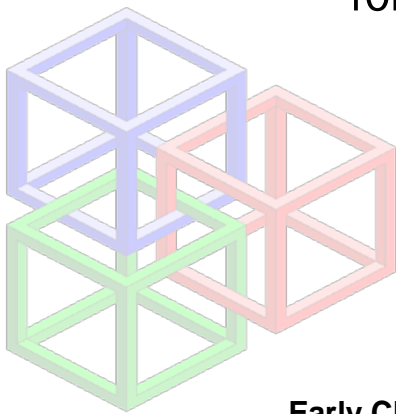


# Accommodations Manual 2016-17

How to  
Select, Administer, and Evaluate  
Accommodations  
for Instruction and Assessment



**Early Childhood, Special Education, and Title Services**  
**Kansas State Department of Education**  
Rev. January 2017





**DISTRICT 1**  
Janet Waugh



**DISTRICT 2**  
Steve Roberts



**DISTRICT 3**  
John W. Bacon



**DISTRICT 4**  
Carolyn L. Wims-Campbell, Co-chair



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### Mission

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

### Vision

Kansas leads the world in the success of each student.

### Motto

Kansans CAN.

### Successful Kansas High School Graduate

A successful Kansas high school graduate has the

- **Academic** preparation,
- **Cognitive** preparation,
- **Technical** skills,
- **Employability** skills and
- **Civic** engagement

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

### Outcomes for Measuring Progress

- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social/emotional growth measured locally



Kansas State Department of Education  
Landon State Office Building  
900 S.W. Jackson Street, Suite 600  
Topeka, Kansas 66612-1212  
(785) 296-3201

[www.ksde.org](http://www.ksde.org)



**Dr. Randy Watson**  
Kansas Commissioner of Education



**Dale M. Dennis**  
Deputy Commissioner  
Division of Fiscal and Administrative Services



**Brad Neuenswander**  
Deputy Commissioner  
Division of Learning Services

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August 2016

## THE PURPOSE OF THIS DOCUMENT

The Accommodations Manual presents five-step process educational teams can use in the selection, administration, and evaluation of the effective use of instructional and assessment accommodations.

The selection and administration of accommodations for assessment are the focus of the guidelines in this manual. Although instructional accommodations are discussed, the manual does not provide complete guidelines for using instructional accommodations.

The guidance in this manual pertains to students with disabilities, 504 students, ELL students as well as general education students who participate in the general state assessments with accommodations. The five-step process consists of the following:

1. Expect all students to achieve grade level content standards.
2. Learn about accommodations for instruction and assessment.
3. Select accommodations for instruction and assessment appropriate for students.
4. Administer accommodations during instruction and assessment.
5. Evaluate and improve accommodations use.

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This manual is based on the work of:

### **The Council of Chief State School Officers (CCSSO)**

The Council of Chief State School Officers is a nationwide, nonprofit organization of the public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense, and five extra-state jurisdictions.

**and**

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

The State Collaborative on Assessment and Student Standards Assessing Special Education Students addresses the inclusion of students with disabilities in large-scale standards, assessment, and accountability systems with the effects of these systems on related educational reform efforts.

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# KANSAS ASSESSMENT PROGRAM ALLOWABLE ACCOMMODATIONS

**Important Note:** *The effective use of accommodations begins in instruction!*

1. If any student uses a **modification** on the state assessment that results in an invalid score, the student is considered “not tested” when calculating the participation rate for Annual Measureable Objectives (AMO) purposes. In addition to counting that student as not tested, the score will not be included when calculating the proficiency rate for AMO decisions. This also applies to students with Section 504 Plans or Individualized Education Programs (IEPs) or ELL students who use accommodations that modify the construct of the assessment. [For example, reading to the student any part of the reading passages, even single words, or using a calculator on the non-calculator sections of the math assessment.]
2. Accommodations listed on the following pages are acceptable for the general population, ELL students, and for students with IEPs or Section 504 Plans. All accommodations used for state assessments must be used by the student during instruction on a regular basis, as well as on classroom assessments.
3. Students with an IEP or Section 504 Plan or ELL plan must have accommodations specified within the plan, for use both on the Kansas Assessment Programs (KAP) **and on a regular basis** for classroom instruction, assignments and tests.
4. Accommodations in this manual are recorded in the students PNP using the student editor. If an accommodation is needed and is not listed in this Accommodations Manual call or email Debbie Matthews: 785-296-0916, [dmatthews@ksde.org](mailto:dmatthews@ksde.org).
5. Any accommodations used for students taking the Dynamic Learning Maps assessment will be in the DLM Accessibility Manual. It provides instruction on PNP assignment and is found at the DLM website.

## DYNAMIC LEARNING MAPS™ PARTICIPATION GUIDELINES

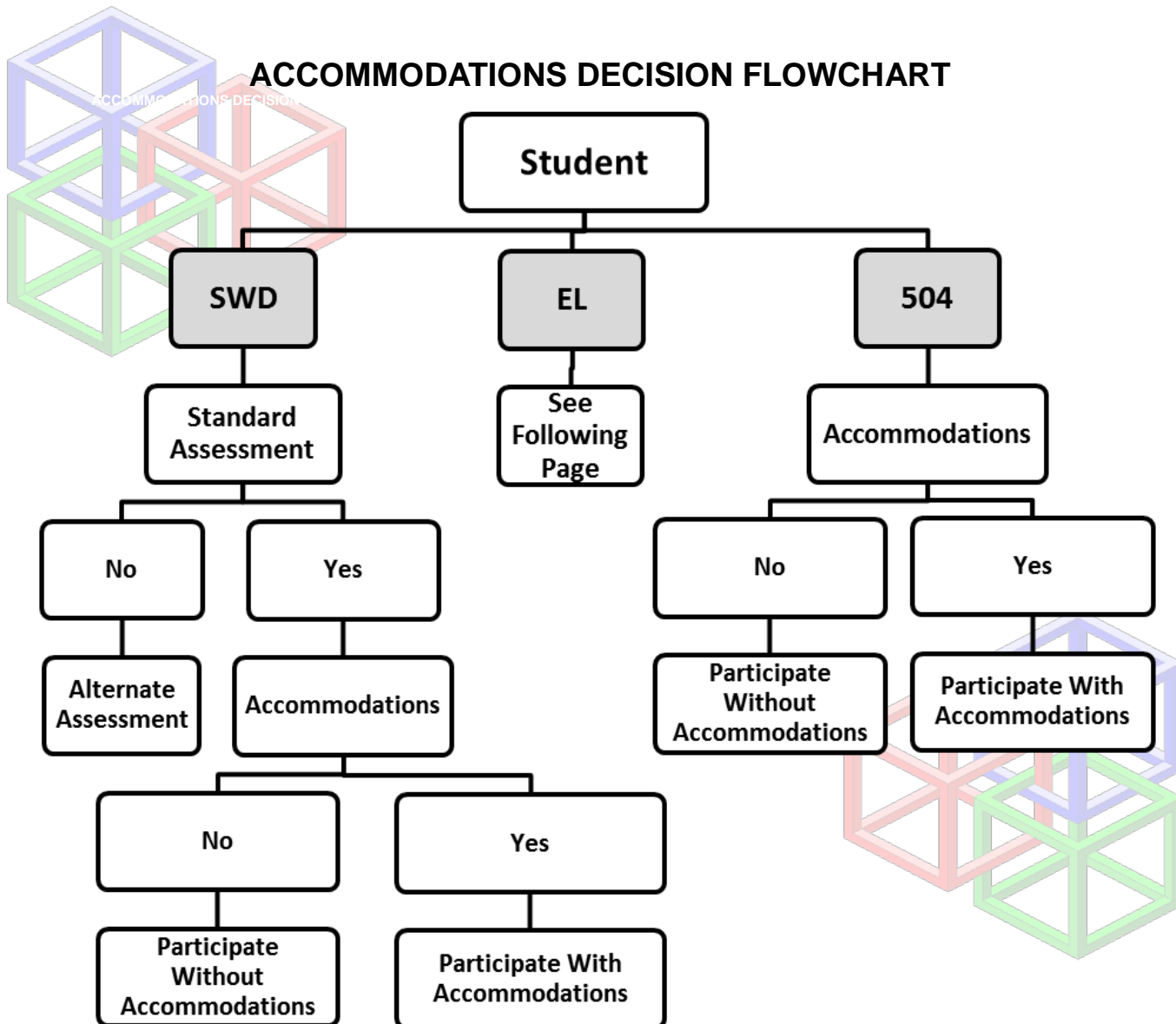
Participation in the Dynamic Learning Maps Alternate Assessment requires a yes answer to each of the following questions. Participating in Dynamic Learning Maps is determined by the IEP team and if the student qualifies the student will take an alternate in all content areas.

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.  <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student <ul style="list-style-type: none"> <li>a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and</li> <li>b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.</li> </ul>	Yes / No

The following are not allowable (or acceptable) considerations for determining participation in the Dynamic Learning Maps Alternate Assessment.

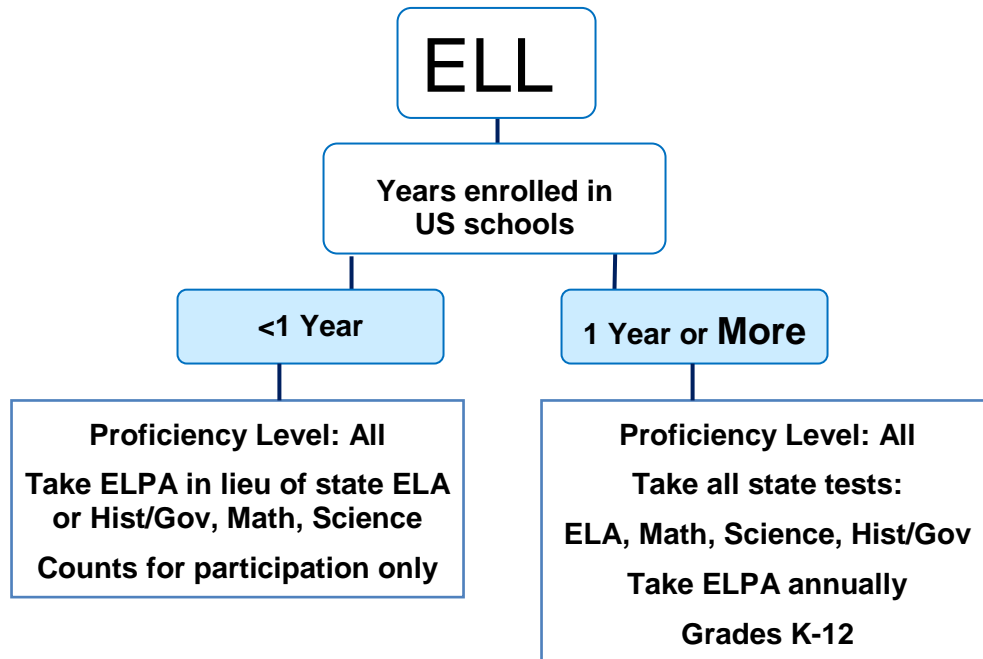
1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

# ACCOMMODATIONS DECISION FLOWCHART



**\* Students with disabilities who are also ELL should complete the entire Inclusion Tree to determine inclusion.**

## ELL DECISION TREE



Students literate in Spanish who have previously/recently had math or science instruction in Spanish have the option of using the Keyword Translation Tool

(A mouse-over) to Spanish. This feature should be turned on in the PNP.

### **BASIC PRINCIPLES FOR SELECTING, ADMINISTERING, AND EVALUATING ACCOMMODATIONS**

Careful consideration of the importance of selecting, administering, and evaluating accommodations for students with special needs is critical. To assist with that process, users should examine the philosophical foundation outlined below. This foundation is built upon a five-step process for planning teams that will select accommodations for Special Needs Students.

The five essential steps are:

1. Expect students to participate in grade-level assessments and achieve grade-level academic content standards.
2. Learn about accommodations, modifications, and resources for instruction and assessment.
3. Select accommodations and resources for instruction and assessment for individual students.
4. Administer accommodations and resources during instruction and assessment.
5. Evaluate and improve accommodations use.

***NCEO now has online training to Improve Accommodations Decision Making, 5 modules and they are located at <http://www.cehd.umn.edu/NCEO/OnlineAccommodationsTraining.html>***



## STEP 1: EXPECT STUDENTS TO PARTICIPATE IN GRADE-LEVEL ASSESSMENTS AND ACHIEVE GRADE-LEVEL ACADEMIC STANDARDS

Several important laws require the participation of special needs students in standards-based instruction and assessment initiatives. Some of these laws solely address students with disabilities; others regulate educational policies and practices exclusively for ELLs.

### A Brief Review of Applicable Law

#### ***Reauthorization of the Elementary and Secondary Education Act (ESEA)***

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

The U.S. Department of Education's April 2007 regulations on alternate assessments based on modified achievement standards included the following statements about accommodations:

“...a State's (or in the case of district-wide assessments, an LEA's) guidelines must require each child to be validly assessed and must identify, for each assessment, any accommodations that would result in an invalid score. Consistent with Title I...a student taking an assessment with an accommodation that invalidates the score would not be reported as a participant under the IDEA.” (U.S. Department of Education, 2007, p. 17750)

One of the basic reform principles of ESEA is stronger accountability for educational achievement results for all students. Through this federal legislation, in addition to other state and LEA initiatives, assessments aimed at increasing accountability provide important information regarding:

- schools' success with respect to the inclusion of all students in standards-based education,
- students' achievement of standards, and
- needed improvements for specific groups of students.

There are several critical elements in ESEA that hold schools accountable for educational results. Academic content standards (*what* students should learn) and academic achievement standards (*how well* students should learn the content) form the basis of state accountability systems. State assessments are the mechanism for checking whether or not schools have been successful in students attaining the knowledge and skills defined by the content standards. States must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3 - 8 and in high school. States must also provide science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year. School, LEA, and state accountability are based on measuring success in educating all of their students and determining what improvements are needed for specific groups of students.

### ***Individuals with Disabilities Education Improvement Act (IDEA) of 2004***

The IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each student's unique needs. The 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].

### ***Section 504 of the 1973 Rehabilitation Act***

Section 504 provides individuals with disabilities with certain rights and protects individuals with disabilities against discrimination from federally funded programs and activities. Section 504 states that:

“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, Section 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 Section 504 than it is under IDEA. An important part of the Section 504 Plans developed by schools for students with disabilities are often the specific accommodations that the student can utilize on assessments.

Rights of English Language Learners (ELLs) with disabilities for equitable inclusion in instruction and assessment processes are also outlined in a number of ELL-related federal laws and regulations as well as certain legal decisions in conjunction with the Office of Civil Rights (OCR). These educational protections and supports for ELLs include the ESEA as well as the Supreme Court Cases *Lau v. Nichols* (1974) and *Castañeda v. Pickard* (1981).

### ***ESEA Act (Title III)***

Title III of the ESEA mandates that all ELLs receive quality instruction for learning both English and grade-level academic content (U.S. Department of Education, 2002). According to the ESEA act, ELLs are required to participate in statewide assessments that measure students' English language and academic progress. States are allowed to choose flexible programs of instruction and assessment tools in order to increase accountability for ELLs' academic achievement.

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

“the inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable 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 (U.S. Department of Education, 2002, p. 27).”

The following are some other ESEA provisions for ELL: All ELL students' English language proficiency must be tested at least once a year. All ELLs have to take state academic achievement tests in language arts and math, except that ELL students who have been in the U.S. for less than one year do not have to take the language arts test for that first year. ELL students should be assessed in a valid and reliable manner and provided reasonable accommodations; (Title I, 115 STAT. 1451). ELL students as a group must meet specific annual targets of Annual Measureable Objectives (AMO); schools, LEAs, and states will be held accountable for ensuring that they meet these targets. The targets are 1) percentage of students making progress in learning English, 2) achieving full proficiency, and 3) meeting objectives in English Language Arts and Math. Language instruction curricula used to teach ELL children are to be tied to scientifically-based research and demonstrated to be effective. Local entities have the flexibility to choose the method of instruction to teach ELLs. States must establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards. (Title III, 115 Stat. 1694).

The following policies, *Lau v. Nichols* and *Castaneda v. Pickard* inform English learner policy.

#### ***Lau v. Nichols (1974)***

The OCR established a policy for the provision of equal educational opportunities for ELLs. 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 LEAs what steps they must take to ensure the equal opportunities for ELLs. However, it does state that the law is violated if: Students are excluded from effective participation in school because of their inability to speak and understand the language of instruction. National origin minority students are inappropriately assigned to special education classes because of their lack of English skills. Programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead end track or parents whose English is limited do not receive school notices or other information in a language they can understand.

This law was tested in the Supreme Court Case, *Lau v. Nichols*. In 1974, the Supreme Court upheld this law, supporting the premise that if students cannot understand the language of instruction, they do not have access to an equal opportunity education. The Supreme Court said the following:

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

All students in the United States, regardless of native language, have the right to a quality education. An equal education is only possible when students are able to understand the language of instruction.

#### ***Castañeda v. Pickard (1981)***

On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a school district's program for ELL students:

1. Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy?
2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

### **Equal Access to Grade-Level Content**

With the focus of legislation on accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to learn at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessment may also promote equal access to grade-level content. To accomplish this goal of equal access:

- Every team member must be familiar with content standards and accountability systems at the state and LEA level.
- Every team member must know where to locate Kansas College and Career Ready Standards (KCCRS) and updates.
- ELL, general, and special educators must collaborate in order to maximize equal access to grade-level content standards.

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

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by KCCRS and who know how to differentiate instruction for diverse learners.
2. Special Needs Student Plans are developed to ensure the provision of specialized instruction.
3. Appropriate accommodations are provided to help student access grade-level content.

## **STEP 2: LEARN ABOUT ACCOMMODATIONS, MODIFICATIONS, AND RESOURCES FOR INSTRUCTION AND ASSESSMENT**

### **Accommodations**

Accommodations are practices and procedures that provide equitable access during instruction and assessments for Special Needs Students that do not alter the validity of the assessment, score interpretation, reliability or security of the assessment.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student should be the same for classroom instruction, classroom assessments, and LEA and state assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. Providing a spell check on a spelling assessment item would violate the construct of the item and would not be allowed.

It is very important for educators to become familiar with state policies regarding accommodations during assessments. Accommodations should be provided routinely for instruction and assessment during the school year to be used for state assessments. Students should take advantage of computer-based practice tests to be familiar with how accommodations will be made available on computer-based assessments.

Research indicates that more is not necessarily better, and that providing students with accommodations that are not truly needed may have a negative impact on performance. The most appropriate approach to accommodations is to focus on students' identified needs within the general education curriculum. Typically, accommodations use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and, as they get older, in post-secondary education and at work. Accommodations for instruction and assessment are integrally intertwined.

Recent and ongoing advances in assistive technologies are changing the ways in which many accommodations may be provided. As states and consortia move to providing assessments on computer-based platforms, the IEP team must take care to ensure that students have opportunities to become familiar with the technological aspects of the assessment process. In addition to taking training assessments using the same platform, it is also important for educators to provide opportunities for all students to use technology for learning and in formative assessment activities as well.

### **Modifications**

Modifications are changes in the assessment conditions that fundamentally alter the test score interpretation and comparability. Accommodations do not reduce learning expectations; they provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of Special Needs Students and expectations for proficiency at a particular grade level. Using modifications may have implications that could adversely affect students throughout their educational career. Examples of modifications include:

- Requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems).
- Reducing assignments and assessments so a student only needs to complete the easiest problems or items.
- Revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four).
- Giving a student hints or clues to correct responses on assignments and tests.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements.

## **Resources**

Resources are best practices that are provided for all students including students in general education and Special Needs Students. Extended time, breaks, and use of an alternative location are examples of resources which may be used by all students.

## **STEP 3: SELECT ACCOMMODATIONS AND RESOURCES FOR INSTRUCTION AND ASSESSMENT FOR INDIVIDUAL STUDENTS**

See pages 5-6 for decisions flowcharts delineating how to select accommodations for instruction and assessment for individual students.

Effective decision making about appropriate accommodations and resources begins with making good instructional decisions. Then, by gathering and reviewing information about the student's disability and present level of performance in relation to local and the KCCR standards, teachers can make appropriate instructional decisions. In essence, the process of making decisions about accommodations and resources is one in which members of the team attempt to "level the playing field" so that Special Needs Students can participate in the general education assessment.

### **Documenting Accommodations on a Student's IEP**

For students with disabilities served under the IDEA, determining appropriate instructional and assessment accommodations and resources should not pose any particular problems for IEP teams that follow good practices. With information obtained from the required summary of the student's present level of academic achievement and functional performance (PLAAFP), the process of identifying and documenting accommodations and resources should be a fairly straightforward process. The PLAAFP is a federal requirement in which IEP team members must state: "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as non-disabled children" [Sec. 614 (d) (1) (A) (i) (I)].

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed. Resources may or may not be addressed depending on the needs of the student.

1. "Consideration of special factors" [Sec 614 (d) (3) (B)] which 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 non-disabled children to the maximum extent appropriate."
3. "Participation in assessments" [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments.



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

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].

## **Documenting Accommodations on an ELL’s Individual Learning Plan**

Each ELL in Kansas schools should have an Individual Learning Plan (ILP). If individual ELLs require specific accommodations/resources in addition to the appropriate teaching strategies used for ELLs in class, these accommodations /resources should be carefully selected and documented. If prior instruction of specific content has been conducted in another language, it should be noted.

Some ELLs may also qualify for services as a student with a disability or a student with a 504 plan.

## **Considering ELLs with Disabilities or ELLs on Section 504 Plans**

Team members should consider the intensity of the student’s language and disability-related needs. Decisions should be individualized based on these needs. Students with high English language needs and low disability related needs will require more language- based accommodations or resources than students with high disability related needs and low English language needs. Students with high English language needs and high disability related needs will benefit from intensive language and disability related accommodations and/or resources.

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

It is critical that Special Needs Students and ELLs understand their needs as well as to learn self-advocacy strategies for success in school and throughout life. Some students have limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of “authority figures,” may be a new role for students, one for which they need guidance and feedback. Teachers and other team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations and resources.

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

## **Determining the Consequences of Assessment Accommodations/Resources Use**

When selecting accommodations or resources for state assessments with a student, it is important to look at state policies and procedures to determine whether use of an accommodation or resource results in adverse consequences on a state test (e.g., lowering or not counting a student’s score). Assessment accommodations/resources that result in adverse consequences are commonly referred to as modifications, alterations, and nonstandard or unapproved accommodations (Thurlow & Wiener, 2000).

## Questions to Guide Accommodations and Resource Selection

Selecting accommodations and resources for instruction and assessment is the role of a Special Needs Students' planning committee. Use the questions provided below to guide teams in the selection of appropriate accommodations/resources:

- What are the student's learning strengths and areas for further improvement?
- How does the student's learning needs affect the achievement of grade-level content standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- Which accommodations/resources will increase the student's access to instruction and disability? These may be new accommodations/resources or accommodations/resources the student is currently using.
- Are there assistive technology products that could help meet the student's learning and assessment needs?
- What accommodations/resources are regularly used by the student during instruction and assessment?
- What are the differences in student performance for assignments and assessments when accommodations/resources were used or not used?
- What is the student's perception of how well an accommodation/resource "worked"?
- Are there effective combinations of accommodations/resources?
- What difficulties did the student experience when using accommodations/ resources?
- What are the perceptions of parents, teachers, and specialists about how the accommodation/resource worked?
- Should the student continue to use an accommodation/resource, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations or resources that match the student's needs, consider:

- The student's willingness to learn to use the accommodation/resource.
- Opportunities to learn how to use the accommodation/resource in classroom settings.
- When accommodations/resources can be used on state assessments.

Plan how and when the student will learn to use each new accommodation or resource. Be certain there is ample time to learn to use instructional and assessment accommodations or resources before an assessment takes place. Ongoing evaluation and improvement of the student's use of accommodations and resources is critical. Students should have time to practice not using an accommodation or resource prior to the test in case that accommodation or resource is not allowed as it may alter what the test is designed to measure such as reading aloud an item used to assess reading.

**NCEO now has online training to Improve Accommodations Decision Making, 5 modules and they are located at <http://www.cehd.umn.edu/NCEO/OnlineAccommodationsTraining.html>**



## **STEP 4: ADMINISTER ACCOMMODATIONS AND RESOURCES DURING INSTRUCTION AND ASSESSMENT**

### **Accommodations/Resources during Instruction**

The student must be provided with the selected accommodations/resources during instructional periods that necessitate their use. An accommodation/resource should not be used for the first time during assessments. Students should have an opportunity to use technology the same as or similar to the technology used on the assessment, which may be increased through the use of training assessments.

### **Accommodations/Resources during Assessment**

#### ***Planning for Test Day***

Once decisions have been made about providing accommodations/resources to meet individual student needs, the logistics of providing the actual accommodations or resources during state and LEA assessments must be mapped out. It is not uncommon for members of the team to be given the responsibility for arranging, coordinating, and providing assessment accommodations and resources for all students who may need them. Thus, it is essential for all team members to know and understand the requirements and consequences of LEA and state assessments, including the use of accommodations and resources. It is important to monitor the provision of accommodations and resources during testing to ensure that accommodations and resources are delivered appropriately and technology is working as it should.

Prior to the day of a test, be certain the test administrator and proctors know what accommodations and resources each student will be using and how to administer them properly. Staff members administering accommodations and resources, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

#### **Administering Assessments and Accommodations**

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff members involved in test administration must adhere to these policies. Test administrators and others involved in assessments are required to:

- Take appropriate security precautions before, during, and after the administration of the assessment.
- Understand the procedures needed to administer the assessment prior to administration. (For example, what procedures are required to set up the administration of accommodations and resources within a computer-based testing system?)
- Administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur.
- Avoid any conditions in the conduct of the assessment that might invalidate the results.
- Provide for and document all reasonable and allowable accommodations and resources for the administration of the assessment to Special Needs and/or ELL Students.
- Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

Failure to adhere to these practices may constitute a test irregularity or a breach of test security, and must be reported and investigated according to state and LEA testing policies.

## **Ethical Testing Practices**

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

## **Standardization**

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning.

## **Test Security**

Test security involves maintaining the confidentiality of test questions and answers, and is critical to ensure the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, or scribe). In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place and control computer access to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information with or revealing test content to anyone for both paper-based and computer-based assessments, and (3) return all materials as instructed. Educators and test administrators may not preview test content prior to the assessment.

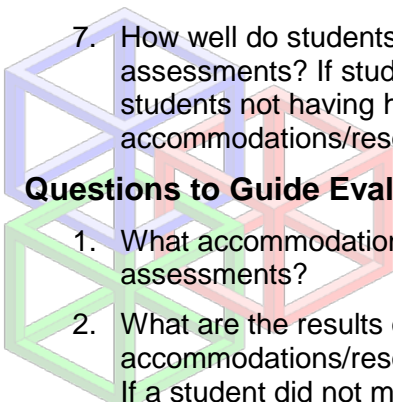
## **STEP 5: EVALUATE AND IMPROVE ACCOMMODATIONS AND RESOURCE USE**

Accommodations and resources must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Data on the use and impact of accommodations and resources during assessments may reveal questionable patterns of accommodations/resources use, as well as support the continued use of some accommodations/resources or the rethinking of others. Examination of the data may also indicate areas in which the Special Needs and/or ELL Students' planning committees and test administrators need additional training and support.

Observations conducted during test administration, and talking with test administrators and students after testing sessions, will likely yield data that can be used to analyze accommodations/resource information at the student, school, or LEA level. Accommodations/resource information can be analyzed in different ways. Here are some questions to guide data analysis at the school and LEA level and the student level.

### **Questions to Guide Evaluation of Accommodations Use at the School or LEA Level**

1. Are policies to ensure ethical testing practices, the standardized administration of assessments, and test security practices followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations or resources?
3. Are students receiving accommodations/resources as documented in their Special Needs Student Plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations/resources?
5. How many Special Needs Students are receiving accommodations/resources?
6. What types of accommodations or resources are provided, and are some used more than others?

- 
7. How well do students who receive accommodations/resources perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodations/resources, or using accommodations/resources that were not effective?

### **Questions to Guide Evaluation at the Student Level**

1. What accommodations/resources are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations/resources are used versus when accommodations/resources are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations/
  3. resources, or using inappropriate or ineffective accommodations/resources?
  4. What is the student's perception of how well the accommodation/resource worked?
  5. What combinations of accommodations/resources seem to be effective?
  6. What are the difficulties encountered in the use of accommodations/resources?
  7. What are the perceptions of teachers and others about how the accommodation/resource appears to be working?

These questions can be used to evaluate the accommodations/resources used at the student level, as well as the school or LEA levels. School- and LEA-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the Special Needs Student Team. It is critical to stress that evaluation is not the responsibility of just one individual. The entire Special Needs Student Team should contribute to the information-gathering and decision-making processes.

### **Post-secondary Implications**

College and career readiness is an important educational outcome for all students. As Special Needs Students plan for their transition to post-secondary setting, it is important that teams have documented student use of accommodations and resources so students can continue to use them as needed in their college and career settings. Colleges and universities may allow fewer accommodations/resources than were available in K-12 settings, so it is important for students to document their need to use accommodations and resources. This may also be true for students who transition into vocational and other workplace settings.

## DOS AND DON'TS WHEN SELECTING ACCOMMODATIONS

Do...make accommodations decisions based on individualized needs.

Do...select accommodations that mediate the effect of the disability to access instruction and demonstrate learning.

Do...make sure to document instructional and assessment accommodations on the IEP, 504 Plans or Student Improvement Team (SIT) Plans.

Do...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

Do...be specific about the "Where, When, Who, and How" accommodations will be provided.

Do...refer to state accommodations procedures and guidance, and understand implications of selections.

Do...evaluate accommodations used by the student.

Do...get input about accommodations from teachers, parents, and students, and use that input to make decisions at IEP, 504 Plans, or Student Improvement Team Meetings.

Do...provide accommodations for assessments that are routinely used for classroom instruction.

Do...select accommodations based on specific individual needs in each content area.

Don't...make accommodations decisions based on what is "easiest" to do (e.g., preferential seating).

Don't...select accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage.

Don't...assume all instructional accommodations are appropriate for use on assessments.

Don't...just indicate an accommodation will be provided "as appropriate" or "as necessary."

Don't...offer or check every accommodation possible on a checklist simply to be "safe."
















Don't...assume that the same accommodations remain appropriate year after year.













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

Don't...assume certain accommodations, such as extra time, are appropriate for every student in every content area.

## TOOLS AND ACCOMMODATIONS FOR THE KANSAS ASSESSMENT PROGRAM (KAP)

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

Tools available to ALL students as needed by subject		
Icon	Tool	Description
	Calculator – Basic or TI-108**	Depending on test settings, the basic calculator icon will display either the basic calculator or the TI-108 Emulator. (Grades 6-8, 10)
	Calculator - TI Graphing**	Allows students to plot graphs, solve equations, and display several lines of calculations on the screen. (Grade 10)
	Calculator - TI Scientific**	Allows students to perform calculations in science, engineering, and mathematics. (Grades 6-8)
	Eraser	Removes highlighting and striker marks from the screen.
	Guide Line	When selected, follows the student's pointer and lightly highlights the text of a reading passage line by line. This tool differs for iPads, where the line remains stationary as the student scrolls through the passages.
	Highlighter	Allows students to select text on the screen and highlight the selected text with a pink background.
	Mark for Review	When selected by test takers, changes the item number indicator at the top of the screen to blue with an accompanying flag graphic.
	Notes	Presents a yellow rectangle on the screen where students can type notes about the test content.
	Periodic Table	Presents a standard periodic table. Students can select on an individual element to view atomic number, atomic mass, and full element name. (default view is abbreviations).
	Pointer	Allows students to select items in the test.
	Search	Allows student to enter search terms. Matching words are then highlighted in orange.
	Striker	Allows students to place a line through an answer choice that is not desired.
	Tags	Allows students to use various tags within a reading passage. Tags remain in the passage until the student selects clear all. The tags available are: Main idea, Supporting Details, Key Word, Evidence, Reread This, and Help
	Text to speech audio (TTS) – directions	Students can choose to have a synthetic voice read directions aloud on all assessments.
	Whole Screen Magnification	Allows students to magnify the screen up to four levels.
	* Requires speakers or headsets. **May not be available in mathematics sections measuring numbers and operations	
Accommodations (available only when selected in the PNP) for students who have an IEP, 504, ELL plan or statement of student need		

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

### Personal Needs Profile (PNP)

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

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

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

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

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

## APPENDIX A: ACCOMMODATIONS/RESOURCES USE IN THE CLASSROOM

Use this chart to track different aspects of how a student uses an accommodation or resource in your classroom. This will help inform decision-making on assessment accommodations and resources.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

What accommodation(s) and/or resource(s) does the student use in the classroom? List them under “accommodation or resource” in the chart. Then follow the questions in the chart. Accommodations for instruction and assessment must be included in the Special Needs Student Plan. Resources may be included on the Special Needs Student Plan, but are optional.

Questions	List Accommodation(s) and/or Resource(s)				
1. Is it noted in the Special Needs Student Plan?					
2. For what task(s) is it used?					
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., peers, paraeducator?)					
5. Does one accommodation or resource seem more effective when used with another on a task?					

## APPENDIX B: AFTER-TEST ACCOMMODATIONS AND/OR RESOURCE QUESTIONS

*Use this form after a test to interview a student about the accommodation(s) and/or resource(s) provided, used, whether it was useful and whether it should be used again. Also note any adjustments or difficulties experienced by the student in either how the accommodation and/or resource was administered or in using the accommodation and/or resource during the assessment.*

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Accommodation used: \_\_\_\_\_

Resource used: \_\_\_\_\_

Questions	Test Taken (List)			
Was the accommodation or resource used? Comments:	Yes / No	Yes / No	Yes / No	Yes / No
Was the accommodation or resource useful? Comments:	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accommodation or resource? (Are adjustments needed)? Comments:	Yes / No	Yes / No	Yes / No	Yes / No
Should the accommodation or be used again? Comments:	Yes / No	Yes / No	Yes / No	Yes / No

Student signature \_\_\_\_\_



# APPENDIX C: ASSESSMENT ACCOMMODATIONS OR RESOURCE PLAN

## Student Information

Student: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

Name of Assessment: \_\_\_\_\_

### Case Information

ESL/Bilingual Teacher: \_\_\_\_\_

Special Education Teacher: \_\_\_\_\_

General Education Teacher(s): \_\_\_\_\_

School Year: \_\_\_\_\_

Building/School: \_\_\_\_\_

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

### Accommodations and/or Resources

### Date Arranged

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Comments: \_\_\_\_\_

Person responsible for arranging accommodations and/or resources and due date:

### Person Responsible

### Due Date

### Date Arranged

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Comments: \_\_\_\_\_

Plan participants 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.

## APPENDIX D: LOGISTICS PLANNING CHECKLIST

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

<b>Accommodations/Resources Used Throughout the Academic Year</b>	<b>Y</b>	<b>N</b>	<b>NA</b>
1. Accommodations and/or resources are documented by the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student uses accommodations or resources regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A master accommodation or resource plan/database listing assessment accommodation or resource needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Preparation for Test Day</b>			
4. Special test requests are considered for individual students based on information contained in the accommodation or resource plan (e.g., large print, braille).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test administrators/proctors receive a list of accommodations or resource needs for students they will supervise (list comes from the accommodations or resource plan/database).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adult supervision is arranged and test administrators receive training for each student receiving accommodations or resource in small group or individual settings, including extended time (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Certified interpreters are arranged for individual students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Special equipment is arranged and checked for correct operation (e.g., audio amplification device).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Accommodations and/or Resources on the Day of the Test</b>			
9. All eligible students receive accommodations or resources as determined by their Special Needs Student Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provision of accommodations or resources is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Substitute providers of accommodations or resources are available as needed (e.g., interpreters).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Plans are made to replace defective equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Consideration After the Day of the Test</b>			
13. All equipment is returned to appropriate locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Students who take make-up tests receive needed accommodations or resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Effectiveness of accommodation or resource use is evaluated by test administrators and students, and plans are made for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## APPENDIX E: ACCOMMODATIONS/RESOURCES JOURNAL FOR TEACHERS

One way to keep track of what accommodations work for Special Needs Students is to support the student in keeping an “accommodations and/or resources journal.” The journal lets the student be “in charge” and can be kept up to date through regular consultation with an ESL/bilingual teacher, special education teacher, or other staff members. It would be much easier for Special Needs Student Team to decide which accommodations and/or resources to document if the student kept a journal documenting each of the following:

- Accommodations and/or resources used by the student in the classroom and on tests;
- Test and assignment results when accommodations and/or resources are used and not used;
- Student’s perception of how well the accommodation and/or resource “works”;
- Effective combinations of accommodations and/or resources;
- Difficulties of accommodation and/or resource use; and
- Perceptions of teachers and others about how the accommodation and/or resource appears to be working.

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

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

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

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

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## APPENDIX F: 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 Special Needs Students.

Your Role as You See It	The Role of Other Colleagues As You See Them
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### Discussion Issues

1. Is your role clear in the provision of standards-based education to Special Needs Students?
2. What appear to be similarities and differences between perceived roles and responsibilities of Special Needs Student Team members?
3. To what extent does collaboration among the Special Needs Student Team members 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 area of responsibility”?
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.

## APPENDIX G: ACCOMMODATIONS AND RESOURCE CRITERIA FOR ELLS WITH DISABILITIES AND ELLS ON SECTION 504 PLANS

Use this form to determine if the student is eligible for instruction and assessment accommodations and resources.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Person filling out the form: \_\_\_\_\_

Questions	Yes (please describe)	No
Comment on the student's overall oral English language proficiency and level of English literacy.		
Comment on the student's disability needs.		
Has the student taken the English language proficiency test? If so, what is the student's score?		
Are you aware of the language(s) the student speaks in his/her family? If so, please specify the language(s) and the level of the student's oral proficiency and literacy in the language(s).		
Has the student received prior formal education before coming to the U.S.? Have there been gaps or interruptions?		
Has the student spent time in English speaking schools prior to enrolling in this school? If so, how much time?		
Was the student enrolled in special education programs prior to transferring to this school? If so, please describe.		
Do you know how much time the student has spent in your state? Has the student moved frequently?		
Are you aware of the student's performance in other content areas and on other tests?		
Are there educational resources available to the student in his/her native language?		
Are you aware of any aspects of the student's home culture that may impact the accommodations/resources selection process (taboos, gestures, kinesthetic, etc.)?		
Are there any other aspects of the student's characteristics that should be considered when selecting accommodations/resources for the student?		

## **APPENDIX H: PARENT INPUT IN ACCOMMODATIONS AND RESOURCES**

### **Questions Parents Should Ask about Accommodations and Resources in Instruction and Assessments**

#### **About Instruction**

- What instructional support does my child need to access and reach the academic standards?
- How can my child and I advocate to receive accommodations/resources and/or linguistic support not yet provided in instruction?
- Are the accommodations/resources and/or linguistic support my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase them out?
- How are the various staff members who work with my child providing accommodations, resources and/or linguistic support (across regular, special education or other staff)?

#### **About Accommodations**

- What are the tests my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?
- Are the accommodations/resources allowed on state tests also provided for LEA tests?
- Can my child participate in part of an assessment with or without accommodations and/or resources?
- Are there consequences for allowing certain changes to how my child participates in a test? How will my child's test scores count?
- Do consequences of accommodations and/or resources vary by type of test?

#### **Questions for Instruction and Assessment**

Is the need for each accommodation documented in my child's Special Needs Student Plan?

Are there too many or too few accommodations or resources being provided?

What are my child's preferences for specific accommodations and resources?

If my child needs accommodations and/or resources, how will they be provided?

If an accommodation or resource used in instruction is not allowed on a test, is there another allowed option to support the student? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accommodations/resources?

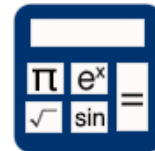
# APPENDIX I: ALLOWABLE MANIPULATIVES ON THE KANSAS STATE MATH ASSESSMENT

## Calculators on the Mathematics Assessment



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

- A. Students are not permitted to use their own calculators with the exception of accommodated mathematical tools for students with disabilities. For example, students with a documented need for special mathematical tools (such as an abacus or large button calculator for visually impaired students) will be permitted to use the tool as documented in their IEP. Students also may use handheld calculators on calculator items as an accommodation if it is documented in the student's IEP, 504, or SIT plan.
- B. Students will not have access to a calculator on test items that require the student to demonstrate direct knowledge of computational skills. These items are contained in a different part of the test, and the calculator tool is disabled.



## Calculators on the Science Assessment

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

## Approved Manipulatives for the Mathematics and Science Assessments

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

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

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

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

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

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

1. Is the manipulative routinely used in the classroom?
  - **Yes**, we use it frequently and the student is familiar with its purpose – Proceed to next question
  - **No**, the student is not familiar with this manipulative and has rarely used it (if ever) – Manipulative **MAY NOT** be used during the assessment
2. Will the use of this manipulative provide an unfair advantage to the test taker over a student who does not have this manipulative?
  - **Yes**, this manipulative gives an unfair advantage to the student who uses it over students who do not use it– Manipulative **MAY NOT** be used during the assessment
  - **No**, this manipulative does not unfairly advantage a student who chooses to use it over a student who does not choose to use it – Proceed to next question
3. Is the manipulative student-generated during the assessment (and not prepared in advance)?
  - **Yes**, the student will make the manipulative while testing – the student **MAY** use during the assessment
  - **No**, the student or someone else made it before the assessment – Proceed to the next question
4. Is the manipulative free from instructional material (such as labels)?
  - **Yes**, the student cannot get an answer directly from this manipulative – Proceed to next question
  - **No**, the student could get an answer directly from this manipulative – Manipulative **MAY NOT** be used during the assessment
5. Does the manipulative require the student to use their own mathematical knowledge in order to generate an answer?
  - **Yes**, the student must use their knowledge in order to use this manipulative – Manipulative may be used during the assessment
  - **No**, the student could get an answer directly from this manipulative – Manipulative **MAY NOT** be used during the assessment



## **APPENDIX J: THE NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARD (NIMAS)**

### **What is the National Instructional Materials Accessibility Standard (NIMAS)?**

NIMAS is a technical standard used by publishers to produce source files (in XML) that may be used to develop multiple specialized formats, such as braille or audio books for students with print disabilities.

The specialized formats are intended for use by students who are blind, have low vision, have physical disabilities and/or have reading disabilities due to organic dysfunction such as dyslexia.

The source files are prepared using Extensible Markup Language (XML) to mark up the structure of the original content and provide a means for presenting the content in a variety of ways and styles. For example, once a NIMAS file set has been produced for printed materials, the XML and image source files may be used to create braille, large print, HTML versions, DAISY talking books using human voice or text-to-speech, audio files derived from text-to-speech transformations, and more.

The separation of content from presentation is an important feature of the NIMAS approach. In most cases, a human will need to enhance the source files to provide additional features needed by diverse learners.

The various specialized formats created from NIMAS file sets may then be used to support a very diverse group of learners who qualify as students with print disabilities. It is important to note that most elementary and secondary educational publishers do not own all of the electronic rights to their textbooks and related core print materials and a copyright exemption allows them to deliver the electronic content of a textbook and the related core print materials to the NIMAC (a national repository which began operations on December 3, 2006) as long as the publishers possess the print rights. NIMAS applies to instructional materials published on or after July 19, 2006.

IDEA (2004) indicates that the term “print instructional materials” includes printed textbooks and related printed core materials that are written and published primarily for use in elementary school and secondary school instruction, and are required by a SEA or LEA for use by students in the classroom.

NIMAC carries out its responsibilities for those instructional materials that are made available by publishers for use in elementary and secondary classrooms after the date the NIMAS technical specification is posted to the Federal Register. Some publishers may, however, voluntarily include earlier editions.

For more information about NIMAS, go to: [www.cast.org](http://www.cast.org)