Iowa Statewide Assessment System Accessibility Manual

How to Select, Administer and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students

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Structure of This Document

An outline of the Iowa Statewide Assessment System Accessibility Manual follows:

- Glossary of terms and acronyms
- Section I: Background
- Section II: The three-tiered approach to accessibility
- Section III: The five-step decision-making process
- Tools: Tools that educational stakeholders can use to make instructional and assessment content more accessible for all students
- Appendices: Details on federal laws, universal features, designated features, and accommodations
- Resources: Resources that provide additional information on accessibility in instruction and assessments

Glossary of terms and acronyms

The following list contains terms and acronyms along with their definitions found throughout this document.

504 Plan: Sometimes called a 504-accommodation plan, comes from section 504 of the Rehabilitation Act of 1973 requiring public schools to provide certain accessibility supports to students with disabilities even if they do not qualify for special education services under IDEA.

accessibility: The reduction or elimination of barriers that prevent students from demonstrating what they know and can do.

accessibility supports: Supports do not reduce or change learning expectations but rather meet specific needs of students and enable a student's work to be a valid measure of what the student can know and do.

accommodations: Changes in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. They do not reduce expectations for learning.

alternate assessment: A test designed for students with the most significant cognitive disabilities with a reduced depth and breadth from the general assessment.

assessment: An evaluation or test of what a person knows and can do in regard to a specific content area or used to estimate a specific quality about a person.

construct: A construct is a hypothesized, non-material, cause of an observable behavior. It is not a physical thing that has length, mass, depth, etc. that can be directly measured. For example, grade 3 math knowledge is the hypothetical cause for a student answering grade 3 math questions correctly.

content: The material covered in class (e.g., math, reading, art, etc.)

designated feature: Features that are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parents/guardians and the student when appropriate) who is familiar with the student’s characteristics and needs

EL(s): English Learner(s) are students whose native language is not English and who do not yet possess sufficient English language proficiency to fully access curriculum that is in English.

ELP: English language proficiency.

ELs with disabilities: Students whose native language is not English, who do not yet possess sufficient English language proficiency to fully access content that is in English, and who have disabilities served by IDEA or Section 504.

embedded feature: A feature that is part of the technology delivery of the instruction or assessment.

general education students: Students who do not have an identified disability or EL status. Although students with disabilities, ELs, and ELs with disabilities are also general education students, within this document this term is a simple way to refer to students who do not have a disability, are not identified as an EL, or who are not identified as an EL with a disability.

IDEA: Individuals with Disabilities Education Act.

IEP: Individualized Education Program: A federally required document for any students with disabilities that outlines the resources and services a student needs in order to access the curriculum.

modifications: Changes in practices or materials that lower or reduce state-required learning expectations.

non-embedded feature: A feature that is given locally and not through the technology delivery of the instruction or assessment.

PLAAFP: Present Levels of Academic Achievement and Functional Performance; a federal requirement in which collaborative team members must state “how the child’s disability affects the child’s involvement and progress in the general education curriculum—the same curriculum as non-disabled children” [Sec. 614 (d) (1) (A) (i) (I)].

PNP: Personal Needs Profile - A generic term used to reference documented accessibility needs for any student. Some states or districts may have specific templates and activities for PNP development.

significant cognitive disabilities: Students with significant cognitive disabilities cannot be identified by looking at disability categorical labels that were identified by the Individuals with Disabilities Education Act (IDEA). Generally, the primary disability categories of many students with significant cognitive disabilities are intellectual disabilities, autism, and multiple disabilities. Not all students in any of these categories have significant cognitive disabilities. Additionally, some students with the most significant cognitive disabilities are in other categories such as deaf-blindness. Most students with significant cognitive disabilities participate in the alternate assessment based on alternate academic achievement standards (AA-AAAS).

standardized: The uniform administration procedures and conditions during an event such as an assessment to produce comparable information about student learning.

standards: Educational targets outlining what all students are expected to master at each grade level.

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

universal design: Policies and practices that are intended to improve access to learning and assessments for all students and reduce the need for accommodations.

universal feature: Accessibility supports that are available to all students as they access instructional or assessment content.

Section I: Background

This manual establishes guidelines for the selection, administration, and evaluation of accessibility supports for instruction and assessment of all students, including:

- students with disabilities,
- English learners (ELs),
- ELs with disabilities, and
- students without an identified disability or EL status.

Accessibility supports discussed herein include:

- both embedded (digitally-provided) and non-embedded (non-digitally or locally provided) *universal features* that are available to all students as they access instructional or assessment content;
- *designated features* that are available for those students for whom the need has been identified by an informed educator or team of educators;
- *accommodations* that are generally available for students for whom there is documentation on an Individualized Education Program (IEP) or 504 accommodation plan.

Approaches to these supports may vary depending on the nature of the specific assessments included in Iowa's Statewide Assessment System. This system includes multiple assessments, so it is important to refer to the accessibility and accommodations manuals that accompany each assessment for more detail.

The Iowa Statewide Assessment System Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students represents the most current understanding of best practices up to the point of publication. As understanding and research continue to grow around the effective education of all students, this manual will be updated periodically to reflect major shifts in understanding around accessibility.

Intended Audience and Recommended Use

The Iowa Statewide Assessment System Accessibility Manual is intended for general education, English as a second language (EL)/bilingual, and special education teachers, school administrators, test administrators, school coordinators, and related services personnel to use in administering accessibility supports for those students who need them. The manual is also intended for assessment staff and administrators serving all students who currently have the potential to benefit from these accessibility supports on their paths to college and career readiness.

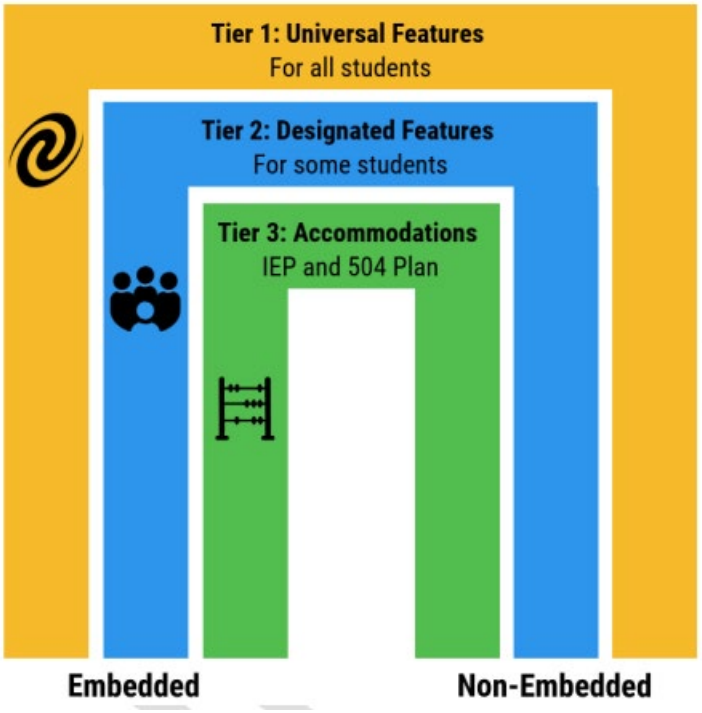
The manual applies to all students who use accessibility features, supports, and accommodations for instruction and assessment. The manual emphasizes an individualized approach to the implementation of accessibility practices for those students who have diverse needs in the classroom. It recognizes the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

This manual presents a three-tier accessibility framework (Figure 1,) of universal features, designated supports, and accommodations with an understanding that other entities may employ different terms for the three tiers (see Appendices B-D) or add a fourth tier of administrative considerations – practices that are often included in test administration manuals (e.g., minimizing distractions). It should also be noted that the same accessibility support may be considered universal in one assessment system and a designated support, an administrative consideration, or an accommodation in another assessment system depending on the **construct** that is the focus of instruction or of an assessment. For example,

on an ELP assessment, some test items for all ELs might contain a text-to-speech support. Thus, what might be considered to be a specific EL support on a content assessment might be part of the default test items on an ELP assessment. Additionally, some accessibility supports allowable on content assessments may be prohibited on ELP or alternate assessments, or vice versa. This manual also includes considerations for students who participate in alternate assessments to assist educators with the process of including all students in meaningful educational practices. **Reference the specific assessment Accessibility Manuals for greater detail.**

If there are any Accommodation Errors during testing, contact your District Assessment Coordinator to report errors.

Figure 1: 3-tier Accessibility Framework



The manual outlines a 5-step decision making process for administering accessibility supports Figure 2 highlights the five steps discussed in the manual.

Figure 2: Decision-Making Process for Administering Accessibility Supports



Recognizing Accessibility Needs for All Students

In the context of new technology-based instruction and assessments, various accessibility supports are available for students to meet their individualized needs and preferences. These new individualized approaches to accessibility place greater responsibility on educator teams and individuals who make decisions about which students need and should receive specific supports among a variety of accessibility choices. Even those features that are universally available for all students may need to be turned off for some students if they have proven to be distracting in instruction and on assessments.

Educators should also ensure that students have ample opportunity to practice using accessibility supports or accessing assessment content without certain supports if they are only available in instruction. Accommodation policies for non-state assessments (e.g. NAEP, ACT) are set by the test publishers. Users must adhere to those administration and accommodation policies.

For information on NAEP accommodation, refer to Appendix F and Appendix G

For information on ACT accommodations, refer to the ACT website

Section II: Three-tiered Approach to Accessibility

This section highlights the three-tiered approach to accessibility currently employed in Iowa: universal features, designated features, and accommodations. Tool 2, Appendices B-D include universal features, designated features, and accommodations used in some assessments.

Universal Features

Universal features are accessibility supports that are available to all students as they access instructional or assessment content. They are either embedded and provided digitally through instructional or assessment technology (e.g., answer choice eliminator), or non-embedded and provided non-digitally at the local level (e.g., scratch paper) Appendix B includes universal features currently used as well as their descriptions. Each assessment vendor may have universal features that are unique to the assessment. **Reference the specific assessment Accessibility Manuals for greater detail.**

Making Decisions About Universal Features

Although universal features are available to all students, educators may determine one or more might be distracting for a student, and thus decide the feature should be turned off for the administration of the assessment to the student. Educators need to ensure all non-embedded universal features are available to meet individual student needs.

Designated Supports

Designated features are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parents/guardians and the student if appropriate) who is familiar with the student's characteristics and needs. Embedded designated features (e.g., dictionary) are provided digitally through instructional or assessment technology, while non-embedded designated features (e.g., abacus) are provided locally. Designated features must be assigned to a student by educators or teams of educators using a consistent process. Appendix C includes designated features currently used as well as their descriptions and recommendations for use. Each assessment vendor may have Designated Supports that are unique to the assessment. **Reference the specific assessment Accessibility Manuals for greater detail.**

Making Decisions About Designated Supports

When making decisions about designated features for any student that needs them, educators, IEP or 504 teams, including the student and parents/guardians, who are familiar with the student's characteristics and needs should make decisions about designated features. The Decision-Making Process may be used, but any decision should reflect those supports that the student requires and uses during instruction and for assessments. Student input to the decision, particularly for older students, is recommended. These must be enabled in the online testing system and information should be kept on file for each student using the Personal Needs Profile. (See Tool 3.)

District teams, including the student when appropriate, must consider the following when determining if a student should be assigned a designated feature for statewide testing:

- Does the student use the designated feature when learning in the classroom?
- Does the student use the designated feature when taking classroom assessments?
- Does the student use the designated feature when taking district wide tests?
- Are accessibility decisions based on individualized student needs (e.g., amount of time in the U.S., English language proficiency, disability needs) rather than what is easiest, what other students are using, or blanket or group decision making due to disability or cultural factors?

Accommodations



Accommodations are available to students whose IEP or Section 504 plan outlines the need, and in EL plans. Accommodations are changes in procedures or materials that ensure equitable access to instructional and assessment content and support valid assessment results for students who need them. They do not reduce expectations for learning. Embedded accommodations (e.g., closed captioning) are provided digitally through instructional or assessment technology, while non-embedded accommodations (e.g., scribe) are provided locally. Appendix D includes accommodations currently used as well as descriptions and recommendations for use. Each assessment vendor may have ~~A~~accommodations that are unique to the assessment. **Reference the specific assessment Accessibility Manuals for greater detail.**

Making Decisions About Accommodations

Educators on a student's 504, IEP, and/or EL teams along with parents and the student (if appropriate) make decisions about accommodations. For ELs with disabilities, for example, all teams should come together to provide evidence of the need for accommodations and ensure the needs are noted on the IEP, EL plan, and/or 504 plans. These teams of educators are responsible for appointing someone to enter information on accessibility features and accommodations from the IEP, 504 plan, or EL plan into the planning tool (e.g., PNP) so that all needed features and accommodations can be activated for the student. Appendix D shows lists of what is available in Iowa.

Use of Emergency Support/Accommodation

There may be some cases where a student may need new accessibility features immediately prior to the administration of a federally mandated assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g. fingers, hand, arm, wrist or shoulder); whose only pair of eyeglasses has broken, or a student returning from a serious or prolonged illness or injury. If the principal determines that a student requires an emergency accommodation, Tool 23 must be completed and maintained in the student's file. The parent must be notified that an emergency

accommodation was provided for testing. This process is intended to be used when an emergency 504 cannot be put into place in time for testing.

Section III: Decision-making Process



This section describes a process that can be used to make optimal accessibility decisions for those students who need accessibility supports on all state assessments.

Step 1: **Expect** All Students to Achieve Grade-level Standards
Step 2: **Learn** About Accessibility Supports for Instruction and Statewide Assessments
Step 3: **Select** Accessibility Supports for Instruction and Statewide Assessments
Step 4: **Administer** Accessibility Supports During Instruction and Statewide Assessments
Step 5: **Evaluate** Use of Accessibility Supports in Instruction and Statewide Assessments

Step 1: Expect All Students to Achieve Grade-level Standards



Academic standards are educational targets outlining what all students are expected to master at each grade level. The expectation of students achieving grade-level standards is reiterated in laws, legal cases, and federal guidelines that require all students be administered assessments intended to hold schools accountable for the academic performance of all students. For some students, accessibility supports are provided during instruction and assessments to provide equal access to grade-level content.

Individual educators or teams of educators who are familiar with characteristics and needs of students and along with parents or guardians (and students as appropriate) should make instructional and assessment decisions. Educators are responsible for developing, implementing, and improving accessibility practices for students. The following types of educators may be involved in making accessibility decisions:

- special education teachers, IEP or 504 Plan committee representatives, and related service provider
- language educators and facilitators (EL/bilingual teachers, other EL/bilingual/migrant teachers or EL administrators, language acquisition specialists, interpreters)
- student support personnel (school psychologists, special education consultants, speech-language pathologists, audiologists, guidance counselors, reading specialists)
- general education teachers (classroom/content teachers)
- bilingual special education practitioners
- school administrators (principals, school/district officials)
- parents (parents/guardians)
- students (if appropriate)

To accomplish the goal of equal access in education

- every educator must be familiar with and instruct grade level standards at the state and district level
- every educator must be familiar with individual student needs and supports to provide access
- every educator must be able to easily access the grade level expectations
- all general, special, and language educators, as well as other educational stakeholders must collaborate for successful student access
- be familiar with accountability systems at the state and district level

All students can work toward mastery of grade-level academic content, ELP, or DLM Essential Elements, and should be expected to achieve these standards when the following conditions are met:

1. **Collaboration** between the special education teachers, English language teachers and general education teachers to develop grade-level differentiated instruction for the diverse/specific population of students they are serving.
2. **Individualized approaches** to instruction and assessment are used and individualized plans are developed for those students who need them.
3. **Appropriate accessibility supports** are provided to help students access instructional and assessment content.

To learn more about supporting all students to attain the Iowa Core Standards, see the document *Determining Supports for Learning and Performance for All Students.*

College- and career-ready standards and statewide assessments based on those standards present an unprecedented opportunity for educators to accomplish the goal of meaningful inclusion of all students in academic content.

Including All Students in State Assessment Systems

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

- implementation of accessibility supports to facilitate student access to grade-level instruction and state assessments,
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities, and
- inclusion of ELs in both academic and English language proficiency assessments to ensure equitable access to grade level instruction and English language proficiency assessments to ensure equitable access to grade level instruction and English language development services. For questions on specific domain exemptions for the ELPA21 assessment, see the Iowa Department of Education ELPA21 webpage.

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

To effectively support all students in the classroom, educators should be familiar with federal and state laws, current guidelines, and legal cases that regulate student participation in the educational processes. Several important laws require the participation of these students in standards-based instruction and assessment. Some laws solely address students with disabilities; others regulate educational policies and practices exclusively for ELs. Both sets of laws affect the instruction and

assessment of ELs with disabilities. Appendix A highlights federal laws, legal cases, and federal guidance regulating student participation in educational processes.

Equal Access to Grade-level Content

All educators must be familiar with both the current standards and the accountability systems at the state and district levels. This knowledge frames a context in which educators are required by law to ensure that all students, including students with disabilities, ELs and ELs with disabilities, work toward grade-level academic content standards; even as ELs are improving their English proficiency. An achievable goal when meaningful differentiated instruction of grade-level content for diverse students includes appropriate selection of accommodations, and continual collaboration between EL educators, special educators, and their general education counterparts.

Accessibility supports should be provided for students during instruction and assessments for equal access to grade-level content to aid educators in this goal. Accommodations should be used consistently throughout the year for accommodations to be used during state assessments. Only supports utilized throughout instruction should be selected for use in assessment.

Current Practice and Beyond

Supported by ongoing educational reform efforts and other initiatives passed by states, the use of assessments for accountability purposes will likely continue in the future. See Tool 1 for your state's current requirements for students to meet grade-level academic standards, website for all standards, and current state-specific policies about the participation of various student groups in Iowa's assessments.

Step 2: Learn About Accessibility Supports for Statewide Assessments



Current technology enables computer-based instruction and assessment accessibility supports to facilitate individualized educational processes. The purpose is to reduce or eliminate the effects of students' disability that prevent them from demonstrating what they know and can do. For example, a student with a reading disability, read aloud or text to speech is a necessary support to provide a student access to grade level text when the instructional objective is focused on comprehension. Read aloud or text to speech would not be an appropriate support when the learning target is decoding text. **Accessibility supports provided in the classroom do not reduce expectations for learning.** Accessibility supports empower students with a multitude of choices, enabling them to access instructional and assessment content effectively.

Accessibility supports provided to a student during statewide assessments, such as universal features, designated supports, or accommodations, must also be provided during classroom instruction, classroom assessments, and district assessments; however, some instructional accessibility supports may not be appropriate for use on certain statewide assessments. In other cases, accessibility supports provided on assessments may be slightly different from those provided in the classroom (e.g., digital note taking on an assessment). It is important that educators help students become familiar with the supports provided through the technology platform so **students are not using these tools for the first time on test day**.

It is critical that educators become familiar with state policies about the appropriate use of accessibility supports during assessments. **In the age of technology-mediated educational practices,**

accessibility supports facilitate instruction and assessment of students effectively if they are appropriately selected, used and evaluated for continued effectiveness.

For some individuals, accessibility support use may not begin and end in the school setting. While for others there may be universal features that need to be turned off if they interfere with student performance. Also, as students become more proficient in areas such as grade-level content or English proficiency, their need for some accessibility supports may decrease. However, all accessibility supports for instruction and assessment are integrally intertwined and should be treated as such.

When determining accessibility supports for state assessments, it is important to remember that ELP, content area, and alternate assessments measure different construct knowledge, skills, and abilities. For example, a math content area assessment may allow for a translation into another language, however, an English language proficiency assessment may not. Therefore, different accessibility supports may be necessary for each assessment.

Meaningful collaboration around instruction and accessibility supports among classroom teachers, special education teachers, EL teachers, school administrators, assessment officials, parents, and students will ensure more effective instruction and assessment for all students.

Universal Design Implications

Universal design principles improve access to instruction and assessments for all students. Since some ways of presenting content unknowingly inhibit students from fully demonstrating what they know and can do, universal design principles help combat this. In contrast to retrofitting, these principles should be applied and integrated consistently during the initial development of instructional and assessment materials. The following principles of universal design are for designing materials:

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

Universal design is not synonymous with computer-based instruction nor online assessments. However, with increased technology capabilities and availability, practices around accommodations and universal design may change. Traditionally, universal design comes first, and accommodations are applied during instruction and assessment as needed. Some accommodations are embedded into the design and others may be included in the online delivery of instructional and assessment content. This dynamic allows for more universal or designated features to be available as accessibility options for a greater number of students.

Administrative Considerations for Instruction and Assessment

Some administrative resources and strategies, such as scheduling teaching and testing at the time most beneficial to a student, should be allowed for all students, and therefore often are not classified as accessibility features or accommodations. However, some states classify some of these considerations (e.g., breaks) as universal features. These administrative considerations are often addressed in a test administration manual and should be used whenever possible for all students.

Modifications in Instruction and Assessment

Accessibility supports meet specific needs of students and enable student's work to be a more valid measure of what the student knows and can do. Accessibility supports do not reduce or change learning expectations or standards.

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

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems),
- reducing or revising assignments and assessments (e.g., only complete the easiest questions, remove some of the answer options),
- using an accessibility support that invalidates the intended construct,
- giving a student hints or clues to correct responses on assignments and assessments.

Providing modifications to students during classroom instruction and classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content that will later be assessed on state assessments. Nevertheless, modifications may be used in instruction as long as students do not expect that these modifications will transfer to a state assessment. If students have not had access to critical, assessed content, they may be at risk for not meeting grade level content learning requirements. **Providing a student with a modification during a state accountability assessment may constitute a test irregularity, invalidate test scores, and result in an investigation into the school's or district's testing practices. Reference the specific assessment Accessibility Manuals for greater detail.**

If a student received a modification or an accommodation that was not determined necessary by the IEP, 504, or EL team, or is not approved for the assessment, or if an accommodation was not given when it should have been, the district testing coordinator will need to complete the online form through the Testing Incident Reporting Application on the Iowa Education Portal.

Instructional Accessibility Supports

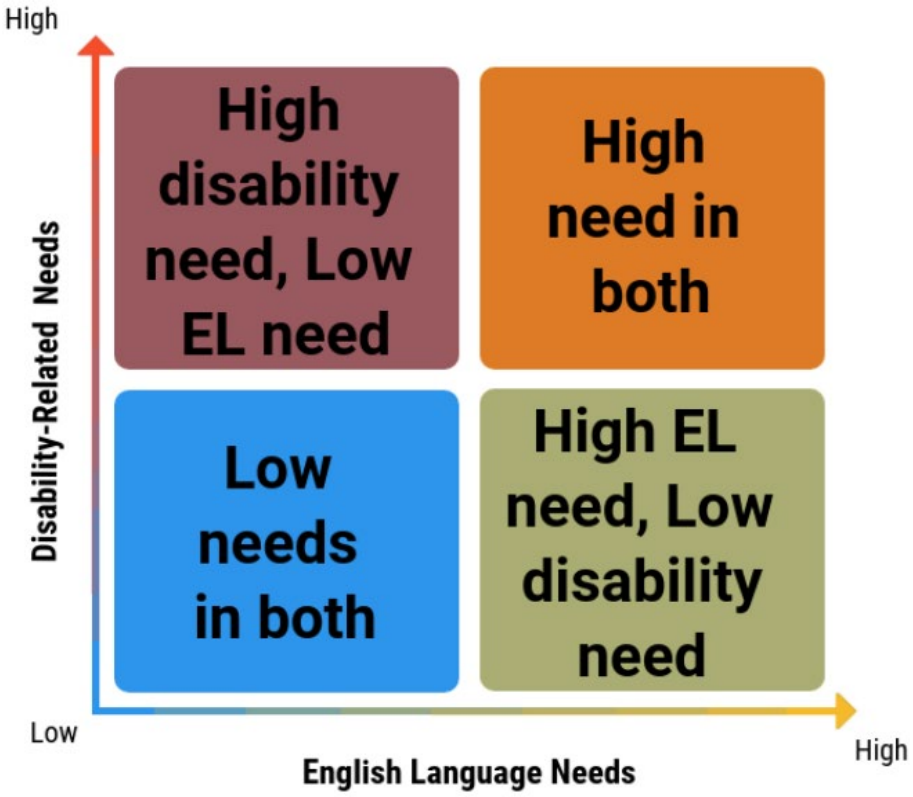
Optimizing students' educational experiences relies upon educators meeting regularly to coordinate instructional approaches for a student and familiarize themselves with state policies. Educators should consider:

- student characteristics and needs,
- criteria for the student to demonstrate grade-level proficiency of state standards,
- consistency between accessibility supports for instruction and for assessments and the following questions:
    - What are the student's specific instruction and assessment needs?
    - How might student access to curriculum, instruction, and assessment be supported with the goal of developing student independence?
    - Is there a universal feature the student should not have?
    - Does the student need any designated features or accommodations?

A student may not be receiving an accessibility support he or she really needs or may be receiving too many. Research indicates that more is not necessarily better, and that providing students with accessibility supports 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.

One size does not fit all with accessibility supports. To ensure all students are engaged in standards-based instruction, educators should consider individual needs and characteristics when making instructional accessibility decisions. Supports for dually identified students should be approached with both their English language needs and disability needs considered. For example, IEP team members for ELs with disabilities should make individualized accessibility decisions based on the specific language- and disability-related challenges faced by each EL student with disabilities (see Figure 3 and Appendix E).

Figure 3: English Language- and Disability-related Needs Affecting Accessibility Decisions



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

This approach aims to reiterate that educators should fully account for the complexity of both language and disability implications during the instruction and assessment of ELs with disabilities.

Step 3: Select Accessibility Supports for Instruction and Statewide Assessments

Effective decision making around the provision of appropriate accessibility supports begins with appropriate instructional decisions. In turn, optimal instructional decisions are facilitated by gathering and reviewing reliable information about the student's access needs, disability, English language proficiency, and present level of performance in relation to state academic standards.

To ensure that all students are engaged in standards-based instruction and assessments, every educator must be knowledgeable about the Iowa Academic Standards, Iowa Academic Essential Elements, English Language Proficiency Standards, and the associated assessments.

Decisions should be based on individual characteristics and needs. **Making general decisions for groups of students at particular language acquisition levels or with particular disabilities is not appropriate.** When individualized accessibility decisions are made thoughtfully, they can advance equal opportunities for students to participate in the general education curriculum.

Students' needs, characteristics and even preferences are important criteria to consider when making optimal accessibility decisions. However, other academic-related criteria may also help educators determine which accessibility supports should be used, such as:

- ELP and other assessment results
- disability needs
- oral proficiency in English and other languages
- literacy levels in English and native language
- special education supports and services
- education received before coming to the U.S. (e.g., evidence of limited or interrupted formal education)
- the time spent in English speaking schools
- the time spent in Iowa schools
- performance on other assessments
- the resources available to students in their native languages or
- the student's cultural background

It is important to research all accessibility support options, but some options may not be allowed on certain assessments. For example, a glossary may be allowed on a math assessment but prohibited on an ELP assessment because it has the potential to alter the construct being tested and therefore invalidate the results.

Documenting Accessibility Supports for All Students

To ensure continuous monitoring and improvement of accessibility approaches, educators should document how students use accessibility supports (Tools 3-16). Documenting what universal features (if any) are turned off for each particular student and what designated features and accommodations are available to this student will enable educators to make more informed decisions based on longitudinal data about accessibility supports. Documentation kept for each student using the Personal Needs Profile should aid in this determination. Use or create an after-test exit survey (e.g., Tool 10) to collect information on the use of accessibility supports to inform instruction and assessment practices.

Documenting Accessibility Supports Under IDEA

For students with disabilities served under IDEA (including those who are also English Learners), determining the appropriate instructional and assessment accessibility supports should be determined using information obtained from the required summary of the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP) from the IEP. The PLAAFP is a federal requirement in which collaborative team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as non-disabled children" [Sec. 614 (d) (1) (A) (i) (I)].

In addition to the PLAAFP, there are potentially three areas in which accessibility supports can be addressed in a student's IEP:

1. "Consideration of Special Factors" [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.
2. "Supplementary Aids and Services" [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate."
3. "Participation in Assessments" [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments.

Documenting Accessibility Supports on a Student's 504 Plan

Section 504 of the Rehabilitation Act of 1973 requires schools to provide certain accessibility supports 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]

Educational and Related Services - Accommodations

- Designed to address the specific major life activity in question
- Designed to meet individual educational needs equal to the needs of non-disabled students
- Supported by evaluation data
- Written clearly and specifically
    - Leave no room for interpretation
    - Avoid open-ended accommodations
    - Avoid giving teachers discretion to implement
    - Modifications can be made to general education programs or the provision of different programs may be necessary

Best practice dictates, at minimum, a yearly evaluation to determine:

- Accommodation success/failures and or adjustments
- Need to continue with a 504 plan
    - Although the law does not require a yearly evaluation, a district could decide to include annual reevaluations in its Section 504 program

Decision-making Process

The decision-making process for providing accessibility supports should include consideration of at least these three factors:

1. Student characteristics – disabilities, language proficiency, accessibility supports used in classroom instruction/assessments to access and perform in academic standards and state tests.

2. Classroom instruction and assessment tasks – knowledge about what tasks are required in instruction and on state assessments and ways to remove physical and other barriers to a student's ability to perform those tasks.
3. Accessibility policy – accessibility policy for an assessment or for part of an assessment and consequences of decisions.

If multiple accessibility supports are employed for a student, educators should also be cognizant of the possible interactions of these accessibility supports. For instance, the highlighter might change colors if the color contrast is turned on.

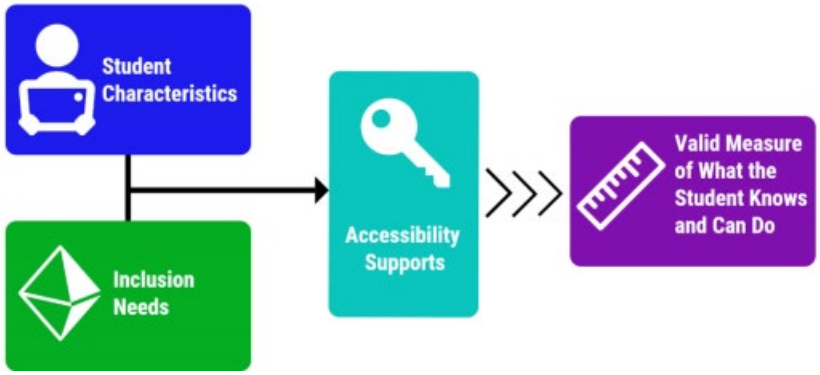
Student Characteristics

Selecting accessibility supports for instruction and assessment is the role of a student's educator or a team of educators who are familiar with the student's needs, characteristics and preferences. Accessibility supports should be chosen based on the individual student's characteristics and the student's need for the accessibility supports (see Figure 4). After considering the student's individual characteristics, educators should identify inclusion needs that require accessibility supports. When these accessibility supports are used according to the plan, the student will be able to demonstrate what he or she knows and can do for both instruction and assessments.

Accessibility Selection

Accessibility supports for instruction should be selected based on the individual student's characteristics and inclusion needs (Figure 4). The selected accessibility supports must be used as planned by the team of educators to allow the student to equitably access the content during instruction. Assessment accessibility supports based on instructional supports as well as specific assessment policies. These work together to allow for a valid measure of what the student knows and can do.

Figure 4. Accessibility Selection



When matching accessibility supports with students' characteristics, educators should consider

- the student's willingness to learn to use the accessibility support,
- opportunities to learn to use the accessibility support in classroom settings, and
- conditions for use on district and state assessments.

After considering student characteristics, it is important to examine the inclusion needs during instruction and testing as well as the types of tasks students are asked to do in the classroom and on state or district assessments. When matching accessibility supports with inclusion needs, educators should consider how the support interacts with:

- the construct of the material for which the student will use the accessibility support,
- content exposure with varying cognitive complexities and range of difficulty, and
- the opportunity to show mastery (according to the achievement or performance level descriptors for the assessment).

Tool 8 is a list of questions that can be used to guide the selection of appropriate accessibility supports for students assigned such supports for the first time and for students currently using such supports. These questions assist the decision makers by addressing student characteristics and inclusion needs that may influence which accessibility supports to consider for an individual student.

Involving Students in Selecting, Using, and Evaluating Accessibility Supports

It is critical students learn to self-advocate and understand their needs. Informing others of their preferences, particularly in the presence of "authority figures," may be a new task for students. Educators and parents play a key role in developing self-advocacy in the context of selecting, using, and evaluating accessibility supports and their combinations by providing guidance and feedback.

Student involvement in the selection process of their accessibility supports provides extra opportunities to learn self-advocacy skills and independence. Students need these opportunities to learn how to make certain the accessibility supports they need are provided, both in and out of school. Even students with significant cognitive disabilities, many of whom do not have sophisticated expressive communication systems, can show teachers their preferences. For example, when shown two versions of an accommodated graph, students could gesture to the one they like or understand better. It is important to not limit but rather expand feedback options and self-advocacy opportunities for students, especially those who cannot communicate preferences in traditional ways.

Prior Use of Accessibility Supports

For information on supports for all learners refer to the Determining Supports for Learning and Performance for All Learners Manual.

Students are most successful with testing accessibility supports when they have used them during instruction prior to the test. **Accessibility supports should not be used for the first time on a state test.** Instead, it is important to address these concerns ahead of time:

- Plan time for students to learn and investigate new accessibility supports.
- Plan time for students to learn how to use and practice embedded, and non-embedded accessibility supports. For embedded supports, there may be practice or sample items or tutorials for students to experience prior to test administration.
- Plan for evaluation and improvement of the use of accessibility supports both before and after the state assessment (Tools 4-16).

Accessibility Supports for Instruction and Assessment

On some assessments, accessibility supports may be presented differently from their variations used during instruction. Teachers should make sure students are informed of these differences and provide opportunities to practice the different accessibility supports prior to the test. This is particularly important for students with the most significant cognitive disabilities who may need extra preparation for taking online assessments.

If the accessibility support is considered a necessary step in scaffolding grade-level content instruction, practicing classroom work without the support helps gauge student progress independent of the support. This provides students with opportunities to practice not using the support before the state assessment. If the instructional accessibility support is more permanent in nature and not permitted on a state or district assessment, the educator team should consider whether the accessibility support alters what the test measures.

If, after considering these steps, the appropriateness of using an accessibility support is not clear, educators should contact district or state personnel about its use.

Individual Test Characteristics: Questions to Guide Selection of Accessibility Supports

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

- What are the characteristics of the test my student needs to take? Are the test tasks similar to classroom assessment tasks or does the student need to have the opportunity to practice similar tasks prior to testing?
- Does the student use an accessibility support for a classroom task that is allowed for similar tasks on the statewide assessments?
- Are there other barriers that could be removed by using an accessibility support that is not already offered or used by the student?

Valid Measure of What the Student Knows and Can Do

When selecting accessibility supports for state assessments, it is important to understand the accessibility policies that maintain the validity of the results of an assessment and to know the consequences of support selection and use decisions. If educators determine that a student should use an allowed accessibility support during an assessment but the student refuses to use the support, the

validity of the measurement results about what the student knows and can do may be compromised. For example, educators should also be aware that validity implications are different for ELP assessments than for content assessments such as providing a translation of the test content versus providing a translation of test directions. Accessibility supports, therefore, should be selected in accordance with whether language proficiency or content area knowledge is being tested.

Consideration of longer-term consequences is important as well. For example, as students begin to make post-secondary choices, the accessibility supports used may factor into the accessibility options that best prepare them for their future. Educators may want to discuss whether or how this affects decisions about accessibility for instruction and assessments. The team (educators, parents, and students) should plan how and when the student will learn to use each new accessibility support and ensure ample time for implementation before an assessment takes place. They should also plan for the ongoing evaluation and improvement of the student's use of accessibility features and, if applicable, how and when the student is to become independent of the support.

Tools 5-10 provide additional information on this step.

Tool 5: Dos and Don'ts when Selecting Accessibility Supports

Tool 6: Accessibility Supports from the Student's Perspective

Tool 7: Parent Input on Accessibility Supports

Tool 8: Accessibility Selection Questions for Teams

Tool 9: Accessibility Supports in the Classroom

Tool 10: After-test Accessibility Questions

The state document, *Determining Supports for Learning and Performance for All Students*, provides additional information on this step.

Unique Accommodation Guidelines for Iowa's Statewide Assessments

Students may have an accommodation on their IEP/504 plan that is not listed as an approved state accommodation. In rare instances, the Iowa Department of Education will approve this "Other" accommodation for use during state testing. These accommodations should be used during classroom instruction and assessments on a regular basis and the student should be proficient with its use.

Students may need to have access to technology supports for medical purposes (e.g., glucose monitor). The medical support may include a cell phone and should only support the student during testing for medical reasons. Electronic medical support settings must restrict access to other applications or the test administrator must closely monitor the use of the medical support to maintain test security. Use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security. Students also need to have a Unique Accommodation Request completed and submitted for approval.

Applications to use a unique accommodation on Iowa Statewide Assessments and to receive a valid score will be determined on a case by case basis by the Iowa Department of Education. Standard accommodations for all testing programs in Iowa's Statewide Assessment System are listed in Appendix-D of this manual.

The special education director/coordinator, district assessment coordinator, or EL coordinator must submit a Unique Accommodations Request to the Iowa Department of Education for approval four (4) weeks in advance of the test date. See Tool 22 for the *Unique Accommodation Request Application*.

If the request is approved, the student may receive a valid score on the assessment(s) when using the unique accommodation. If the request is not approved and the student continues to use the unique accommodation on Iowa Statewide Assessments, the district may be instructed to mark the assessment as having a non-approved accommodation. This will result in the score being invalidated or suppressed and the student being considered a "non-participant" for the assessment.

Step 4: Administer Accessibility Supports During Instruction and Statewide Assessments

Accessibility During Instruction



Accessibility supports should **not** be used solely during assessments. Students who need and benefit from accessibility supports such as universal features, designated features, and accommodations should be provided the supports during instruction until they are phased out for reasons such as no longer needed or beneficial. Tracking the use and effectiveness of supports during instruction facilitates both equitable access to material and transitioning away from a specific accessibility support (See Tool 6).

Since many assessments and aspects of instruction can now be administered via technology-based platforms, educators must provide ample opportunity for students to familiarize themselves with both the technology and the administration process. This includes taking practice tests using the testing platform and providing all students with opportunities to use technology for learning to help students become familiar and comfortable with technology. In addition to student interaction with technology in instruction, teachers must also be aware of the range of accessibility supports available for their students and use these supports appropriately and consistently in instruction and assessment.

Accessibility During Assessment

Once decisions about how to meet individual student needs using instructional accessibility supports have been made, the logistics of providing the accessibility supports during assessments (e.g. district and state) must be mapped out. It is important to keep in mind that the same accessibility supports may not be allowed on every type of assessment (content assessments, ELP assessments, alternate assessments). For instance, translation supports may be appropriate on content or alternate assessments but would invalidate the measured construct on ELP assessments.

All accessibility decisions should be discussed per local and state policy and documented when and where required per state policy. Prior to the day of a test, teachers should ensure that test administrators and proctors know what accessibility supports each student will be using and how to administer them properly.

It is essential for all educators to know and understand how to effectively implement accessibility supports and related technologies as well as what the requirements and consequences are for district and state assessments. Staff administering accessibility supports, such as reading aloud to a student or scribing student responses, must adhere to specific guidelines so that student scores are valid. When providing non-embedded supports, providers must review all applicable state test security policies to protect student and assessment confidentiality.

Prior to the day of a test, teachers should ensure that test administrators and proctors know what accessibility supports each student will be using and how to administer them properly. For example, test administrators and proctors should know whether a student needs to test in a separate location, so that plans can be made accordingly. Staff administering accessibility supports, such as reading aloud to a student or scribing student responses, must adhere to specific guidelines so that student scores are valid. Tools 19-22 provide read aloud, scribe, translation, and human signer guidelines for non-embedded accessibility supports.

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices include inappropriate interactions between test administrators and students taking the test. They also include, but are not limited to, allowing a student to answer fewer questions, offering additional information, coaching students during testing, editing student responses, telling a student they may want to review an answer, or giving clues in any other way. Educators should be aware that engaging in unethical testing practices is a violation of applicable professional standards, which could result in an investigation by the Board of Educational Examiners and jeopardize professional license status.

Standardization

Standardization is an essential feature of assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accessibility supports is necessary to ensure that test results reflect a comparable measure of knowledge for all students.

Using supports embedded in the testing platform provides better standardization. However, teachers should be in constant communication with assessment coordinators to ensure the assessment is properly programmed and enabled with the appropriate accessibility supports for each student. Test administrators and proctors must carefully adhere to state policies that lay out what to do when selected accessibility supports do not work as intended.

Test Security

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

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

If a student received a modification, an accommodation that was not determined necessary by the IEP team, 504 or EL team, or if an accommodation was not given when it should have been, the district will need to complete the online form through the Testing Incident Reporting Application on the Iowa Education Portal. See also the State of Iowa Test Security Handbook.

Tools that provide additional information on completing this step:

Tool 8: Accessibility Selection Questions for Teams

Tool 9: Accessibility Supports in the Classroom

Step 5: Evaluate Use of Accessibility Supports in Statewide Assessments



Accessibility supports must be selected based on the individual student's needs, be used consistently for instruction and assessment, and phased out at the appropriate time to promote independence. Collecting and analyzing data on the use and effectiveness of accessibility supports are necessary to ensure the meaningful participation of students in state- and district-wide assessments (Tool 10, 12, 13, 15, and 17). This data may reveal questionable patterns of the use of accessibility supports, as well as inform the continued use of some supports or the rethinking of others.

Examination of the data may also indicate areas in which teachers and test administrators need additional training and support. In addition to collecting information about the use of accessibility supports within the classroom, information needs to be gathered on the implementation of accessibility supports during assessment from test administrators and possibly even the test vendor. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level.

Gathering information on accessibility supports may be easier in a technology-based assessment platform when these supports are programmed into the system. However, just because information *can* be collected does not automatically indicate that it is meaningful. Educators, schools, and districts should decide in advance what questions should be answered by the collection of accessibility data in order to apply resources efficiently (See Tools 10, 12, 13, 15, and 17 for examples).

While school- and district-level questions can be addressed by a committee responsible for continuous improvement efforts, the student-level questions need to be considered by educators. It is critical to stress that formative evaluation is not the responsibility of just one individual. Teams of educators should contribute to the information gathering and decision-making processes.

Post-secondary Implications

As students plan for their transition to post-secondary settings, it is important for educators, students, and parents to plan which accessibility supports to continue using and in what capacity, and which to phase out. It is important that educators document students' use of accessibility supports so that, if appropriate, students can continue to use them as needed in their college and career settings. Colleges and universities traditionally allow fewer accessibility supports than are available in K-12 settings, so the documentation will help students who need to use accessibility supports advocate for themselves. This may also be true for students who transition into vocational and other workplace settings. Students should be encouraged to research their accessibility needs within the context of each education institution or place of employment.

Tools that provide additional information on completing this step are:

Tool 10: After-test Accessibility Questions

Tool 12: Questions to Guide Evaluation of Use of Accessibility Supports at the School or District Level

Tool 13: Questions to Guide Formative Evaluation at the Student Level

Tool 15: Team Evaluation of Classroom Accessibility Features and Accommodations

Tool 17: Questions to Guide Evaluation at the School and District Level

Tools

Tool 1: Accessibility Frameworks of the Assessment Consortia

Accessibility Framework

General Assessment

Assessment	For All Participating Students[1]	For Some Students with Educator Input	For Few Students with Documented Needs
ISASP	Universal Features	Designated Features	Accommodations

ELP Assessment

Assessment	For All Participating Students	For Some Students with Educator Input	For Few Students with Documented Needs
ELPA21	Universal Features	Designated Features	Accommodations

Alternate Assessment

Assessment	For All Participating Students	For Some Students with Educator Input	For Few Students with Documented Needs
DLM	Supports Provided with DLM via PNP	Supports Requiring Additional Tools/Materials; Supports Provided Outside the DLM System[2]	Supports Provided Outside the DLM System

Source: NCEO Brief 11: Making Accessibility Decisions for ALL Students. Retrieved July 25, 2016, from http://www.cehd.umn.edu/NCEO/OnlinePubs/briefs/brief11/NCEOBrief11.pdf.

[1] "All Participating Students" refers to the group of students for whom the test was designed (e.g., ELP Assessment is for ELs; Alternate Assessment is for students with significant cognitive disabilities).
[2] These were placed here because DLM indicates that these supports require prior planning and setup.

Tool 2: Administrative Considerations

Adaptive furniture

Carrel

Encourage student

Help student navigate/place answers correctly

Individual administration

Light/acoustics

Minimize distractions

Non-embedded amplification

Repeat/re-read directions

Scheduled test sessions

Seat location/proximity

Separate room

Slant board/wedge

Small group

Student’s home/hospital/incarceration

Test at a time beneficial to student

Tool 3: Personal Needs Profile Planning Tool

This is an example of a Personal Needs Profile. These universal features, designated features and accommodations may be appropriate for instruction, but may not be appropriate for assessment. Check the specific assessment manual if there are questions. If the assessment has a PNP complete that form, if not consider using this tool.

Universal Features

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

Embedded Universal Features	Non-embedded Universal Features
❑ answer choice eliminator ❑ digital notepad ❑ highlighter ❑ amplification ❑ audio support ❑ bookmark ❑ calculator ❑ equation editor ❑ exhibits ❑ expandable passages ❑ flag for review ❑ line reader mask ❑ pop-up glossary ❑ notepad ❑ text editor ❑ writing tools ❑ zoom (item level or full screen)	❑ breaks ❑ scratch paper ❑ thesaurus ❑ highlighter

Designated Features

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

Embedded Designated Features	Non-embedded Designated Features
❑ Answer masking ❑ Color contrast ❑ Turn off universal features ❑ Bilingual dictionary ❑ Line reader ❑ Print on request ❑ Zoom (test level) ❑ Translation to Spanish (math and science) ❑ Translation to Spanish with text to speech (math and science) ❑ Text-to-speech (ELA grades 6-11, math and science grades 3-11)	❑ Color overlay ❑ Magnification device ❑ Paper-and-pencil test ❑ Human read aloud ❑ Preferred language (native) translation of directions ❑ Noise buffer ❑ Separate setting ❑ Student reads test aloud ❑ Human reader (ELA grades 6-11, math and science grades 3-11) for districts choosing paper-pencil administration

Accommodations

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

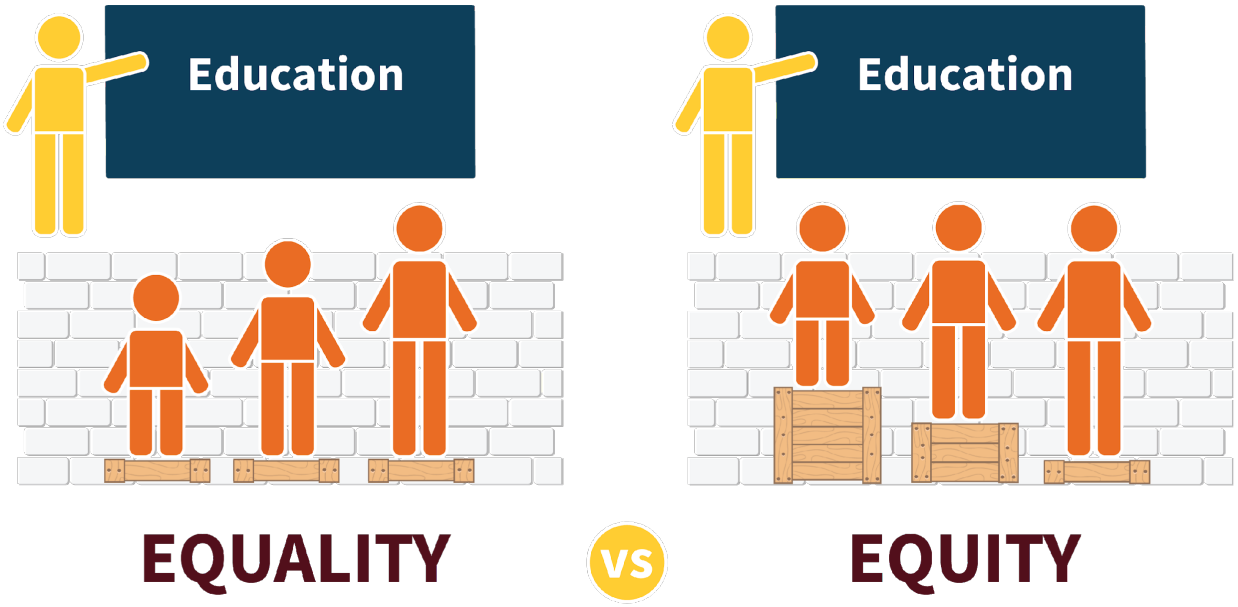
Embedded Accommodations	Non-embedded Accommodations
❑ Braille ❑ Closed captioning	❑ Assistive technology ❑ Calculator / calculation device ❑ Scribe ❑ Abacus ❑ Braille ❑ Extended time ❑ Sign language interpretation ❑ Large print test booklet ❑ Multiplication table ❑ Paper – pencil test

Tool 4: Questions to Ask When Selecting Accessibility Supports

The following questions can be used to guide the initial selection of appropriate accessibility supports and revisiting the usefulness of current supports:

Questions	Yes	No	Comments
Are accessibility decisions based on individualized student needs (e.g., amount of time in the U.S., English language proficiency, disability needs) rather than what is easiest, what other students are using, or providing students with a potential advantage?			
Do the supports reduce the effect of the disability and/or a language barrier to access content and demonstrate learning?			
Are the instructional and assessment accommodation(s) documented in the IEP, 504 plan, or EL plan, and is it ensured that only documented supports are used?			
Have universal features been previously tried, if allowable, and have those that are distracting been turned off?			
Are selected designated features and accommodations based on multiple stakeholders' input instead of unilateral or blanket decisions?			
Are decisions about designated features and accommodations made prior to the assessment day to ensure that the various combinations of supports will work effectively?			
Have specific questions been answered about "Where, When, Who, and How" regarding providing supports to ensure their appropriate use on assessments?			
Have current state accessibility policies been reviewed and implications of selections understood and not simply indicated to be provided "as appropriate" or "as necessary?"			

Questions	Yes	No	Comments
Have supports used by the student been evaluated instead of selecting every support possible on a checklist simply to be “safe” or assume the same supports remain appropriate year after year?			
Have supports provided for assessments used for classroom instruction to ensure that students practice each support sufficiently and not provided for the first time on the day of a test?			



Tool 5: Dos and Don'ts When Selecting Accessibility Supports

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

Tool 6: Accessibility Supports from the Student's Perspective

Use this questionnaire to collect information about needed accessibility supports 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 "accessibility supports" (universal features, designated features, and accommodations), and provide examples as necessary. Also, provide a list of possible accessibility supports to give the student a good understanding of the range of supports that may be available.

Student Name: _____Grade: _____ Date: _____

Educator Name: _____ Role: _____

Activity (e.g., vocabulary, grammar, reading, writing, listening, drawing, homework, subject, recall, group work)	Accessibility Support Used for Individual or Independent Activity	Helpfulness of the Accessibility Support Yes / No	Action Step (Keep, Remove, Change support)	Reason for Action Step
What parts of learning are easiest for you?				
Example: Class discussion in history	Questions translated	yes	Keep it	It helps me know what other students are talking about
What is something in class that you do well?				
What parts of learning are hardest for you?				
What is something you do in class that is hard?				

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).

Tool 7: Parent Input on Accessibility Supports

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

About Instruction	About Assessment (Test)
• Is the need for each support recorded in my child's IEP, 504 plan, or English language plan? How do all people who work with my child know which supports to use and when there are changes? • What supports does my child like to use and need to perform their grade-level work? • How can my child and I make sure to be given not too many and not too few supports? Is there a parent group or mentor available? • What supports does my child use at home but does not have in the classroom? • How long will my child be given the supports? What is the plan to help decide when to stop using the supports? • How do all the people who work with my child make supports available throughout the day and in different settings? • What is the type of program support my child receives in different classes (like math intervention, science or English language learning)? • If a support used during instruction is not allowed on a test, how is my child learning to work without the support before the test? What record is there to know if my child was able to perform well without the support?	• Are the tests my child takes and the supports my child uses recorded in all planning tools? Who records this information? • What are the tests, such as the English language proficiency or alternate assessment, my child needs to take? What is the purpose of each test? What is tested and counted? • What supports are available on state, district, and other school and class tests? • How can I support my child at home to be sure that my child can perform on the tests? • What can happen if changes are allowed to how my child takes a test? What will changes do to my child's test scores and how they are counted? • How can my child take an assessment with or without certain supports? Why is one support allowed on one test and not on another? • How do the results of using supports compare with the different types of tests? • If a support is given on a test but not used during instruction or is not given in the same way (for example, an online calculator compared to a hand-held calculator) how will my child practice using the support?

Adapted from the 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 8: Accessibility Selection Questions for Teams

Teams can use the following questions to guide the initial selection of appropriate accessibility supports and for revisiting supports students are currently using:

	Questions	Comments
1	What are the student's language learning strengths and areas of further improvement (applicable to all students, not just ELs)?	
2	How do the student's learning needs affect the achievement of grade-level standards?	
3	What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level standards?	
4	What accessibility supports will increase the student's access to instruction and assessment by addressing the student's learning needs?	
5	What accessibility supports are regularly used by the student during instruction, assessments, and at home?	
6	How do the results compare for assignments and assessments when accessibility supports are used and not used?	
7	What supports are used at home to complete homework?	
8	What difficulties does the student experience when using accessibility supports?	
9	What are the perceptions of the student, parents, teachers, and other specialists of how well the accessibility support "worked"?	
10	Should the student continue to use an accessibility support, are changes needed, or should the use of the accessibility support be discontinued?	
11	When matching accessibility supports with students' characteristics, have educators ensured the following the ● student's willingness to learn to use the accessibility support, ● opportunities to learn to use the accessibility support in classroom settings, and ● conditions for use on state assessments?	

	Questions	Comments
12	What are the characteristics of the test? Consider grade-level content standards, cognitive complexity (look at the test blueprint), proficiency level, performance level descriptors, etc.	
13	Are the test tasks similar to classroom assessment tasks? Do classroom tasks expose the student to the same cognitive complexities, level of mastery (based on achievement or performance level descriptors), and range of difficulty for each content standard as the test?	
14	Is there ample opportunity to practice similar tasks prior to testing?	
15	Does the student use an accessibility support for a classroom task that is allowed on the district or state tests?	
16	Does the student use an accessibility support in the classroom that could compromise the construct being assessed?	
17	Are there other barriers that could be removed by using an accessibility support that is different from what is already offered or in use (e.g., scheduling accommodation or universal feature)?	

Tool 9: Accessibility Supports in the Classroom

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

Student: _____ Grade: _____ Date: _____

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

Accessibility supports = universal features (turned off), designated features, and accommodations

Team Members (e.g., teacher, Special Ed teacher, EL teacher, content teacher, parent, specialist, paraprofessional)

Questions	Support 1 _____	Support 2 _____	Support 3 _____	Support 4 _____	Support 5 _____
1. Is it noted in student's planning tool (such as ISAAP or PNP) and/or EL, IEP, or 504 plans?					
2. For what task(s) is it used? (e.g., task type or standard).					
3. Does the student use it for that task every time? Note how often.					
4. Does the student use it alone or with assistance? (e.g., aide, peers?)					

Questions	Support 1 _____	Support 2 _____	Support 3 _____	Support 4 _____	Support 5 _____
5. If more than one support is available, how do these supports interact? For example, does one accessibility support seem more effective when used with another on a task?					
6. If the accessibility support is presented differently on the test (e.g., an online calculator), how can you give the student opportunities to practice using it?					
7. Does the student's individualized plan (e.g., EL, IEP, 504) need to be updated?					

Tool 10: After-test Accessibility Questions

Use this form after a test to interview a student about the accessibility supports (universal features, designated features, and accommodations) provided, used, whether they were useful, and whether they should be used again. Also note any adjustments or difficulties experienced by the student in either how the accessibility support was administered or in using the accessibility support during the assessment. Students in higher grades may do this independently or filling out this form could be facilitated through a discussion between a teacher and a student.

Student: _____ Assessment: _____

Date: _____

Accessibility support used: _____

Questions	Support 1 _____	Support 2 _____	Support 3 _____	Support 4 _____
Was the accessibility support used? (Circle Yes or No and record optional comments.)	Yes / No	Yes / No	Yes / No	Yes / No
Was the accessibility support useful? (Circle Yes or No and record optional comments.)	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accessibility support? (Are adjustments needed?) (Circle Yes or No and record optional comments.)	Yes / No	Yes / No	Yes / No	Yes / No
Should the accessibility support be used again? (Circle Yes or No and record optional comments.)	Yes / No	Yes / No	Yes / No	Yes / No

Student signature:

Tool 11: Designated Supports/Accommodations Accessibility Plan

Student Information

Name:

Date of Assessment:

Name of Assessment:

Case Information

ESL/Bilingual Teacher:

Special Education Teacher:

School Year:

Building/School:

General Education Teacher(s):

Accessibility supports that the student needs for this assessment and date arranged:

Accessibility Supports	Date Arranged
1.	
2.	
3.	
4.	

Comments:

Person responsible for arranging accessibility supports and due date:

Person Responsible	Date Arranged
1.	
2.	
3.	
4.	

Comments:

Room assignment for assessment: _____

Planners for this process (signatures):

Adapted from Scheiber, B., & Talpers, J. (1985). Campus access for learning disabled students: A comprehensive guide. Pittsburgh: Association for Children and Adults with Learning Disabilities.

Tool 12: Questions to Guide Evaluation of Use of Accessibility Supports at the School or District Level

Accessibility information can be analyzed in different ways. Use these questions to guide data analysis at the teacher team, school and district levels:

1. Were current policies reviewed to ensure ethical testing practices, the standardized administration of assessments, and adherence to test security practices before, during, and after the day of the test? Was a formal professional development training on accessibility supports conducted for educators?

2. Are students receiving accessibility supports as documented in their planning tools (e.g., ISAAPs, PNPs) or IEP, 504, and EL plans?

3. How many students are receiving certain accessibility supports?

4. What types of accessibility supports are provided and are some used more than others?

5. How well do students who receive certain accessibility supports perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the student not having had access to the necessary instruction, not receiving the accessibility support, or using ineffective supports?

6. What procedures need to be in place to ensure test administrators adhere to directions for the administration of assessment accessibility supports (universal features, designated features, and accommodations)?

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

8. What does the accessibility supports data indicate about the provision of accessibility supports to students?

9. In what ways are you collecting and reviewing accessibility data on the use of accessibility supports?

10. In what ways are you currently evaluating the methods of students receiving accessibility supports? How can you improve these methods?

Tool 13: Questions to Guide Formative Evaluation at the Student Level

Use these questions to evaluate the effectiveness of individualized accessibility supports provided during instruction and/or assessment at the student level, inform the team decision-making process, and identify needed changes in the accessibility supports.

1. What accessibility supports are used by the student during instruction and assessments?

2. What are the results of classroom assignments and assessments when accessibility supports are used versus when they are not used?

3. 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 accessibility supports, or using accessibility supports that were ineffective?

4. What is the student's perception of how well the accessibility support worked?

5. What combinations of accessibility supports seem to be effective?

6. What are the difficulties encountered in the use of accessibility supports?

7. What are the perceptions of teachers and others about how the accessibility support appears to be working?

8. How have the characteristics of the student changed over time to warrant a plan or accessibility support change?

School- and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by educators working directly with the student. It is critical to stress that formative evaluation is not the responsibility of just one individual. Teams of educators should contribute to the information gathering and decision-making processes.

Tool 14: Identifying Roles and Responsibilities

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

Your Role as you See It

The Role of Other Colleagues as You See them

Discussion Issues

1. Is your role clear in the provision of standards-based education to your students?

2. What appear to be similarities and differences between perceived roles and responsibilities of various educators?

3. To what extent does collaboration among educators occur in your building or district? What are some of the barriers or obstacles?

4. Are our boundaries clear? What are you doing now that you feel may be “out of your jurisdiction?”

5. What are some opportunities or barriers that can either facilitate or hinder future opportunities for general, ESL/bilingual, and special education teacher collaboration?

Adapted from *Delaware Accommodation Activity Sheets*, Delaware Department of Education.

Tool 15: Team Evaluation of Classroom Accessibility Features and Accommodations

Rate Support 1: not effective 2: somewhat effective 3: very effective

Accessibility Support	Parent	Special Ed	EL	Classroom	Specialist	Student Assistant	Student

How effective were the accessibility supports for a class activity, assignment, and test?

Which accessibility supports did the student use, prefer, or decline to use and why?

What changes, if any, need to be made to improve the effectiveness of the accessibility supports?

Other Comments

Tool 16: 5-Step Decision-making Process

1. **EXPECT:** How are educators ensuring that the expectation of the student is to achieve mastery of grade-level standards?

2. **LEARN:** How did educators learn about new and existing accessibility supports?

3. **SELECT:** Which accessibility supports were selected for …

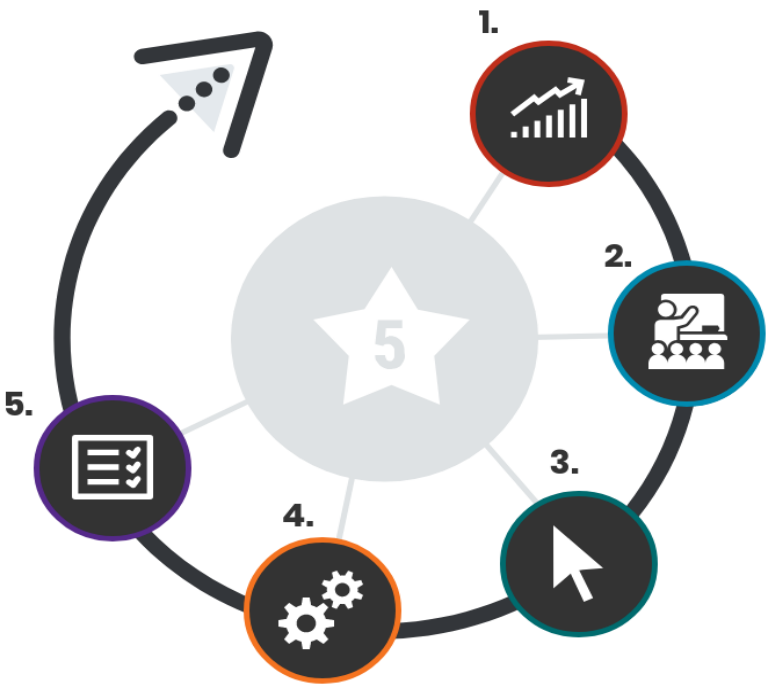
INSTRUCTION?

ASSESSMENT?

4. **ADMINISTER:** How effective was the administration and use of the selected supports during…

INSTRUCTION?

ASSESSMENT?



5. **EVALUATE:** Which supports will stay the same and which should change for next time?

How will the educator team investigate new supports that are available?

Tool 17: Questions to Guide Evaluation at the School and District Level

Discuss the following questions with other educators:

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

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

- In what ways are you currently evaluating the methods of students receiving accessibility supports? How can you improve these methods?

Tool 18: Read Aloud Guidelines

Background

In cases where a **paper-based version of the assessment is used**, students may be provided the read aloud feature as an accessibility feature or accommodation. When provided the read aloud support, the student will have those parts of the test that have audio support in the computer-based version read by a qualified human reader.

Qualifications of Test Readers

- The human reader should be an education professional who is familiar with the student, and who is typically responsible for providing this feature in the classroom.
- The human reader must be trained in accordance with test administration and security policies and procedures as articulated in Iowa's Test Security Handbook.
- The human reader must have prior experience in providing read aloud support in the instructional setting and must be familiar and comfortable with the process before providing this support to a student during test administration.

Preparation Procedures

- Human readers must read and sign a Test Security/Confidentiality Agreement consistent with Iowa policy prior to test administration.
- Human readers are expected to familiarize themselves with the test environment and format of the test in advance of administering the read aloud support during operational testing.
- Human readers must clearly distinguish between the test content that should and should not be read aloud to students. Reading aloud test content that is not permitted will result in a test misadministration and will invalidate the test.
- Prior to administering the test, the human reader should inform the student of the parameters of the read aloud support.
- The human reader must be aware of whether the student requires additional accessibility supports that have been approved for use during the test.

Guidelines for Reading Aloud

- The test environment must be configured in such a way as to ensure that the read aloud does not interfere with the instruction or assessment of other students (e.g., ensuring adequate spacing so that the reader's voice does not carry to other students or testing in a separate setting).
- The human reader can only read aloud the same test content that is supported through audio in a computer-based version. No other test content may be read aloud. Check with the specific assessment accessibility manual for guidance on what can be read aloud.
- The human reader must read test content exactly as written and as clearly as possible.
- The human reader must communicate in a neutral tone and maintain a neutral facial expression and posture.
- The human reader should avoid gesturing, head movements, or any other verbal or non-verbal emphasis on words.
- The human reader must avoid conversing with the student about test items and respond to the student's questions by repeating the item, words, or instructions verbatim as needed.
- The human reader must not paraphrase, interpret, define, or translate any items, words, or instructions.
- The human reader may provide spelling of any word in a writing item prompt if requested by the student.

- The human reader should adjust his/her reading speed and volume if requested by the student.

Post-Administration

- The human reader must not discuss any portion of the test or the student's performance with others.

Tool 19: Scribe Guidelines

Background

A scribe is an adult who writes down or inputs to the computer what a student dictates via speech or an assistive communication device. A guiding principle in providing a scribe during test administration is to ensure that the student has access to and is able to respond to test content.

Qualifications of Scribes

- The scribe should be an education professional who is familiar with the student, and who is typically responsible for providing this accommodation in the classroom.
- The scribe must be trained in accordance with test administration and security policies and procedures as articulated in test administration manuals, accessibility and accommodations manuals, and related documentation.
- The scribe must have prior experience in providing scribing or transcribing services and must be familiar and comfortable with the process before providing this accommodation to a student during operational test administration.

Preparation Procedures

- Scribes must read and sign a Test Security/Confidentiality Agreement prior to test administration.
- Scribes are expected to familiarize themselves with test format using a practice test as well as test environment in advance of the testing session if administering the scribe accommodation during operational testing.
- Scribes must be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes must be aware if the student requires additional accessibility features or accommodations that have been approved for use during the test.
- Scribes should meet with the student in advance and practice scribing with the student prior to the assessment.

Guidelines for Scribing

- Scribing must be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- For computer-based administrations, scribes must enter student responses directly into the test interface.
- Scribes should comply with student requests regarding use of all available features within the test environment.
- Scribes must avoid conversing with the student about test items and record the student's responses verbatim even if they contain errors.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts of a sentence as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.

- Scribes may not question or correct student choices, alert students to errors, prompt, or influence students in any way that might compromise the integrity of student responses.
- Scribes may not edit or alter student work in any way and must record exactly what the student has dictated.
- The student must be allowed to review and edit what the scribe has written, including capitalization and punctuation.

Post-Administration

- The scribe must not discuss any portion of the test or the student's performance with others.

Tool 20: Translation Guidelines

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

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

Note: Translators must not be family members.

Guidelines for Transcription

- Responses must be transcribed verbatim onscreen or in the paper test booklet by the test administrator as soon as possible after the test is administered.
- Any stored test content on the word processing device must be deleted after the transcription is completed. While awaiting transcription, the device with recorded answers must be stored in a secured, locked location.

Vocabulary and Syntax

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

Review/Revision procedure for the Directions Translated into Native Language test translation accommodation

1. The bilingual teacher, the translator, and other team members who can proficiently read in the target language and English
    - independently read the (untranslated) items for which the directions apply and respond to them as if each of them was a student taking the test;

- independently compare the original and translated versions of the directions and look for translation errors; and
- independently edit the translated directions (if needed) and write comments on it.

2. With facilitation from project staff, all team members discuss any proposed changes and decide by consensus whether and how the translation of the directions should be modified.
3. Project staff keeps an updated copy of the translated directions.

Review/Revision procedure for the Bilingual Glossary test translation accommodation

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

What types of training might be made available for translators?

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

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

Dos and Don'ts for Translators

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

Tool 21: Sign Language Interpreter Guidelines

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

1. Signers must be proficient with sign and trained on test administration policies by local test coordinators.
2. Signers should use signs that are conceptually accurate, with or without simultaneous voicing, translating only the content that is printed in the test book or on the computer screen without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated.
3. Signers must sign (or sign and speak when using Sim-Com [Simultaneous Communication]) in a clear and consistent manner throughout test administration, using correct production, and without inflections that may provide clues to, or mislead, a student. Signers should be provided a copy of the test and the administrative directions prior to the start of testing (check individual state policy for the amount of time allowed), in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.
4. Signers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.
5. Signers may repeat passages, test items, and response options, as requested, according to the needs of the student. Signers should not rush through the test and should ask the student if they are ready to move to the next item.
6. Signers may not attempt to solve mathematics problems or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection which may mislead the student.
7. Signers must use facial expressions consistent with sign language delivery and must not use expressions which may be interpreted by the student as approval or disapproval of the student's answers.
8. Test administrators must be familiar with the student's Individualized Education Plan (IEP) or 504 plan and should know in advance which accommodations are required by the student, and for which test the student is designated to receive a human signer. Test administrators must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, brailler, slate, or stylus, and if use of these tools impacts the translation of the test, the signer should be made aware of this.
9. The signer can have access to the written form of the test 48 hours prior to test administration to prepare for administration. This excludes weekends and holidays. The test must stay on school property and in a secure location at all times.
10. Upon review of the test, if a human signer is unsure how to sign and/or pronounce an unfamiliar word, the signer should collaborate with an ASL-fluent content expert (if available) which sign is most appropriate to use. If the signer is unable to obtain this information before the test, the signer should advise the student of the uncertainty and spell the word.
11. When using an ASL sign that can represent more than one concept or English word, the signer must adequately contextualize the word, in order to reduce ambiguity. The signer may also spell the word after signing it, if there is any doubt about which word is intended.
12. Signers must spell any words requested by the student during the test administration.
13. When test items refer to a particular line, or lines, of a passage, re-sign the lines before signing the question and answer choices. For example, the signer should sign, "Question X refers to the

following lines…," then sign the lines to the student, followed by question X and the response options.

14. When signing selected response items, signers must be careful to give equal emphasis to each response option and to sign options before waiting for the student's response.
15. When response choices will be scribed, the signer should inform the student at the beginning of the test that if the student designates a response choice by letter only ("D", for example), the signer will ask the student if he/she would like the response to be signed again before the answer is recorded in the answer booklet or the computer-based test.
16. If the student chooses an answer before the signer has signed all the answer choices, the human signer must ask if the student wants the other response options to be signed.
17. After the signer finishes signing a test item and all response options, the signer must allow the student to pause before responding. If the pause has been lengthy ask, "Do you want me to sign the question or any part of it again?" When signing questions again, signers must avoid emphasis on words not bolded, italicized, or capitalized.
18. Signers should refer to the state glossary (if provided) for technical vocabulary (signs used on the ASL video accommodation) for consistency in providing the accommodation.

Tool 22: Unique Accommodation Request Application

IEP teams, Section 504 committees, and EL committees may request permission to use accommodations other than those included in the Iowa Statewide Assessment System Accessibility Manual and those permitted by the specific assessment (ISASP, ELPA21, Alt ELPA21, and DLM).

The requests need to be uploaded in the Test Incident Reporting and Special Assessment Requests Application located in the Iowa Ed Portal no later than four (4) weeks before the student's first day of testing. The request should come from the special education director/coordinator, district test coordinator, or EL Coordinator. The following information must be included in the request:

1. Student ID #, grade, assessment name, district, school name (do not include student name in the request)

2. Specific requested accommodation(s)

3. Rationale for the request provided by the IEP team, Section 504 committee, or EL committee
    - Be specific as to why the accommodation is necessary based on the student's individual disability.
    - What processes were attempted prior to requesting the unique accommodation request?
    - Why did the attempted process not work for the student?

4. Verification statement that the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment, and is familiar with the accommodation(s)

5. Impact of the student's assessment results if the student is not permitted to use the requested accommodation(s)

6. Send questions to:

Jennifer Denne at jennifer.denne@iowa.gov
515-326-5332

If the request is approved, the student may receive a valid score on the assessment when using the requested accommodation.

If the accommodation request is not approved and the student uses the accommodation during the ISASP, ELPA21, Alt ELPA or DLM, the district may be instructed to mark the assessment as having non-approved accommodation. This will result in the score being invalidated or suppressed and the student being considered a "non-participant" for the assessment.

Upon completion of the review of the request, the review committee will reply to the request within 10 days. Include the email of the person sending in request.

Tool 23: Documentation for Use of an Emergency Support/Accommodation

This form is to be used when a student requires an Emergency Support/Accommodation immediately prior to a federally mandated assessment due to unforeseen circumstances. This form is to be kept in the student's file and the parents must be notified of the use of the emergency support/accommodation.

District: _____ Date: _____

School: _____ Test: _____

Student State ID: _____ Grade: _____

Date of the incident causing the need for the support _____

Date of the start of testing: _____

Parent or Guardian Contacted: _____

Date of Contact: _____

Staff Member Completing this form: _____

Title/Position: _____

Reason for needing an Emergency Support/Accommodation:

Description of support or accommodation used:

_____ _____

Principal Signature Date

Appendices

Appendix A: Federal Laws, Court Cases, and Federal Guidance on Student Participation

Federal Laws

Law	Language
ESSA	The Every Student Succeeds Act (ESSA) was issued on December 10, 2015 (https://www.congress.gov/114/crpt/hrpt354/CRPT-114hrpt354.pdf). It reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the national education law and commitment to equal opportunity for all students. The bill mandates annual reporting of disaggregated data of groups of students, generating information about whether all students are achieving and whether schools are meeting the needs of low-income students, students of color, students with disabilities, and English learners. Specific ESSA requirements include provisions for (I) the participation in such assessments of all students; (II) the appropriate accommodations, such as interoperability with, and ability to use, assistive technology, for children with disabilities (as defined in section 602(3) of the Individuals with Disabilities Education Act (20 U.S.C. 1401(3))), including students with the most significant cognitive disabilities, and students with a disability who are provided accommodations under an Act other than the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), necessary to measure the academic achievement of such children relative to the challenging State academic standards or alternate academic achievement standards described in paragraph (1)(E); and (III) the inclusion of English learners, who shall be assessed in a valid and reliable manner and provided appropriate accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency…

Law	Language
IDEA	IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state- and district-wide assessments. Specific IDEA requirements include Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [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)]. For the small group of students with significant cognitive disabilities who are also English learners, these assessments will be an important tool to measure their progress in learning English. IDEA, 34 CFR §§300.160(b)(2)(i) and (ii) (2) The State's (or, in the case of a district-wide assessment, the LEA's) guidelines must: (i) Identify only those accommodations for each assessment that do not invalidate the score; and (ii) Instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.

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

Legal Cases

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

Federal Guidance

Law	Language
Americans with Disabilities Act Requirements: Testing Accommodations	Issued in September 2015 by the Department of Justice, this is the Department's response to questions and complaints about excessive and burdensome documentation demands, failures to provide needed accommodations, and failures to respond to requests for testing accommodations in a timely manner. The guidance applies to testing entities (private, state, local) that have exams related to applications, licensing, certification, or credentialing for secondary, postsecondary, professional, or trade purposes. Retrieved July 25, 2016, from http://www.ada.gov/regs2014/testing_accommodations.html.
English Learner Tool Kit	This document was jointly developed by the Department of Education and Department of Justice and issued in September 2015 to help state and local education agencies help ELs by fulfilling the obligations in the Dear Colleague Letter of January 7, 2015. The tool kit includes 10 chapters, one for each of the "common civil rights issues" discussed in the January 7, 2015, Dear Colleague Letter. Retrieved July 25, 2016, from http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.
Peer Review of State Assessment Systems	This guidance was issued in September 2015 by the Office of Elementary and Secondary Education (OESE) and is required by ESEA Section 1111(e) to ensure the technical soundness of each State's assessment system. This version was revised after the previous version was suspended in December 2012. The document is reorganized, and includes updates based on revised professional standards. Retrieved July 25, 2016, from https://www2.ed.gov/policy/elsec/guid/assessguid15.pdf.

Appendix B: Universal Features

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

Embedded Universal Features Available to All Students

Universal Feature	Description
Amplification	The student raises or lowers the volume control, as needed, using headphones, or volume controls within online tools.
Breaks	The number of items per session can be flexibly defined based on the student's need. Breaks of more than a set time limit will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal feature may result in the student needing additional overall time to complete the assessment.
Calculator	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
Digital notepad	The student uses this feature as virtual scratch paper to make notes or record responses.
Eliminate answer choices/Answer choice eliminator/Strikethrough	The student uses this feature to eliminate those answer choices that do not appear correct to the student.
English dictionary	An English dictionary may be available for the student. The use of this universal feature may result in the student needing additional overall time to complete the assessment.
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this feature may result in the student needing additional overall time to complete the assessment.
Expandable passages	The student is able to expand each passage so that it takes up a larger portion of the screen as the student reads. The student can then retract the passage to its original size.
Highlighter	The student uses this digital feature for marking desired text, items, or response options with a color.

Universal Feature	Description
Line reader/Line reader mask tool/Line guide	The student is able to use this feature as a guide when reading text.
Keyboard navigation	The student is able to navigate throughout test content by using a keyboard, e.g., arrow keys. This feature may differ depending on the testing platform.
Mark for review/Flag for review	The student is able to flag items for future review during the assessment.
Math tools	These digital tools (i.e., embedded ruler, embedded protractor, Equation Editor) are used for measurements related to math items. They are available only with the specific items for which one or more of these tools would be appropriate.
Spellcheck	Writing tool for checking the spelling of words in student-generated responses. Spellcheck only gives an indication that a word is misspelled; it does not provide the correct spelling.
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, and undo/redo.
Zoom (item-level)	The student can enlarge the size of text and graphics on a given screen. This feature allows students to view material in magnified form on an as-needed basis. The student may enlarge test content at least fourfold. The system allows magnifying features to work in conjunction with other accessibility features and accommodations provided.

Non-embedded Universal Features Available to All Students

Universal Feature	Description
Amplification	The student raises or lowers the volume control, as needed, using Hearing Assistive Technology (HAT).
Breaks	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English dictionary	An English dictionary can be provided to the student. The use of this universal feature may result in the student needing additional overall time to complete the assessment.
Noise buffer/Headphones/Audio aids	The student uses noise buffers to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test.
Scratch paper	The student uses scratch paper or an individual erasable whiteboard to make notes or record responses. All scratch paper must be collected and securely destroyed at the end of each test domain to maintain test security. The student receives one sheet (or more as needed) of scratch paper. A marker, pen, or pencil should be provided as well. The student can use an assistive technology device to take notes instead of using scratch paper as long as the device is approved by the state. Test administrators have to ensure that all the notes taken on an assistive technology device are deleted after the test.
Technological assistance with test navigation	The student may need assistance with navigating the test site from the test administrator or other support staff that have signed the test confidentiality agreement. The test administrator may assist with actual answer responses. Choosing answers for a student is a test impropriety and will result in an invalid assessment.
Thesaurus	A thesaurus containing synonyms of terms can be provided to the student. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Appendix C: Designated Supports

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

Embedded Designated Supports Identified in Advance

Designated Feature	Description	Recommendations for Use
Answer masking	The student is able to block off answer choices.	Students with attention difficulties may need to mask answer choices that may be distracting during the assessment. This feature also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Color contrast	The student is able to adjust the text color and screen background color based on the student's need.	Students with attention difficulties may need this feature for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs.
General masking	The student is able to block off content that is not of immediate need or that may be distracting. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus. The student is able to focus his/her attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This feature also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Text-to-speech/Audio support/Spoken audio	The student uses this feature to hear pre-recorded or generated audio of tasks.	Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Translation of Test Content	Students receive a Spanish version of the math and science test. Including instructions and test content translated.	For students that are English learners contact the Iowa Department of Education for specific guidance on eligibility.
Translation of Test Content with Text-to-Speech	The student uses this feature to hear pre-recorded or generated audio of tasks in Spanish.	Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Designated Feature	Description	Recommendations for Use
Turn off universal features	This feature allows disabling any universal feature that might interfere with student performance or be distracting to the student.	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal features. Having evidence of which specific features may be distracting is important for determining which features to turn off.
Zoom (test-level)	The test platform is pre-set to be enlarged for the student before the test begins.	Students with visual impairments may need to increase the size of text and other item features beyond a zoom universal feature provided by the test platform. A larger computer screen may be needed for this feature to function effectively.

Non-embedded Designated Supports Identified in Advance

Designated Feature	Description	Recommendations for Use
Bilingual dictionary	A bilingual/dual language word-to-word dictionary is provided to the student as a language support.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this feature may result in the student needing additional overall time to complete the assessment.
Color contrast	Test content of online items may be printed with different colors.	Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.
Color overlay	The student is able to overlay a semitransparent color onto paper-based test content.	This designated feature only works with black text on white background.
Human reader/Human read aloud/Read aloud	The student has test content that is provided by an audio file in a computer-based test, read by a qualified human reader.	Students who use the paper-and-pencil version of the test can have the same test content read aloud that is supported through audio in a computer-based version. If a human reader is selected, that person must have appropriate experience providing read aloud support and must sign a document verifying adherence to state policy or practice to ensure test security and ethical practices.

Designated Feature	Description	Recommendations for Use
Magnification device	The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification allows increasing the size to a level not provided for by the zoom universal feature.	Students with visual impairments may need to increase the size of text and other item features beyond a zoom universal feature.
Native language translation of directions	Translation of general test directions (not item prompts or questions) is a language support available to students prior to starting the actual test. Test directions can be provided either by being read aloud or signed by a test administrator who is fluent in the language. Translations may be provided by a human or the test platform.	Students who have limited English language skills or students who are deaf or hard of hearing can have directions translated.
Paper-and-pencil test	The student takes a paper-and-pencil version of the test.	Due to cultural considerations or to significantly limited technology skills, some students may need to take paper-and-pencil versions of assessments. This option should be based on a student's individual needs only and should not be applied on a group basis.
Separate setting	Test location is altered so that the student is tested in a setting different from that made available for most students.	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group or to use a device requiring voicing. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.
Student reads test aloud	The student reads the test content aloud. This feature must be administered in a one-on-one test setting.	Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read text fully may need to read the test aloud.
Translation of Test Content	Students receive a paper-pencil Spanish version of the math and science test.	For students that are English learners contact the Iowa Department of Education for specific guidance on eligibility.

Designated Feature	Description	Recommendations for Use
Translation of Test Content with Human reader/Human read aloud/Read aloud	The student has test content read in Spanish by a qualified human reader.	Students who use the paper-and-pencil version of the test can have the same test content read aloud that is supported through audio in a computer-based version. If a human reader is selected, that person must have appropriate experience providing read aloud support and must sign a document verifying adherence to state policy or practice to ensure test security and ethical practices.

Appendix D: Accommodations

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

Embedded Accommodations Available with an IEP or 504 Plan

Accommodation	Description	Recommendations for Use
American Sign Language (ASL)	Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Unlimited rerecording	The student is able to rerecord answers in the speaking domain an unlimited number of times.	Students whose disabilities preclude them from being able to record their answers on the first or second attempt (as available in the non-accommodated version of the test) may need to rerecord their answers multiple times.
Unlimited replays	The student is able to replay items in the listening domain an unlimited number of times.	Students whose disabilities preclude them from being able to respond to a listening item on the first or second attempt (as available in the non-accommodated version of the test) may need to replay items multiple times.

Non-embedded Accommodations Available with an IEP or 504 Plan

Accommodations	Description	Recommendations for Use
Abacus	This accommodation may be used in place of scratch paper for students who typically use an abacus.	Some students with visual impairments or significant cognitive disabilities who typically use an abacus may use an abacus in place of using scratch paper.
Assistive technology for alternative access	The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball, speech-to-text conversion, or voice recognition.	Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device or access method.
Braille	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper, thermoform, or refreshable braille). Both contracted and uncontracted braille Unified English Braille are available for Literacy. Nemeth within UEB contexts for math and science	Students who are blind or have low vision may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Braille writer or note-taker	A blind student uses a braille writer or note-taker with the grammar checker, internet, and file-storing functions turned off.	Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document.
Calculator/Calculation device	A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator) other than the embedded grade-level calculator.	Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items.

Accommodations	Description	Recommendations for Use
Extended time	Students have until the end of the school day to complete a single test unit.	Students should be tested in a separate setting to minimize distractions to other students. Students should be scheduled for testing in the morning to allow adequate time for completion of a test by the end of the school day.
Hundred chart	A hundred chart is available to the student.	This accommodation can benefit students with a visual processing or spatial perception disabilities.
Sign interpretation of test	A sign language interpreter will sign test directions as well as appropriate test content including prompts and questions to the student. The student may also dictate responses by signing.	The student may be tested in an individual or small group setting.
Large print test booklet	A large print form of the test that is provided to the student with a visual impairment.	Students with visual impairments, who may not be able to use zoom or magnifying devices, to access the test and may need a large print version of the form.
Multiplication table or chart	A paper-based single digit (1-12) multiplication table is available to the student.	This accommodation can benefit students with a documented and persistent calculation disability (i.e., dyscalculia).
Print on request/Print on demand	The student uses paper copies of individual test items.	This feature is contingent on state policy or practice. Students may not be able to interact with items online (due to visual impairments, lack of familiarity with the computer-based format, or other cultural reasons), and as a result may need a paper copy of test items. The use of this feature may result in the student needing additional time to complete the assessment.
Scribe	The student dictates her/his responses to an educator experienced in scribing who records verbatim what the student dictates.	Students who have documented significant motor or language processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses. They may need to dictate their responses to a human, who then records the student's responses verbatim either in the test platform or on paper. The use of this accommodation may result in the student needing additional time to complete the assessment. For these students, dictating to a scribe is the only way to demonstrate their composition skills.

Accommodations	Description	Recommendations for Use
Speech-to-text	The student uses an assistive technology device to dictate responses or give commands during the test.	Students who have documented motor or processing disabilities (such as dyslexia), students who are deaf or hard of hearing, or who have had a recent injury that makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.
Writing Tools including alternate pencils as well as word prediction	The student uses word prediction that provides a bank of frequently- or recently-used words onscreen after the student enters the first few letters of a word.	Some students with physical disabilities that severely limit them from writing or keyboarding responses or disabilities that severely prevent them from recalling, processing, or expressing written language may need this support. Alternate pencils are a means that some students use to express written language.

Appendix E: Supporting English Learner in Content Assessments – Student Profiles

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

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

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

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

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

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

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

This year he was able to complete a partial alternate assessment instead of having to complete the reading portion of the test. He was thrilled when the scores came back, and he had exceeded proficiency. He wouldn't be able to take the alternate assessment next year, but at least he was successful this year. He was proficient in math and exceeding proficient in reading.

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

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

Questions for Ricardo's Case

1. Do you agree with Ricardo's placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?

Student 2: High English Language Needs, High Disability-related Needs

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

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

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

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

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

Questions for Fatima's Case

1. Do you agree with Fatima's placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?

Student 3: Low English Language Needs, High Disability-related Needs

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

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

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

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

community support for his disability. However, the support that Ben needed might be not available if the school didn't have the data from the assessments.

Questions for Ben's Case

1. Do you agree with Ben's placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?

Student 4: Low English Language Needs, Low Disability-related Needs

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

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

Questions for Anna's Case

1. Do you agree with Anna's placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?

Appendix F: National Assessment of Educational Progress - English Language Learners

The Iowa Department of Education expects that most English language learners will be included on the National Assessment of Educational Progress (NAEP). **Only English language learners who have been enrolled in U.S. schools for less than one (1) full academic year before the NAEP assessment and cannot access NAEP may be excluded from any NAEP assessment.** All other English language learners should participate in NAEP with or without NAEP-allowed accommodations. If you have questions about the NAEP accommodations, contact Tom Deeter, NAEP State Coordinator at tom.deeter@iowa.gov or 515-242-5616.

Several accommodations provided on the Iowa state assessments are not necessary for the NAEP assessments because they are available for all students through universal design elements. The chart below is divided into three sections: (1) universal design elements that are available to **all students**, (2) accommodations provided **by the test delivery system**, and (3) accommodations provided **outside the test delivery system**. NAEP accommodations are only allowed for English language learners.

Keep in mind that NAEP does not produce results for individual students or schools, unlike the Iowa state assessments. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended purely to provide a picture of educational performance and progress.

Note: All assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow or support all accessibility features and accommodations of the Iowa state assessments. The following are the expectations for inclusion on NAEP:

1. For reading: read aloud occasional or most or all is **not allowed** on the NAEP assessment. The NAEP reading assessment measures reading comprehension by asking students to read passages written in English and to answer questions about what they have read. Because this is an assessment of reading comprehension and not listening comprehension, NAEP does not allow passages or items to be read aloud to students as testing accommodations.

2. For reading: bilingual dictionaries (in any language) are **not allowed** on the NAEP assessment, because the NAEP reading assessment measures reading comprehension in English.

3. Students who receive multiple-day testing on the state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than most state assessments, so multiple-day testing is not supported.

If you have questions on NAEP accommodations, contact Tom Deeter for information.

Appendix G: National Assessment of Educational Progress – Students with Disabilities

The Iowa Department of Education expects that most students with disabilities will be included on the National Assessment of Educational Progress (NAEP). **Only students who meet the participation criteria for the Dynamic Learning Maps Alternate Assessment based on Alternate Academic Achievement Standards should be excluded from any NAEP assessment.** All other students with disabilities should participate in NAEP with or without NAEP-allowed accommodations. If you have questions about the NAEP accommodations, contact Tom Deeter, NAEP State Coordinator at tom.deeter@iowa.gov or 515-242-5616.

Several accommodations provided on the Iowa assessments are not necessary for the NAEP digitally based assessments because they are available for all students through universal design elements. The chart below is divided into three sections: (1) universal design elements that are available to **all students**, (2) accommodations provided **by the test delivery system**, and (3) accommodations provided **outside the test delivery system**. NAEP accommodations are only allowed for a student on an Individualized Education Program (IEP) or Section 504 Plan.

Keep in mind that NAEP does not produce results for individual students or schools, unlike the Iowa state assessments. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended purely to provide a picture of educational performance and progress.

Note: All assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow or provide all accessibility features and accommodations the Iowa state assessments allow. The following are the expectations for inclusion on NAEP:

1. For mathematics: manipulatives and multiplication charts are **not allowed** on the NAEP assessment.

2. For reading: read aloud occasional or most or all is **not allowed** on the NAEP assessment. The NAEP reading assessment measures reading comprehension by asking students to read passages written in English and to answer questions about what they have read. Because this is an assessment of reading comprehension and not listening comprehension, NAEP does not allow passages or items to be read aloud to students as testing accommodations.

3. Students who receive multiple-day testing on the state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than most state assessments, so multiple-day testing is not supported.

4. Graphic organizers are **not allowed** on the NAEP assessment.

If you have questions on NAEP accommodations, contact Tom Deeter for information.

Resources

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