELL plan.
Auditory amplification device: assistive listening devices that help amplify sounds, especially when background noise is present. Intent: Some students may require audio amplification devices in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise.	✓	N/A		N/A	✓	✓	✓	Use headphones or test in a separate room since auditory devices will distract other students.
Auditory Calming: Provides relaxing, peaceful music that can play while testing. Students select music track. Intent: Assists students to focus and relieves anxiety. Accessibility Tool for AMP	✓	**N/A**		✓	N/A	✓	N/A	The KITE test engine (AMP, DLM assessments) provides auditory calming as an embedded tool. External music playing devices are not allowed.

	Key: ✓ allowed **N/A** Not Applicable							
Description & Intent	**Students**			**Assessments**				**Assessment Use**
	SWDs	**ELLs**		**AMP CBA**	**AMP P/P**	**AA**	**Sci SBA**	
Braille edition provided by test contractor Intent: To provide students who are blind or have a visual impairment an additional sources of receiving content.	✓	N/A		✓	✓	✓	✓	The KITE test engine (AMP, DLM assessments) is designed to interface with assistive technology such as Braille Writers. AMP Paper Braille tests are available by special order.
Calculator Intent: to assist students with non-computational test items. **Universal Tool** for AMP	✓	N/A		✓	✓	✓	N/A	The AMP computer-based assessment provides embedded calculators as Universal Tools that are available only for the first three sections of the test for grades 6-10 only. Calculator use on the paper/pencil AMP is allowed on the first three sections for grades 6-10; the non-calculator portion of the test is clearly marked in the test booklet. **.** **Calculators are NOT allowed as an accommodation on the fourth section of the AMP assessment.** The DLM assessment provides embedded calculators.
Checklist to remind student of tasks to be completed. Intent: organizational tool to assist students in staying on task.	✓	**NOT ALLOWED**		N/A	✓	N/A	✓	Checklists do not provide answers or hints about content and are intended only to provide structure and sequence of steps. For the AMP assessment checklists must be created by the student.

	Key: ✓ allowed **N/A** Not Applicable							
Description & Intent	**Students**			**Assessments**				**Assessment Use**
	SWDs	**ELLs**		**AMP CBA**	**AMP P/P**	**AA**	**Sci SBA**	
Clarification of embedded test directions: Student requests clarification Student restates directions Intent: To accurately understand the task a student is being asked to engage in, some students need to have directions to a task or test simplified.	✓	✓		✓	✓	✓	✓	Test administrator provides accommodation; this accommodation can be provided to a single student who is testing in a large group setting unless it is disruptive to other testers. ELLs: can be provided in English or the native language. Translation should be as exact as possible. Refer to section II for details on the use of accommodations for ELLs for content assessments.
Clarification of technology directions. Intent: to provide student with assistance in navigating the technology-enhanced items. **Universal Tool** for AMP	✓	✓		✓	N/A	✓	N/A	Test administrators must follow directions provided in test administration manual. For AMP: at no time should the test administrators touch the student's device to demonstrate the use of the technology. For DLM: Test administrators may enter response for a student if the student is unable to do so.
Commercial word-to-word bilingual dictionary Intent: Provide equivalent of an English word in native language to remove a language barrier.	**NOT ALLOWED**	✓		✓	✓	✓	✓	For ELLs only – dictionaries must not contain definitions or pictures. Electronic dictionaries are not allowed.

Key: ✓ allowed **N/A** Not Applicable

Description & Intent	Students		Assessments				Assessment Use
	SWDs	ELLs	AMP CBA	AMP P/P	AA	Sci SBA	
Contrast Color	✓	N/A	✓	N/A	✓	N/A	Embedded accommodation in the computer-based AMP and DLM assessments.
Device to screen out extraneous sounds Intent: helps students to focus by screening out extraneous sounds. **Universal Tool** for AMP.	✓	N/A	✓	✓	✓	✓	The auditory calming tool in the computer-based AMP assessment is embedded in the test engine and provides music choices to the student. Noise cancelling headphones may also be worn. The use of external or student-provided music devices is not allowed.
English or the native language: provide written version of written/oral test directions Intent: to assure students understand directions and expectations.	**NOT ALLOWED**	✓	✓	✓	N/A	✓	ELLs only – written version of test directions must be verbatim of what is provided into the *Test Administration Manual*.
English or the native language: read aloud and/or repeat written and/or oral test directions, including embedded directions	✓	✓	✓	✓	✓	✓	ELLs only – translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed.

	Key: ✓ allowed **N/A** Not Applicable							
Description & Intent	**Students**			**Assessments**				**Assessment Use**
	SWDs	**ELLs**		**AMP CBA**	**AMP P/P**	**AA**	**Sci SBA**	
Intent: to assure students understand directions and expectations.								
Frequent breaks or additional time Intent: assist students who need extra time or breaks to complete a test.	✓	✓		N/A	✓	✓	✓	The AMP computer-based assessment allows up to 30 minutes of non-activity before the assessment times out. If students leave the computer and other students are present in the room, the screen should be covered with a sheet of paper. For a paper/pencil test, booklets can be divided into shorter sections so students can take a break between sections of a test (sometimes referred to as "short segment test booklets").
Graph paper or scratch paper Intent: to help line up math digits to perform operations. **Universal Tool** for AMP	✓	✓		✓	✓	✓	✓	Graph paper and scratch paper must be securely destroyed after the assessment.
Graphic organizers: items such as basic flow charts and story webs. Intent: organizational tool	✓	**NOT ALLOWED**		✓	✓	✓	✓	For the AMP assessment the graphic organizers must be created by the student.
Guide line or tool for reading a passage line by line.	✓	✓		✓	✓	✓	✓	The guide tool for AMP and DLM computer-based assessments is embedded in the test engine.

	Key: ✓ allowed **N/A** Not Applicable							
Description & Intent	**Students**			**Assessments**				**Assessment Use**
	SWDs	**ELLs**		**AMP CBA**	**AMP P/P**	**AA**	**Sci SBA**	
Intent: It allows the student to follow their reading path more easily. **Universal Tool** for AMP.								For a paper/pencil test student may use a ruler or other unmarked tool to read line by line.
Helpful verbs from the test directions written on the board or a piece of paper Intent: Tool to help students understand what they are to do on the test.	✓	**NOT ALLOWED**		✓	✓	✓	✓	This accommodation refers to directions only. It does not apply to test items. Students must test in a separate room if other students without this accommodation can view the words.
Highlighter Intent: Allows important information to stand out. **Universal Tool** for AMP	✓	✓		✓	✓	✓	✓	If a highlighter is used on a test booklet, a scribe may be needed to transcribe student answers into a clean test booklet. Highlighting is considered an accommodation on the paper/pencil Science test administered in spring 2015.
Invert Color Choice	✓	N/A		✓	N/A	✓	N/A	Embedded tool on the computer-based AMP assessment and the DLM assessment. Changes the background color to black with white coloring.
Large print form. Intent: Students with visual impairments or other print disabilities.	✓	N/A		N/A	✓	✓	✓	Large print requires advance ordering. The AMP computer-based test includes magnification which replaces large print paper forms for many students.

	Key: ✓ allowed **N/A** Not Applicable							
Description & Intent	**Students**			**Assessments**				**Assessment Use**
	SWDs	**ELLs**		**AMP CBA**	**AMP P/P**	**AA**	**Sci SBA**	
Magnification: enlarging text on the screen for a computer-based assessment. **Universal Tool and Accessibility Tool** for AMP.	✓	N/A		✓	N/A	✓	N/A	Scrolling may be required when the level of magnification is increased and the entire item can no longer been seen on the screen. This will vary due to the level of magnification, the amount of text in the item, and the size of the screen. For AMP: Magnification as a Universal Tool allows student to enlarge text on the screen. Magnification as an Accessibility Tool allows the teacher to set the screen at 2x. For DLM/AA: Magnification allows educators to choose the amount of screen magnification during testing. Educators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22.
Mark in paper/pencil test booklet: student may strike out unwanted choices, make notes, etc. Intent: Eliminate distraction of transferring information from one section to another	✓	**NOT ALLOWED**		N/A	✓	N/A	✓	A scribe may be needed to transcribe answers into a clean test booklet.

	Key: ✓ allowed **N/A** Not Applicable							
Description & Intent	**Students**			**Assessments**				**Assessment Use**
	SWDs	**ELLs**		**AMP CBA**	**AMP P/P**	**AA**	**Sci SBA**	
Masking Intent: limits visual distraction **Universal Tool** for AMP	✓	✓		✓	✓	✓	✓	Masking is an embedded tool in the computer-based AMP and DLM assessments. For a paper/pencil assessment, the paper used for masking must be blank.
Math manipulatives: student use of **physical** objects for math items, such as fraction circles. Intent: a physical aid for problem solving	✓	N/A		✓	✓	✓	N/A	**Manipulatives must be unmarked.** Examples of acceptable math manipulatives are: fraction blocks, color tiles, sorting blocks, abacus, base-ten blocks, geometric shapes. Not allowed as a math manipulatives: • multiplication table (unless created by the student during testing) • number line (unless created by the student during testing) • measurement tools See the AMP Test Administration Directions for a complete list of allowed manipulatives.
Monitoring to ensure student marks responses in correct answer area.	✓	N/A		✓	✓	✓	✓	Test administrator monitors student responses.

Key: ✓ allowed **N/A** Not Applicable

Description & Intent	Students		Assessments				Assessment Use
	SWDs	ELLs	AMP CBA	AMP P/P	AA	Sci SBA	
Native language word provided for an unknown word in a test item when requested by student. Intent: To support ELLs linguistically.	N/A	✓	✓	✓	✓	✓	For ELLs only - This is for occasional/individual words, not phrases or strings of words. Must be requested by student.
One and two switch scanning: an assistive technology device used to respond to test questions. Intent: to provide alternate method for student response.	✓	N/A	✓	N/A	✓	N/A	The computer based AMP and DLM assessments interact with switch devices.
Overlay Color	✓	N/A	✓	N/A	✓	N/A	Embedded accommodation in the computer-based AMP and DLM assessments. Changes the background color of the test. The default color is white; the color choices are blue, yellow, gray, red, green.
Preferential seating Intent: student may need to sit in a particular area of the room to receive support or focus.	✓	**NOT ALLOWED**	✓	✓	✓	✓	
Read aloud or audio CD for paper/pencil AMP English language arts test items: • Questions • Answer choices	✓	✓	N/A	✓	✓	N/A	Use of test contractor audio CD is required unless specified 'read aloud' by test administrator as justified. If a human reader is used, only the test questions and answer choices may be read.

	Key: ✓ allowed **N/A** Not Applicable							
Description & Intent	**Students**			**Assessments**				**Assessment Use**
	SWDs	**ELLs**		**AMP CBA**	**AMP P/P**	**AA**	**Sci SBA**	
• Embedded directions								**Reading the passages on the ELA test is not allowed.** Note: text-to-speech replaces "read aloud" for computer-based AMP
Read aloud or audio CD for paper/pencil AMP math test: • Questions • Answer choices • Embedded directions	✓	✓		N/A	✓	✓	N/A	Use of test contractor audio CD is required unless specified 'read aloud' by test administrator as justified. One-on-one or small group administration is required. Note: text-to-speech replaces "read aloud" for computer-based AMP and is an Accessibility Tool.
Read aloud for Science	✓	✓		N/A	N/A	✓	✓	One-on-one or small group administration is required.
Reading and re-reading, if requested, directions and embedded directions. Intent: to support students who need assistance with understanding directions. **Universal Tool** for AMP (for directions).	✓	✓		✓	✓	✓	✓	Reading is done by test administrator; this accommodation can be provided to a single student who is testing in a large group setting unless it is disruptive to other testers. Read aloud of directions on the computer-based AMP assessment is a Universal Tool.

	Key: ✓ allowed **N/A** Not Applicable							
Description & Intent	**Students**			**Assessments**				**Assessment Use**
	SWDs	**ELLs**		**AMP CBA**	**AMP P/P**	**AA**	**Sci SBA**	
Respond orally in English to constructed response items for math, and/or science test. Intent: to support ELLs linguistically.	N/A	✓		✓	✓	✓	✓	For ELLs only – requires a scribe to transcribe verbatim into the test engine or test booklet. **Not allowed for writing items.**
Scribe for transcription of student's responses into test engine or student booklet. Intent: this allows the student with difficulties in language processing or motor deficits to focus on expressing their thoughts and ideas more effectively.	✓	**NOT ALLOWED**		✓	✓	✓	✓	All scribing must be verbatim into the test engine or test booklet. Scribes must follow scribe procedures.
Secure papers to work area with tape or magnets	✓	N/A		N/A	✓	N/A	✓	
Signing to student: • Directions • Embedded directions • Math items • ELA question & answer choices	✓	N/A		✓	✓	✓	✓	Interpreters must sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems. This accommodation is for students with a hearing disability. It does not apply to ELLs.

	Key: ✓ allowed **N/A** Not Applicable							
Description & Intent	**Students**			**Assessments**				**Assessment Use**
	SWDs	**ELLs**		**AMP CBA**	**AMP P/P**	**AA**	**Sci SBA**	
Intent: Remove barrier for students with hearing disability.								**Signing of reading passages is not allowed.**
Speech-to-Text: voice recognition software that allows students to use their voices as input devices for writing. Intent: this accommodation is to support students with significant motor and language processing difficulties.	✓	**NOT ALLOWED**		N/A	✓	✓	✓	**Speech-to-Text is generally a modification and should not be used for testing except under special circumstances**. Contact EED for approval for the use of this accommodation.
Special acoustics, lighting, or furniture. Intent: students with physical disabilities may need specific adjustments to their environment.	✓	**NOT ALLOWED**		✓	✓	✓	✓	May require individual or small group administration.
Special pen or non-#2 pencil for paper/pencil assessments. Intent: to provide another method for student response.	✓	N/A		N/A	✓	N/A	✓	This requires a scribe to transcribe responses verbatim into test booklet. Scribe must follow scribe procedures.
Specific test administrator: for students who need a familiar test	✓	✓		✓	✓	✓	✓	

	Key: ✓ allowed N/A Not Applicable							
Description & Intent	Students		Assessments				Assessment Use
	SWDs	ELLs	AMP CBA	AMP P/P	AA	Sci SBA	
administrator or test administrator. Intent: to decrease the effect of an emotional disability or emotional reaction on test taking. To increase the likelihood that accommodations provided to the student directly from the test administrator are understood.							
Striker - allows the student to place a line through an answer choice that is not desired. Intent: It allows the student to focus on likely answers. **Universal Tool** for AMP	✓	✓	✓	✓	✓	✓	For the paper/pencil AMP test, a student may use a pencil to cross out unwanted answer choices. If a striker is used on a test booklet, a scribe must transcribe student answers into a clean test booklet. Scribes must follow scribe procedures.
Tags- Computer-based AMP assessment tool for the reading passages that allows students to mark content such as main idea, key details, and important fact. Intent: Provides students with visual cue for text read. **Universal Tool** for AMP	✓	✓	✓	✓	N/A	N/A	If used on paper/pencil AMP, may require a scribe to transcribe student answers into a clean booklet. Scribes must follow scribe procedures.

	Key: ✓ allowed **N/A** Not Applicable							
Description & Intent	**Students**			**Assessments**				**Assessment Use**
	SWDs	**ELLs**		**AMP CBA**	**AMP P/P**	**AA**	**Sci SBA**	
Text-to-Speech for English language arts (ELA) test: allows students to start, stop or replay computer audio of the text associated with some of the content on the screen. • Questions • Answer choices • Embedded directions	✓	✓		✓	N/A	✓	N/A	*Does not read passages associated with the items ELLs: only available to students with a documented linguistic support need who regularly receive ready aloud as part of a successful instructional strategy. Documentation in the ELL file is required to be maintained locally.
Text-to-Speech for math test: allows students to start, stop or replay computer audio of the text associated with some of the content on the screen. • Questions • Answer choices • Embedded directions	✓	✓		✓	N/A	✓	N/A	ELLs: only available to students with a documented linguistic support need who regularly receive ready aloud as part of a successful instructional strategy. Documentation in the ELL file is required to be maintained locally. (Note: students who do not have a disability and are reading below district-designated targets may use TTS for the computer-based AMP math assessment as an Accessibility Tool).

Appendix B
Tools for Educators

This section provides templates for optional tools for planning, documenting, and evaluating the use of accommodations.

1. Do's and Don'ts When Selecting Accommodations
2. Accommodations Used in the Classroom
3. Logistics Planning Checklist
4. Teacher Observation Checklist for LEP Students
5. Accommodations from the Student's Perspective
6. Parent Input for Accommodations
7. Assessment Accommodations' Plan
8. Assessment Agreement Form
9. After Test Accommodations Questions
10. Accommodations & Accessibility Tools for Limited English Proficient Students
11. Template for documenting tools to be activated in the PNP

Tool 1

Do's and Don'ts When Selecting Accommodations

Do … make accommodations decisions based on individualized needs.	**Don't** … make accommodations decisions based on whatever is easiest to do.
Do … select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.	**Don't** … select accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage.
Do … be certain to document instructional and assessment accommodations on the IEP or 504 plan.	**Don't** … use an accommodation that has not been documented on the IEP or 504 plan.
Do … be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	**Don't** … assume that all instructional accommodations are appropriate for use on all assessments.
Do … be specific about the where, when, who, and how of providing accommodations.	**Don't** … simply indicate an accommodation will be provided "as appropriate" or "as necessary."
Do … refer to state accommodations policies and understand implications of selections.	**Don't** … check every accommodation possible on a checklist.
Do … evaluate accommodations used by the student.	**Don't** … assume the same accommodations remain appropriate year after year.
Do … get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP team or 504 planning committee meetings.	**Don't** … make decisions about instructional and assessment accommodations alone.
Do … provide accommodations for assessments routinely used for classroom instruction.	**Don't** … provide an assessment accommodation for the first time on the day of a test.
Do … select accommodations based on specific individual needs in each content area.	**Don't** … assume certain accommodations, such as extra time, are appropriate for every student in every content area.

Tool 2

Accommodations Use in the Classroom

Tracking aspects of how a student uses an accommodation in the classroom informs decision making on assessment accommodations.

Student _____ Date _____

Accommodations provided to student:	Is it noted in student's IEP?	For what task(s) is it used (e.g., task type, content, standard)?	How often does the student choose to use the accommodation for the task?	Is the student need for it fixed or changing? What are the influencing factors?	Does the student use it alone or with assistance (e.g., para-educator, peers)?	Notes (e.g., does one accommodation seem more effective used with another on a task?).

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

Tool 3

Logistics Planning Checklist

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

Accommodations Throughout the Academic Year	**Y**	**N**	**NA**
Accommodations are documented on students' IEP or 504 plan.	☐	☐	☐
Students use accommodations regularly and with success in classroom instruction and assessments.	☐	☐	☐
The effectiveness of the accommodations are regularly evaluated.	☐	☐	☐
Preparation for Test Day			
Special test editions are ordered for individual students based on need (e.g., audio tape, Braille, large print).	☐	☐	☐
Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).	☐	☐	☐
Adult supervision is arranged and test administrators receive training for the type of accommodations they will be providing.	☐	☐	☐
Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	☐	☐	☐
Special equipment is arranged and checked for correct operation (e.g., tape recorder, word processor).	☐	☐	☐
Accommodations on the Day of the Test			
Provision of accommodations is recorded by test administrator.	☐	☐	☐
Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes).	☐	☐	☐
Student use of accommodation is documented.	☐	☐	☐
Consideration after the Day of the Test			
Responses are transferred to scannable answer sheets for students using special equipment and adapted test forms and response documents.	☐	☐	☐
Students who take make-up tests receive needed accommodations.	☐	☐	☐
Effectiveness of accommodations administration and use is evaluated by test administrators and students, and plans are made for improvement.	☐	☐	☐

Tool 4

Teacher Observation Checklist on LEP Student Accommodation Needs

Teams can use this checklist to determine if the accommodation offers the LEP student appropriate linguistic scaffolding.

Indicate **Y** (yes), **Y/S*** (Yes with support), **N** (Not at this time), or **DK/NA** (Don't know or not applicable).
*Y/S is an important category because it helps track the *emergence* of content knowledge and skills

	Y	Y/S	N	DK/ NA	Corresponding accommodation(s) that may be appropriate:
Direct Linguistic Support: Oral Accommodations					
1. Is the student able to read and understand directions in English?					In English: • provide written version of written/oral test directions • read aloud and/or repeat written and/or oral test directions • read aloud and/or repeat embedded test directions • clarify/explain test directions
2. Can the student follow oral directions in English from an adult or recorded?					In the native language: • provide written version of written/oral test directions • read aloud and/or repeat written and/or oral test directions • read aloud and/or repeat embedded test directions • clarify/explain test directions
3. Does the student need directions in English repeated frequently?					
4. Is the student able to read and understand directions in the native language?					
5. Can the student follow oral directions in the native language from an adult or audiotape?					
6. Does the student need directions in the native language repeated frequently?					
7. Does the student need all the text read to him/her or just selected words?					Use text-to-speech in computer-based assessments or provide test contractor CD

	Y	Y/S	N	DK/ NA	Corresponding accommodation(s) that may be appropriate:
8. Does the student have low/poor English Reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?					Use text-to-speech in computer-based assessments or provide test contractor CD.
9. Does the student need/request native language support for individual words?					Provide the native language word for an unknown word in a test question or prompt, when requested by student. Provide commercial word-to- word bilingual dictionary.
10. Does the student need support in writing down his/her spoken English?					Allow the student to respond orally in English to constructed response items for ELA, math, and/or science test(s); scribe response verbatim in English. **This accommodation is only for a small percentage students. Scribes must follow scribe procedures.**
Direct Linguistic Support: Written Accommodations					
11. Has the student used a bilingual word-to-word dictionary during classroom instruction or assessments or with homework assignments?					Provide a commercial word to word bilingual dictionary.
12. Does the student receive scribing support?					Allow the student to respond orally to constructed response items in English for ELA, math, and/or science test(s); scribe response verbatim in English. **This accommodation is only for a small number of students.**
13. Does the student come from a low-literacy background and require the use of a recorder when responding to homework assignments?					

Questions to ask	Y	Y/S	N	DK/NA	Corresponding Accommodation(s)
Indirect Linguistic Support					
14. Does the provision of extra time ensure the student can complete classroom assignments?					Provide extended time
15. Does the student use other accommodations or equipment which require more time to complete test items (e.g., scribe, use of bilingual dictionary, etc.)?					Provide extended time
16. Can the student work continuously for the length of time allocated for standard test administration?					Provide scheduled breaks as needed during testing
17. Do others easily distract the student and/or does he/she have difficulty remaining on task?					Provide scheduled breaks as needed during testing

Use the following questions as a guide for the next steps you might plan:

- What accommodation(s) should be used regularly by the student during classroom instruction and assessment?
- How will you document the results for assignments and assessments when accommodation(s) are used (or not used)?
- How will you evaluate the student's experience and preferences for offered accommodations?

Tool 5

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 an accommodation, providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now. Which is your best class?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "What class is hardest?"

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you may have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. What are all of the classes you are taking now? Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

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 6

Questions Parents Should Ask About Accommodations in Instruction and Assessments

About Instruction

- What accommodations does my child need to access and reach academic standards?
- What are my child's preferences for specific accommodations?
- Is the need for each accommodation documented in my child's IEP or 504 plan?
- Are there accommodations being used at home that could be used in instruction to help my child access and learn content or help in performing certain academic tasks?
- Are the accommodations my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase out or discontinue the use of a certain accommodation?
- How are the staff members who work with my child providing accommodations (across regular, special education, or other staff)?

About Assessment

- 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?
- If an accommodation used in instruction is not allowed on a test, is there another option to support the student that is allowed? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accommodation before the test?
- Are the accommodations allowed on state tests also provided for other tests?
- Can my child participate in part of an assessment with or without 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?
- If my child is not taking the general assessment, is it because the test is "too hard" or because the accommodation needed is not allowed on the assessment?

Adapted from *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment.* Questions are based in part on questions and content from NCLD's *Parent Advocacy Brief NCLB: Determining Appropriate Assessment Accommodations for Students with Disabilities, and Testing Students With Disabilities: Practical Strategies for Complying With District and State Requirements, 2nd ed.* (2003), by Martha Thurlow, Judy Elliott, and James Ysseldyke.

Tool 7

Assessment Accommodations Plan for an Individual Student

Student Information
Name: _____
Date of Assessment: _____
Name of Assessment: _____

Case Information
Special Education Teacher: _____
School Year: _____
Building/School: _____
General Education Teacher: _____

Room assignment for assessment: _____

Test administrator:_____

Assessment accommodation to be provided	**Notes regarding appropriate delivery of accommodation**

Scheiber, B., & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide.* Pittsburgh: Association for Children and Adults with Learning Disabilities.

Tool 8

Student Assessment Accommodations Form

This form is designed for a student to carry on test day to encourage self-advocacy. A similar form could be carried to class to remind teachers about daily accommodations. Students should complete this form with assistance from their teacher, if needed.

I, _____,
(Student's name)

need the following accommodations to take part in this assessment:

If I need more information about these accommodations, I can talk to:

_____
(Name of special education teacher, parent, principal, and/or related service provider)

Thank you for helping me to do my best on this test!

_____ _____
(Student signature) (Date)

Tool 9

After-Test Accommodations Questions

Use this form after a test to interview a student about the provided accommodation(s): whether it was used, whether it was useful, and whether it should be used again. Also note any adjustments or difficulties experienced.

Student_____ Date _____
Assessment_____

List accommodations in IEP	Was the accommodation used?	Was the accommodation useful?	Were there any difficulties with the accommodation? Are adjustments needed?	Should the accommodation be used again?

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

Accommodations & Accessibility Tools for Students Identified as Limited English Proficient (LEP)

Individual Student Documentation Form

All students identified as Limited English Proficient (LEP) must participate in statewide academic assessments. Accommodations are allowed for LEP students when testing for academic content knowledge and skills, but not when testing for English language proficiency.

A district shall appoint a team that includes if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency under the department's Participation Guidelines for Alaska Students in State Assessments. The team shall document the accommodation decision and may not provide a modification. (4 AAC 06.776(b))

Student's Legal Name:	**District or State ID Number:**	**Student Grade**
Meeting Date	**District & School**	

Statewide and District Assessments:
The student will:

☐ Participate in statewide and district assessments without accommodations.
☐ Participate in statewide and district assessments with the following student supports (Refer to the Participation Guidelines, Dec. 2014 edition for additional procedures.)

ASSESSMENT ACCOMMODATIONS
Please refer to the Participation Guidelines for Alaska Students in State Assessments December 2014 for further information on allowable accommodations for mandated state assessments.

Test Directions
Read aloud, in English or in native language, the test directions. This includes directions that are read aloud to all students by test administrators and/or clarification of test directions embedded within the tests. Test directions do not include test items or prompts.

- ☐ Provide written version of written/oral test directions.
- ☐ Read aloud and/or repeat written and/or oral test directions. (note: Text-to-Speech test directions on computer-based AMP are a Universal Tool available to all students)
- ☐ Read aloud and/or repeat embedded test directions.
- ☐ Clarify/explain test directions if requested by the student.

Test Items
Test items includes: test questions, answer choices, and embedded directions. (not reading passages)

- ☐ Provide a commercial word-to-word bilingual dictionary that does NOT contain pictures or definitions. Electronic devices are not allowed.
- ☐ Provide the native language word for an unknown word in a test item, when requested by the student.
- ☐ Allow the student to respond orally to constructed response items in English for math, and/or science test(s). (Not allowed for ELA). This accommodation requires thoughtful consideration and will only apply to select students for standardized state assessments.

Continued on reverse

Location

- ☐ Administering the test individually or in a small group in a separate location.
- ☐ Using a specific test proctor.

Alaska Measures of Progress (AMP) Specific Accommodations and Accessibility Tools

Computer-based AMP

Accommodations embedded in the Alaska Measures of Progress (AMP) test engine and activated by the Personal Needs Profile.

- ☐ Auditory Calming
- ☐ Magnification (NOT available 2015)
- ☐ Masking
- ☐ Text to Speech for MATH
- ☐ Text to Speech for ELA
- ☐ Braille
- ☐ One and Two switch Scanning
- ☐ Overlay Color
- ☐ Invert Color Choice
- ☐ Contrast Color

Paper/Pencil AMP

- ☐ Audio CD for AMP ELA test
- ☐ Audio CD for AMP Math test
- ☐ Human read aloud for AMP ELA test
- ☐ Human read aloud for AMP Math test

  *note: use of audio CD required unless specified in ELL plan. Human read aloud should only be provided to students when there is a significant, demonstrated need and the audio CD is not appropriate.

Signature and Date of Participants in Attendance at ELL Meeting

Parent

Classroom Teacher

ELL Teacher

District Representative

Tool 11

Accommodations & Accessibility Tools for Students with a 504 Plan

Individual Student Documentation Form

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based on disability. The 504 plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. However, these students do not require specialized instruction.

Student's Legal Name:	**District or State ID Number:**	**Student Grade**
Meeting Date	**District & School**	

Statewide and District Assessments:
The student will:

☐ Participate in statewide and district assessments without accommodations.
☐ Participate in statewide and district assessments with the following student supports (Refer to the Participation Guidelines, Dec. 2014 edition for additional procedures.)

ASSESSMENT ACCOMMODATIONS
Please refer to the Participation Guidelines for Alaska Students in State Assessments December 2014 for further information on allowable accommodations for mandated state assessments.

Accommodations to be provided by the Test Administrator:	Accommodations embedded in the Alaska Measures of Progress (AMP) test engine and activated by the Personal Needs Profile: ☐ Auditory Calming ☐ Magnification (NOT available 2015) ☐ Masking ☐ Text to Speech for MATH ☐ Text to Speech for ELA ☐ Braille ☐ One and Two switch Scanning ☐ Overlay Color ☐ Invert Color Choice ☐ Contrast Color
Signature and Date of Participants in Attendance at 504 Meeting	
Parent	
Classroom Teacher	
Resource Teacher	
District Representative	

Tool 12

Template for documenting tools to be activated in the PNP

AMP Personal Needs and Preferences Profile (PNP) Documentation			
Student Name (last, first)	**Student AKSID**	**School**	**Current Grade Level**
Educator(s) completing PNP Form			
Embedded accessibility tools for student with a documented need Embedded tools are within the KITE test engine			
Students must meet one or more of the following criteria to qualify for an Accessibility Tool:			
Students score is less than the XXX %ile on the AIMSweb RCBM	*Student's reading proficiency on the 2014 SBA was FBP*	*Student's Lexile score is less than XXX*	*Student is enrolled in a reading intervention support course*
Document that specifies need:			
Educators must have on file and be able to provide documentation of the following: **1. The student uses this support in daily classroom instruction and assessments with success.** **2. The student has practiced using the selected AMP tools in the KITE system using the Technology Practice Tests and/or Testlets.** **3. The parent has been notified of the selected AMP tools.** **Date: Method:**			
Tools to activate for this student (check all that apply)			
Masking	**Auditory Calming**	**Text-to-Speech for MATH**	
Embedded accessibility tools and accommodation tools for student with an IEP, 504 or ELL Plan Embedded tools are within the KITE test engine			
Educators must have on file and be able to provide documentation of the following: **1. The student uses this support in daily classroom instruction and assessments with success.** **2. The student has practiced using the selected AMP tools in the KITE system using the Technology Practice Tests and/or Testlets.** **3. The parent has been notified of the selected AMP tools.** **Date: Method:**			
Masking	**Auditory Calming**	**Text-to-Speech MATH**	**Text-to-Speech ELA**
Overlay Color	**Invert Color Choice**	**Contrast Color**	

Appendix C
Documentation Tools for Assessments

1. Resources of Interest
2. Definitions
3. Federal and State Law
4. Acronyms

Resources of Interest

National Clearinghouse on English Language Acquisition (www.ncela.org)
Office of Civil Rights (www.ed.gov/ocr)

Individual with Disabilities Education Improvement Act of 2004, P.L. 108-446. Retrieved November, 2010, from: http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=108_cong_bills&docid=f:h1350enr.txt.pdf

U.S. Department of Education. (2002). Public Law 107–110—Jan. 8, 2002. Retrieved November, 2010, from: http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf

National Council on Measurement in Education. (1995). *Code of Professional Responsibilities in Educational Measurement.* Washington, DC: Author.

IDEA definition of Disabilities

ERIC Digest E560 http://www.ericdigests.org/1999-4/ideas.htm

Children must meet two criteria in order to receive special education: (1) the child must have one or more of the disabilities listed below, and (2) he or she must require special education and related services. Not all children who have a disability require special education; many are able to and should attend school without any program modifications. Following are the disabilities included in the definition.

Autism: A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance as defined below. Autism was added as a separate category of disability in 1990 under P.L. 101-476. This was not a change in the law so much as it is a clarification. Students with autism were covered by the law previously, but now the law identifies them as a separate and distinct class entitled to the law's benefits.

Deafness: A hearing impairment so severe that the child cannot understand what is being said even with a hearing aid.

Deaf-Blindness: A combination of hearing and visual impairments causing such severe communication, developmental, and educational problems that the child cannot be accommodated in either a program specifically for the deaf or a program specifically for the blind.

Hearing impairment: An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness as listed above.

Mental retardation: Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior. And manifested during the developmental period that adversely affects a child's educational performance.

Multiple disabilities: A combination of impairments (such as mental retardation-blindness, or mental retardation-physical disabilities) that causes such severe educational problems that the child cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic impairment: A severe orthopedic impairment that adversely affects educational performance. The term includes impairments such as amputation, absence of a limb, cerebral palsy, poliomyelitis, and bone tuberculosis.

Other health impairment: Having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, rheumatic fever, asthma, hemophilia, and leukemia, which adversely affect educational performance.

Serious Emotional Disturbance: A condition exhibiting one or more of the following characteristics, displayed over a long period of time and to a marked degree that adversely affects a child's educational performance:

* An inability to learn that cannot be explained by intellectual, sensory, or health factors

* An inability to build or maintain satisfactory interpersonal relationships with peers or teachers

* Inappropriate types of behavior or feelings under normal circumstances

* A general pervasive mood of unhappiness or depression

* A tendency to develop physical symptoms or fears associated with personal or school problems.

This term includes schizophrenia, but does not include students who are socially maladjusted, unless they have a serious emotional disturbance. P.L. 105-17, the IDEA Amendments of 1997, changed "serious emotional disturbance" to "emotional disturbance." The change has no substantive or legal significance. It is intended strictly to eliminate any negative connotation of the term "serious."

Specific Learning Disability: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. This term does not include children who have learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; or environmental, cultural or economic disadvantage.

Speech or language impairment: A communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.

Traumatic brain injury: An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. As with autism, traumatic brain injury (TBI) was added as a separate category of disability in 1990 under P.L. 101-476.

Visual impairment, including blindness: An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness

Definition of Section 504

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

Section 504 states that: "No otherwise qualified individual with a disability in the United States, as defined in section 706(8) 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..." [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)].

To be covered under Section 504, a student must be "qualified " (which roughly equates to being between 3 and 22 years of age, depending on the program, as well as state and federal law, and must have a disability) [34 C.F.R. §104.3(k)(2)].

As defined by federal law: "An individual with a disability means any person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment" [34 C.F.R. §104.3(j)(1)].

"Impairment" as used under the Section 504 definition

An impairment as used in Section 504 may include any disability, long-term illness, or various disorder that "substantially" reduces or lessens a student's ability to access learning in the educational setting because of a learning-, behavior- or health-related condition. ["It should be emphasized that a physical or mental impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities" (Appendix A to Part 104, #3)].

Many students have conditions or disorders that are not readily apparent to others. They may include conditions such as specific learning disabilities, diabetes, epilepsy and allergies. Hidden disabilities such as low vision, poor hearing, heart disease or chronic illness may not be obvious, but if they substantially limit that child's ability to receive an appropriate education as defined by Section 504, they may be considered to have an "impairment" under Section 504 standards. As a result, these students, regardless of their intelligence, will be unable to fully demonstrate their ability or attain educational benefits equal to that of non-disabled students (The Civil Rights of Students with Hidden Disabilities under Section 504 of the Rehabilitation Act of 1973—Pamphlet). The definition does not set forth a list of specific diseases, conditions or disorders that constitute impairments because of the difficulty of ensuring the comprehensiveness of any such list. While the definition of a disabled person also includes specific limitations on what persons are classified as disabled under the regulations, it also specifies that only physical and mental impairments are included, thus "environmental, cultural and economic disadvantage are not in themselves covered" (Appendix A to Part 104, #3).

Federal and State Laws Requiring Participation by Students with Disabilities

Reauthorization of Elementary and Secondary Education Act
Stronger accountability for educational achievement results is one of the four basic education reform principles contained in ESEA. This law complements the provisions in providing public accountability at the school, district, and state levels for all students with disabilities. ESEA explicitly calls for the participation in such assessments of all students [Sec. 1111 (3) (C) (i)]. (The term "such assessments" refers to a set of high-quality, yearly student academic assessments.) It also requires that these assessments provide for the reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of IDEA—necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [Sec. 1111 (3) (C)(ii)].

Regulations regarding inclusion of students with disabilities and English language learners in assessment and access to grade level content
One of the basic reform principles of ESEA is stronger accountability for educational achievement results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to

- how successful schools are including all students in standards-based education;
- how well students are achieving standards; and
- what needs to be improved upon for specific groups of students.

There are several critical elements in ESEA that hold schools accountable for educational results:
Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of state accountability systems.
State assessments are the mechanism for checking whether schools have been successful in students attaining the knowledge and skills defined by the content standards.
School, district, and state accountability are based on measuring success in educating all students and determining what needs to be improved for specific groups of students.

ESEA on ELLs
Title III of the ESEA mandates that all ELLs receive quality instruction for learning both English and grade-level academic content (U.S. Department of Education, 2002). According to ESEA, ELLs are required to participate in statewide assessments that measure students' English language and academic progress.

ESEA requires that states develop standards for English language proficiency in the context of each state's Academic Content Standards. Schools and districts must ensure ELLs' participation in their state's accountability system.

The following are other ESEA provisions for ELLs:

- All ELL students' English language proficiency must be tested at least once a year;
- all ELLs have to take state academic achievement tests in language arts and math, except that ELL students who have been in the U.S. for less than one year do not have to take the language arts test for that first year; if available from the state, ELL students can take these language arts and math tests in their native languages;
- ELL students should be assessed in a valid and reliable manner and provided reasonable accommodations; (Title I, 115 STAT. 1451)

- curricula must be demonstrated to be effective; language instruction curricula used to teach ELL children are to be tied to scientifically based research and demonstrated to be effective;
- local entities have the flexibility to choose the method of instruction to teach ELLs;
- states must establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards. (Title III, 115 Stat. 1694)

Instructional and assessment accommodations, therefore, are incorporated in the instructional process for ELLs to facilitate their education and measure their performance adequately by leveling the playing field.

Individuals with Disabilities Education Improvement Act of 2004

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 districtwide assessments. Specific IDEA requirements include the following:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [Sec. 612 (a) (16) (A)]. The term "individualized education program" or "IEP" means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes . . . a statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP Team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d) (1) (A) (V) and VI)].

Section 504 of the 1973 Rehabilitation Act

Section 504 provides individuals with disabilities with certain rights and protects individuals with disabilities against discrimination from federally funded programs and activities. Section 504 states the following: 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 individuals 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 are often the lists of accommodations that the student can utilize on assessments.

Acronyms

AA – Alternate Assessment
AA-AAS – Alaska Alternate Assessment based on **ALTERNATE** Achievement Standards for **NON**-diploma track students
ACT – A college-readiness assessment
ADA – Americans with Disabilities Act of 2008
AMP – Alaska Measures of Progress, Alaska's assessment that is designed to measure student growth and achievement in the Alaska English Language Arts and Mathematics Standards
CBA – Computer-based Assessment
CCRA – College and Career-Readiness Assessments
COA – Certificate of Achievement; a certificate for students who do not meet all local graduation requirements and/or do not take a college- or career-readiness assessment, as required by state law.
COI – Certificate of Instruction, a certificate for students on an alternate assessment or who are unable to fulfill all requirements to receive a diploma
DLM – Dynamic Learning Maps, a system of assessment for students with significant cognitive disabilities
EED – Education and Early Development (Alaska State Department of Education and Early Development)
ELA/Mathematics – English Language Arts and Mathematics Standards
ELLs – English language learners
ELP – English language proficiency assessment
ESEA – Elementary and Secondary Education Act, a federal act that emphasizes equal access to education
ESER – Evaluation Summary and Eligibility Report, a special education eligibility report
FC – First Contact survey, an initial placement survey for the computer-based Alternate Assessment
IDEA – Individuals with Disabilities Education Improvement Act of 2004
IEP – Individualized Education Program, individualized education plans for students with disabilities
LEP – Limited English proficient, a formally identified English language learner
NAEP – National Assessment of Educational Progress, a national assessment of a representative sampling of America's students in grades 4, 8, and 12 conducted by the National Center for Education Statistics
NAGB – National Assessment Governing Board, the governing board that makes decisions regarding accommodations for the NAEP assessment
NCES – National Center for Education
NCRC – National Career Readiness Certificates, a WorkKeys certificate documenting a student's level of career readiness
PLAAFP – Present Levels of Academic Achievement and Functional Performance, a section within the IEP that documents the student's academic and functional skills and knowledge
PNP – Personal Needs and Preferences, student supports that are selected in a computer-based assessment system prior to testing (AMP and DLM specific)
SAT – A college-readiness assessment provided by The College Board.