


  
**ACCOMMODATIONS: Part 1**
  
 Reviewing Accommodations and
   
 Preparing for Dakota STEP Testing

Linda Turner
   
 Special Education Programs
   
 February 2012

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**Revised Accommodation Manual 2/12**

- Revisions from previous manual dated June 2008 :
  - Moved away from classifying accommodations by presentation, setting, response, and timing and scheduling
  - Updated accommodation grid outlining accommodations for instruction/STEP/NAEP (includes STEP coding number)
  - Accommodation grid with suggestions to standardize the accommodation and impact on technology based systems
  - No major content or philosophy changes
- <http://doe.sd.gov/oats/dakSTEP.asp> - under Documents on the right

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**Universal Design for Learning**

Designing services
   
 and resources for
   
 people with a broad
   
range of abilities and
  
disabilities.

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### Origins of UDL

- Buildings **designed** for the **“average”** person
  - Require **retrofitting** to accommodate others
- Retrofits **expensive**, call attention to user, **solve one problem at a time**

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### Origins of UDL

- Universal design “consider[s] ... **broadest possible range of users** from the **beginning**” (Ron Mace, architect)
- Increases access for many **unintended users**
- Exs: Ramps, curb cuts, electric doors, captions on TV, easy grip tools

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### What is UDL?

“The design of instructional materials and activities that **makes the learning goals achievable by individuals with wide differences in their abilities** to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember” (Council for Exceptional Children)

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### What is UDL?

- Simply stated, universal design is just **good teaching** which proactively meets the needs of diverse learners.

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### Universal Design for Learning

- Offer various methods of
  - \* Representation
  - \* Engagement
  - \* Expression

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### Understanding Accommodations



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## What are Accommodations?

- **Definition:**
  - Accommodations are practices and procedures that ensure educators, as well as students and parents, have a valid measure of what students with disabilities know and can do.

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## Accommodations

- Do not change level, content or performance criteria.
- Do not reduce the learning expectation.
- Provide the student with equal access and opportunity to demonstrate what is known

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## Eligibility for Accommodations

- The student must:
  - Have a disability that necessitates accommodations
  - Have documentation on file at school that supports the need for the accommodation
  - Students should be using accommodations **routinely** during instruction and similar classroom assessments

Routine use = at least 5 weeks prior to test date

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## Accommodations

⌘ Accommodations refer to the actual teaching supports and services that the student may require to successfully demonstrate learning.

### Examples

- taped books
- math charts
- additional time
- tests read aloud
- preferred seating
- study carrel
- amplified system
- Braille writer
- adapted keyboard
- specialized software

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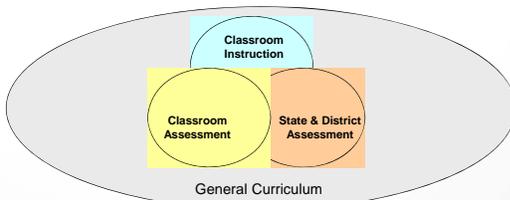
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## Accommodations: The Big Picture

- The use of accommodations are linked through each of these areas:



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## Modifications

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### What About Those Modifications?

- Lower the expectations for content learned and/or demonstration of knowledge
- Fundamentally change the test score
- Do not allow for comparability

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### Modifications

- Modifications change the construct through altering language load, content complexity, and/or cognitive complexity.
- Some examples of modifications:
  - Reduced assignments, requiring student to complete the easiest items
  - Simplified reading passages
  - Reduced response choices

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### Modifications

- Result in implications that could adversely affect students
- Increase the gap between the achievement and expectations for proficiency at a particular grade level.

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## Modification Implications

- Providing modifications during classroom instruction and/or classroom assessments may reduce the opportunity to learn critical content.
- Providing a student with a modification during a state accountability assessment will constitute a test irregularity.

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## Accommodations VS. Modifications

### Accommodations

☒ Eliminate or reduce effects of a student's disability

- Examples:*
- test taken orally
  - large print textbooks
  - additional time to take test
  - locker with an adapted lock
  - weekly home-school communication tool, such as a notebook or daily log book
  - peer support for note taking
  - lab sheets with highlighted instructions
  - graph paper to assist in organizing and lining up math problems
  - tape recorded lectures
  - use of a computer for writing



### Modifications

☒ Lowering learning expectations

- Examples:*
- outline in place of essay for major project
  - Picture Communication Symbols (PCS) choices on tests
  - alternative books or materials on the same theme or topic
  - spelling support from a computerized spell check program
  - word bank of choices for answers to test questions
  - use of a calculator on a calculation math test
  - film or video supplements in place of text
  - questions re-worded using simpler language
  - projects substituted for written reports
  - important words and phrases highlighted

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## Accommodations vs. Modifications

Modifications reduce expectations, could result in greater gaps, and could adversely affect student.




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### Accommodations vs. Modification

- Accommodations provide access and level the playing field.



vs.



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### Accommodations vs. Modifications



Accommodation  
or  
Modification

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### Accommodations vs. Modifications

Accommodation or Modification



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**Wrap-Up**

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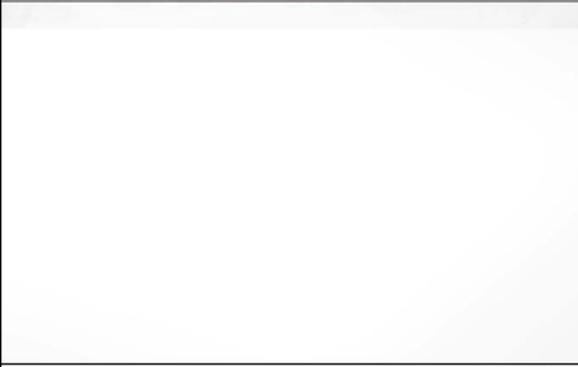
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**End Session One**

Complete Group Activity

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## ACCOMMODATIONS: Part 2

Reviewing Accommodations and  
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## Decision Making Process



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## Decision Making Process

- Accommodations must be selected on the basis of the individual student's needs and **MUST** be consistently used for instruction and assessment.

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**Decision Making Process**

- Effective decision-making begins with making good instructional decisions based on the:
  - Student’s abilities
    - Evaluation results
      - Data collected in the classroom
      - Testing
  - Student’s disability
    - How the child’s disability affects involvement in general education curriculum
  - Present Level of Performance (strengths and needs)

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**Instructional Accommodations**



**Assessment Accommodations**

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**Selecting Accommodations**

- As a team, *ask questions* to help guide the selection of appropriate accommodations.
- Question Number 1:
  - Can the student participate in the lesson in the same way as all other students?
    - Don’t assume the student’s disability will affect their participation in the general classroom without modifications or supports.
    - If ‘No’ then...
- Ask Question Number 2:
  - What supports and/or modifications are necessary for the students full participation in lessons?

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### Potential Problems In Decision Making

- Offering more (or fewer) accommodations than might be needed
- Mismatch between instruction and assessment accommodations
- Lack of documentation about decisions made
- Lack of knowledge about accommodations vs. modifications
- Assessment implications

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### Documenting Accommodations

- Accommodations must be clearly documented in the IEP
  - Instructional accommodations
  - Assessment accommodations

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### Documenting Accommodations

- Accommodations can be documented in 3 areas of the IEP
  - Consideration of Special Factors— assistive technology devices and services
  - Supplementary Aids and Services— aids, services, and other supports
  - Participation in Assessments— how a student will participate in state and district-wide assessments

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### What doesn't work

- Checking off every accommodation available on the IEP, hoping "something" will work
- Failing to keep data on what accommodations do and do not work
- Neglecting to phase out or add new accommodations
- Only considering the list of statewide assessment accommodations
- Providing a group of students the same accommodations

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### State Monitoring of Accommodations

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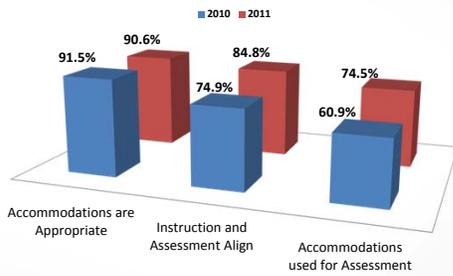
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### Special Education Accommodation Reviews



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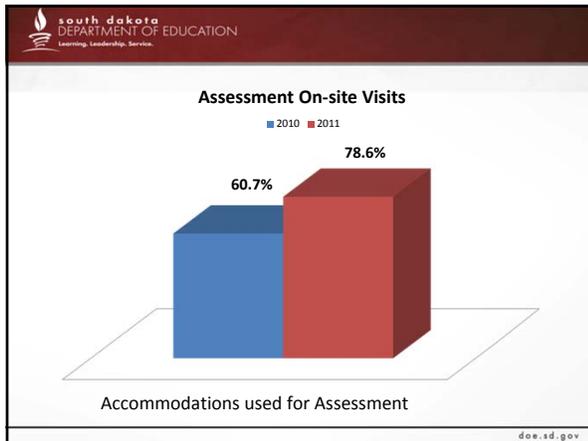
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**Accommodation Study**

- Student Accommodations Survey (SAS) data used to compare instructional accommodations to those provided on STEP

Study 2 Two-Way Congruence	All Study 2 Participants, All Accommodations		Study 2 Reported Users	
	Group (n)	Congruence (%)**	Group (n)	Congruence (%)**
Reading: SAS-STEP	819	94%	1 to 408	33%
Math: SAS-STEP	819	94%	1 to 396	41%

\* Congruence of accommodations listed on both instruments AND accommodations listed on neither instrument  
 \*\* Congruence of accommodations listed on both instruments

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Accommodation	Total (n)	Yes SAS Yes STEP (n)	Yes SAS No STEP (n)	No SAS Yes STEP (n)	No SAS No STEP (n)	All Participant Congruent (%)	Reported Users Congruent (%)
Read aloud	819	277	66	65	411	84%	68%
Small-group testing	819	141	57	108	473	75%	41%
Environment modification	819	65	130	32	592	80%	29%
Repeating and/or simplifying directions	819	46	101	12	660	86%	29%
Flexible schedules	819	24	80	23	692	87%	19%
Use of dictionaries, word lists, glossaries	819	0	27	0	792	97%	0%
Responses marked directly in book	819	8	11	6	794	96%	32%
Visual organizers	819	0	19	1	799	96%	0%
Amplification equipment	819	0	6	1	812	99%	0%
Large print	819	4	1	1	813	100%	67%
Visual aids	819	0	4	1	814	99%	0%
Braille	819	0	2	0	817	100%	0%
Sign language	819	0	1	0	818	100%	0%
Large-diameter pencil, pencil grip, special pencil or pen	819	0	1	0	818	100%	0%
Average						93%	41%

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## Accommodation Monitoring

- What will the Monitoring look Like:
  - Verify accommodations are related to disability
  - Verify assessment accommodations were used for instruction
  - Verify accommodations were provided for assessment

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## What do we look for?

- **Question 1: *Are the accommodations/modifications appropriate for the skill area affected by the disability?***
  - Special Ed. evaluation information
  - PLOP
  - Annual goals
  - Instructional accommodations
  - Special Factors
- Do the instructional accommodations support the needs identified?

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## Reviewing the IEP

### Present Levels of Academic Achievement and Functional Performance

Using the read-aloud accommodation, on the English Reading Literature and Research test correctly answered 31 of 42 items which is a grade appropriate score. He answered more items correctly in the reporting category of understands a variety of printed materials/resource materials (17 of 21) than in the category of understands elements of literature (14 of 21). On the English Writing test he correctly answered 31 of 44 items which is slightly below grade level. He answered more items correctly on the multiple-choice test (16 out of 20 items) than on the short paper test (15 out of 24). Both tests require the student to use the essential skills of planning, composing, and revising in a variety of forms for a variety of purposes, and editing for correct use of language, capitalization, punctuation, and spelling. His most recent standardized testing shows he continues to perform in the low average range (standard scores ranging from 75 to 85) in basic reading skills and has particular difficulty with fluency and comprehension. These assessment performance indicators are consistent with difficulties in his classes on materials where independent reading is expected. His teachers reported that he is a motivated student who actively engages in classroom activities. He is well liked by peers and successfully participates in extra-curricular activities. The English and history teachers report that he had to be continually redirected during instructional time due to excessive talking. He talks over other students and the teacher during instruction and gets angry when redirected. Assigned seating closer to the teacher and quiet teacher reminders reduced these behaviors but did not eliminate them.

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Does the student's behavior impede his or her learning or that of others?  Yes  No  
 If yes, what strategies are required to appropriately address this behavior, including positive behavioral interventions and supports?  
 - needs to improve his on-task behavior in class and acquire self-monitoring over his desire to talk out when it is not appropriate  
 - has begun to show improvement with verbal reminders and redirection however he continues to need support. To support this but develop greater independence, will keep a two colored disc on his desk. If he wants to talk he will turn the disc to green and wait for a visual cue (nod yes or no) from the teacher to indicate if it is an appropriate time to talk. Data will be collected to determine how often he is requesting at appropriate times and inappropriate times and discussed at the end of the week. When he reaches 80% appropriate requests the chips will be phased out. A physical cue of touching on the back will be used to redirect him to on-task behavior, in conjunction with preferential seating in the front of the room.

Assistive Technology Devices and Services?  Yes  No  
 If yes, what device or service will be provided? Read & Write Gold software and texts on tape

Physical Education:  Regular  Not Required  Adaptive: Refer to Goals/Goals & Objectives

Hearing Aid Maintenance:  Not Applicable  Yes: Personal Responsible for Monitoring  
 Describe the monitoring process/frequency necessary for maintenance:

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**Assessment**

Student will be taking state and district wide assessments with or without accommodations. (Accommodations will be determined on page 7.) (Annual goals required)

Student will be taking an alternate assessment (The alternate assessment is for students working in the alternate achievement standards) (Annual goal and short term objectives required)

a. Does the student meet the significant cognitive disability criteria? (If no, student is not eligible to take the alternate assessment)  Yes  No

b. Explain the reason why the student cannot participate in the regular assessment.

c. Explain the reason why the alternate assessment selected is appropriate for this student.

State and/or district-wide assessments are not required at this student's grade level during the course of this annual IEP.

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Measurable Annual Goal # 1

When given an appropriate text, will ask four clarifying questions related to the text read, using why/what if/how questions with 100 percent accuracy in three of five trials, as measured by teacher-charted records.

Measurable Annual Goal # 2

Prior to reading a selection, will look for new and unfamiliar words and use context while reading to define words with 90% accuracy per selection in four out of five trials.

Measurable Annual Goal # 3

For the introductory chapter in each science and social studies unit, will apply context clues to define identified vocabulary terms and use a dictionary to check to see if their meanings are correct with 80% accuracy for each unit.

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Instructional Accommodations/Modifications/Supplemental Aides and Services	Frequency	Location	Begin Date
1. Read & Write Gold or taped texts for reading units above fluency level, science and social studies	daily	general classroom	2-12-09
2.			
3.			

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## What do we look for?

- **Question 2: Are the accommodations/ modifications provided for DSTEP also provided in their instructional program?**
  - Instructional accommodations
  - Special Factors Page - assessment choice
  - Assessment accommodations on IEP
- Do the instructional and assessment accommodations align?

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Iname	fname	LEP	IEP	504	studentid	districtname	grade	Total Accommodations	Reading Test Items read aloud 1
		Y					7	1	x

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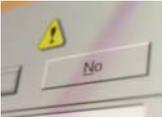
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Examples not aligned

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**Question 1: Are the accommodations/modifications appropriate for the skill area affected by the disability?**

**Present Levels:**  
Summary of Formal Academic Assessment Results: \_\_\_\_\_ is functioning in the above average range in the academic area of math calculation skills. He is functioning in the average range in the academic areas of basic reading skills and math reasoning, and in the low average range in the academic areas of broad reading and reading comprehension. \_\_\_\_\_ is functioning in the low range in the academic area of written language. During testing, \_\_\_\_\_ strengths were in his ability to quickly solve one-digit addition, subtraction, and multiplication problems; his ability to solve math calculation problems; his ability to combine 2 or more simple sentences into one sentence; his ability to solve math story problems; and his ability to use phonics to sound out and read non-words. During testing, \_\_\_\_\_ had the most difficulty with making illogical sentences read logically.

**Academic Needs:** \_\_\_\_\_ needs to continue to work on his writing mechanics such as paragraph and sentence writing using correct subject/verb agreement, punctuation, indentation and correct sentence structure. His lack of skill may hinder him in the other academic areas.

**Measurable Annual Goal 1**  
Given writing assignment, \_\_\_\_\_ will write 3 related paragraphs using correct grammar, sentence structure, punctuation and indentation with 90% accuracy on 5 consecutive trials.

Modification/Accommodation	Instructional Area and Location	Frequency and Duration
Directions given in a variety of ways	English Language Arts Mathematics Science Social Studies Health Reading General Education Classrooms	daily Length of IEP
Text Read	State District-wide Assessments English Language Arts Mathematics Science Social Studies General Education Classroom	daily Length of IEP

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**Wrap-Up**

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**End Session Two**

Complete Group Activity

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**ACCOMMODATIONS: Part 3**

Reviewing Accommodations and  
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**Linda Turner**  
Special Education Programs  
February 2012

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**Preparing for Statewide Assessment**



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**Including All Students In State Accountability**

- Both federal and state laws require that all students with disabilities participate in statewide assessments
  - No students are exempt unless after the testing window a medical emergency waiver is approved by SD DOE
    - Can also be used for out of state students that move in after the STEP-A testing window closes
  - Test Irregularities must be completed for any student not tested
    - Last year the majority of special ed students not tested were missing a test irregularity form and districts had to be audited

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**Including All Students In State Accountability**

- Data from 2011 APR – target was 99.3%:
  - 99.7% participation in math
  - 99.69% participation in reading
  - 11 districts did not meet the participation rate, 10 districts had tested population less than 142.
- SPP for 2012, requires 99.4 % participation for the students with disabilities subgroup.

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## State and District Assessments

- Dakota STEP – 3-8 & 11
- Dakota STEP-A – 3-8 & 11
- State Writing – 5, 7, & 10
  
- District-wide Assessments (ex. SAT 10)

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## Plan prior to assessment

- “Who” will be providing the accommodation
  - Is the student familiar with the testers
  - Is any additional personnel required
- “Where” will the testing occur
  - Consider read aloud and modified schedule
- “How” is the accommodation to be administered
  - Have the appropriate staff received training in providing the accommodation for assessment
  - Is the student familiar with the procedures
  - Is any special equipment required

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## Special Testing Situations

- “Test Security Agreement for Special Accommodation Use” must be received by SD DOE at least one week prior to testing
  - Needed to upload, scan, or photocopy assessment to accommodate accommodations used by the student on a regular basis

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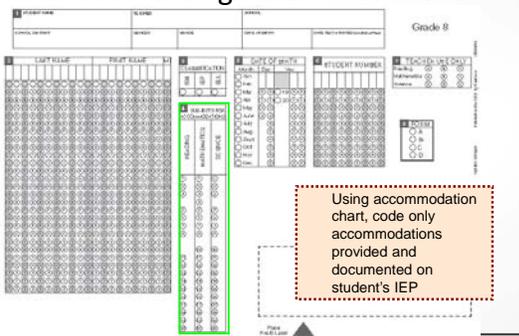
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**Documenting Accommodations**



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**Ethical Testing Practices**

- Unethical practices or inappropriate interaction between test administrator and student include:
  - Coaching student during test
  - Editing student responses
  - Giving clues in any way
  - Changing the content by offering additional information

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**Ensuring Standardization**

- Standardization is the adherence of uniform administration procedures and conditions during an assessment
  - It is necessary to ensure that test results reflect actual student learning
  - The objective is to make fair comparisons between all students

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## Testing Irregularities

- Test Irregularity form needs to be completed
  - Student is not given all accommodation documented on plan
  - Student is given extra accommodations
  - Accommodations not provided appropriately
    - Reading passages were read

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## Special Testing Considerations

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## Read Aloud




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### Read-aloud

- Academic need must be documented on the IEP, 504, LAP plan, or Student Improvement Plan AND on the Read-Aloud Documentation Form
- Read-aloud (“everything read except reading passage”) must be regularly used for assignments and tests in the classroom.

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### Read-aloud

- Absolutely nothing from a reading passage may be read or pronounced, including single words.
- If reading passages to a student on the state reading assessment is allowed on the student’s plan, the student will then be counted as not participating.
  - Complete a test irregularity form

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### Preparing Students for Read Aloud

- Teach students to advocate for their learning.
  - Students with learning disabilities often give up too quickly when faced with difficult passages and may be hesitant to ask for help.
- Teach students to make specific requests when the read aloud accommodation
- These specific requests should be those that parallel test-taking strategies of proficient readers.

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## Read Aloud Strategies

- Background knowledge
  - Proficient readers scan passages, pictures and questions
  - Teach students with disabilities to ask that questions be read before reading the passages aloud in order to provide prior knowledge of what is going to be asked about the passages
    - Mrs. T, please read the questions before you begin reading the passages or story.
  - Asking for the questions gives students clues of what to listen for when reading the passage

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## Read Aloud Strategies

- Highlight important information
  - Research-based strategies emphasize highlighting to aid comprehension of text.
  - Teachers need to be conscious of pacing
  - Focuses student attention on material being read to identify relevant information
    - Mr. S, I want to highlight some facts. Please reread paragraph number 4 again.

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## Read Aloud Strategies

- Reread passages (*teachers are only allowed to read passages for science and math, however student can independently reread passage*)
  - Focuses student back on important details to verify what they know.
  - Teaches students to generate questions in their minds and retell or summarize information.
    - Mr. D, please read the story again so that I may check my answers.
    - Mrs. G, please reread paragraph 4 again.

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## Read Aloud Strategies

- Self-monitoring
  - Teach students to read or have read portions of the text to figure out meaning of unfamiliar words or to clarify understanding
    - Mrs. H, I didn't understand the phrasing in paragraph 7. I'd like to hear it read again, please.

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## Read-aloud Basics

- Readers should read the guidelines in the Test Coordinator Handbook, pages 40-41
- For the Reading Assessment, the reading passages may **NOT** be read to the students.
  - Only the question stems and answer choices of the reading assessment may be read aloud.
  - NO PART of the reading passage may be read.
  - Isolated words in the reading passage may NOT be pronounced.
  - Definitions of words may NOT be given.

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## Read-aloud Basics

- Students may ask to have a *question stem or answer choices* reread to them more than once.
- Students (not adult readers) may go back and reread the reading passage while answering questions.

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### Test Administrator Reads Test Aloud

- Prior to testing:
  - The manner in which this accommodation will be provided must be documented in the IEP/Section 504 Plan
  - For example:
    - Read Aloud Everything
    - Read Aloud by Student Request
    - Read Aloud to Self
  - Each student must be aware of how the test will be read aloud (see above)

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### Test Administrator Reads Test Aloud – Read Everything

- Test administrator must read:
  - Item number
  - Test item
  - Corresponding answer choices
- Pause and allow students to choose an answer
- While students are responding, review next item to determine how it should be read
- Proceed to next item after students have marked their answers

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### Test Administrator Reads Test Aloud – By Student Request

- Student will indicate which item number he/she needs read aloud
- Test administrator should read problem to self prior to reading aloud to student
- Test administrator moves near the student and reads:
  - Item number
  - Test Item
  - Corresponding answer choices

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### Student Reads Test Aloud to Self

- Requires Testing in a Separate Room (one-on-one)accommodation
- If student misreads part of the test, the test administrator or proctor may NOT correct the student
- Use of a whisper-phone is included in this accommodation and must follow the same guidelines



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### Read-Aloud for Groups of Students

- A group should be small (around 4 students)
  - Students receive the read-aloud accommodation in the same way.
  - The students are all in the same grade and have the same form.
- A group is NOT a number of students in a particular room who are taking different forms of the assessment and who are raising their hands at various times to have a word or a distracter pronounced or an item stem read.

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### Read-aloud Basics

- Students should not be tested in a hallway.



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### Read-aloud Basics

- Readers should not inadvertently give clues or hints to answers with their tone of voice, inflection, or pacing.
- Readers should tell students to wait until all the answer choices have been read before attempting to answer the question.
- The reader may emphasize only the words that are in all caps.



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### Read-aloud Basics

- Readers should adapt to the pace of the student(s).
- Readers should wait until all students have finished before going to the next question.



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### Read-aloud Basics

- The reader should NOT say or describe anything that is not written in text.
  - Especially for diagrams, charts, etc.



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**General considerations:**  
**Diagrams, Graphs, Maps Tables, etc.**

- Text labels on diagrams, graphs, maps, tables, charts, timelines, graphic organizers, etc, should be read.
  - Point out each component of the diagram while reading the labels.
  - Cue the student to look at the diagram before reading the words on the diagram.
  - Read the words on a diagram, starting from the left and going across or from the top and going to the bottom, whichever is most appropriate, when reading the captions on the diagram.
- All numbers on complex graphs do not need to be read, unless the student requests it.

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**General considerations:**  
**Diagrams, Graphs, Maps Tables, etc.**

- A table should be read in the **order** that is most relevant for that individual item.
  - For example, when reading an input/output table in math, the table should be read across the rows because that will appropriately reflect how the numbers in the table are related.
- If a diagram does not seem to have any particular organization, the labels can be read in any order, pointing to each label as it is read.
- The reader needs to use the same labels consistently across all content areas. (e.g., degrees symbol, abbreviations for units, numbers with and without decimal points, etc.).
  - A reader should study all of the examples for science, history/government, and mathematics in order to know the procedures to be followed for reading diagrams and labels for any of these content areas.

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**Problem Type: Place Value**

**Example 1**

Sam got 54 stickers from his mother, 47 stickers from his father, and 72 stickers from his uncle. **About** how many stickers did Sam receive?

A 190  
B 170  
C 150  
D 130

**Correct Way to Read**

Sam got fifty-four stickers from his mother, forty-seven stickers from his father, and seventy-two stickers from his uncle. **About** how many stickers did Sam receive?

A one hundred ninety  
B one hundred seventy  
C one hundred fifty  
D one hundred thirty

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**Problem Type: Fractions**

If a test item deals with converting fractions to another form, such as decimals, one of the forms must be read as digits

**Example 2**

The coach used a digital stopwatch to time a race. The fastest time was recorded on this stopwatch:



When the race was over, the coach posted the winning time in fraction form. Which is the winning time?

A  $\frac{17}{1000}$   
 B  $1\frac{7}{10}$   
 C  $1\frac{7}{100}$   
 D  $1\frac{7}{1000}$

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**Problem Type: Fractions**

**Example 2** Correct Way to Read

The coach used a digital stopwatch to time a race. The fastest time was recorded on this stopwatch:

One point seven zero zero

When the race was over, the coach posted the winning time in fraction form. Which is the winning time?

A seventeen one-thousandths  
 B one and seven tenths  
 C one and seven one-hundredths  
 D one and seven one-thousandths

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**Problem Type: Place Value**

When place value is involved in the test item, numbers need to be read as digits, commas, decimals, etc.

What is the decimal form of  $\frac{325}{1000}$ ?

A 32.5  
 B 3.25  
 C 0.325  
 D 0.0325

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**Problem Type:**  
**Place Value**  
**Example 2**

What is the decimal form of  $\frac{325}{1000}$ ?

A 32.5  
 B 3.25  
 C 0.325  
 D 0.0325

**Correct Way to Read**  
 What is the decimal form of three hundred twenty-five divided by one thousand?  
 A three two point five  
 B three point two five  
 C zero point three two five  
 D zero point zero three two five

**Incorrect Way to Read**  
 What is the decimal form of three hundred twenty-five divided by one thousand?  
 A thirty-two and five tenths  
 B three and twenty-five hundredths  
 C three hundred twenty-five thousandths  
 D three hundred twenty-five ten thousandths

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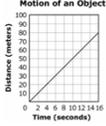
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**Examples of How to Read Items**

The graph below shows the motion of an object.

**Motion of an Object**  


Which term BEST describes the speed of the object?

A) variable  
 B) constant  
 C) increasing  
 D) decreasing

**This item should be read:**  
 The graph below shows the motion of an object. Look at the graph on your test booklet/screen. The title of the graph is: Motion of an object (*point*). The labels on the graph are Distance in meters (*point*) and Time in seconds (*point*).  
 Which term BEST describes the speed of the object?  
 A. variable  
 B. constant  
 C. increasing  
 D. decreasing  
 (Note: Reader should emphasize the word "BEST" using voice inflection.)

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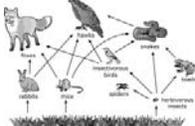
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 A partial food web in a meadow ecosystem is shown below

**Partial Food Web in a Meadow Ecosystem**  


The entire ecosystem would be most affected by a decline in which population?

A) mice  
 B) toads  
 C) Plants  
 D) spiders

**This item should be read:**  
 A partial food web in a meadow ecosystem is shown below.  
 Look at the diagram on your test booklet/screen. (Reader points to each label in the diagram and reads it out loud, in any order.) Foxes, hawks, snakes, toads, herbivorous insects, spiders, insectivorous birds, mice, rabbits, plants.  
 The entire ecosystem would be MOST affected by a decline in which population?  
 A. mice  
 B. toads  
 C. plants  
 D. spiders

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**How would you read aloud this question?**

**Brooke guessed that there are 605,788 buttons in the jar below.**



**Which of the following shows 605,788 written in words?**

- A Six hundred, seventy-eight
- B Six hundred five, seven hundred eighty-eight
- C Six hundred five thousand, seventy-eight
- D Six hundred five thousand, seven hundred eighty-eight

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**Brooke guessed that there are 605,788 buttons in the jar below.**



**Which of the following shows 605,788 written in words?**

- A Six hundred, seventy-eight
- B Six hundred five, seven hundred eighty-eight
- C Six hundred five thousand, seventy-eight
- D Six hundred five thousand, seven hundred eighty-eight

**Brooke guessed that there are six zero five comma seven eight eight buttons in the jar below. Please refer to the diagram in your test booklet. The diagram has a sign stating, guess how many? Which of the following shows six zero five comma seven eight eight written in words?**

- A Six hundred, seventy-eight
- B Six hundred five, seven hundred eighty-eight
- C Six hundred five thousand, seventy-eight
- D Six hundred five thousand, seven hundred eighty-eight

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**Scribe**




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## Scribe

- Writes down or transcribes what a student indicates through assistive device, pointing, sign language, or speech.
- Directions on page 43 of TCH

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## Scribe

- May not edit or alter student work
- Must record word for word
- May not answer or explain anything
- Must allow student to review and edit

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## Other Accommodations



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## Special Administrations

- Sign language interpreter directions pg 41-42
  - Can not sign passages
- Large print directions pg 44-45
  - Must have scribe to transfer answers from large print answer document or book
- Braille directions pg 46-47
  - Must have scribe to transfer answers from large print answer document or book

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## Flexible Schedules/Multiple Sessions

- Student must complete sub-test in one day
- Testing must be complete prior to normal afternoon dismissal
- Students must be allowed bathroom and lunch breaks

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## Flexible Schedules/Multiple Sessions

- Test security must be maintained at all times
- If testing continues past lunch:
  - Student must not communicate with other students during lunch

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### Flexible Schedules/Multiple Sessions

- Some options for providing accommodation:
  - More frequent breaks based on testing time
    - 3 minute break every 15 minutes
    - 5 minute break every 20 minutes
  - More frequent breaks based on item completion
    - 3 minute break every 5 items
    - 4 minute break after each reading passage & items

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### Testing in a Separate Room

- MUST be used if students are provided one or more of the following accommodations:
  - AT Device that reads test aloud (without use of headphones)
  - Student Reads Test Aloud to Self
  - Dictation to a Scribe
  - Interpreter/Translator Signs/Cues Test
  - Multiple Testing Sessions

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## Wrap-Up

- What do I need to do today?
  - Are instructional and assessment accommodations aligned
    - No, amend IEP
  - Are all assessment accommodations on the approved accommodation list
    - No, contact DOE for approval or amend IEP

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## Wrap-Up

- What do I need to do before and day of testing?
  - Review Test Coordinators Handbook and Directions for Administration
  - Structure homogeneous groups for small group administration
  - Prepare for read aloud accommodations
  - Make sure everyone involved is aware of what accommodations are to be provided
  - Verify accommodations were or were not used when coding demographic page
    - If not used as documented on IEP complete a test irregularity form

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- Work together. Develop a plan and review it with appropriate personnel, even if it seems obvious.

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## Wrap-Up

- What do I need to do before the next IEP meeting?
  - Evaluate accommodations to determine if they are still appropriate
  - Get input from the student about their accommodations
  - Make sure need for accommodations can be substantiated and documented

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## Questions

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605-773-6119

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