

# Testing Considerations for Students with Disabilities

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Pre-Assessment Workshops

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# Including All Students In State Assessments

- Both federal and state laws require that all students with disabilities participate in statewide assessments



# Including All Students In State Assessments



- No students are exempt from testing unless:
  - DOE approves a medical waiver after the testing window
  - The student moved in from out of state after the STEP-A testing window closed

# Including All Students In State Assessments

Test Irregularities **must** be completed for any student not tested

<http://doe.sd.gov/oats/dakSTEP.aspx>

## Dakota STEP

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The South Dakota State Test of Educational Progress (Dakota STEP) measures students' mastery of the South Dakota State Academic Standards. South Dakota educators are encouraged to become familiar with the Dakota STEP development process, remain up-to-date on new developments, and provide feedback via the

## DOCUMENTS

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2014 Test Coordinator Handbook

Test Security Agreement/Affidavit  
Testing Irregularity Form  
Checklist for DSTEP  
teacher training



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A large, stylized graphic of a flame in shades of orange and red, positioned on the left side of the page. The word "ACCOMMODATIONS" is written in bold, black, uppercase letters across the middle of the flame.

# ACCOMMODATIONS

# Eligibility for Accommodations

- The student must:
  - Have a disability that necessitates accommodations



# Eligibility for Accommodations

- The student must:
  - Have documentation on file at school that supports the need for the accommodation



# Eligibility for Accommodations

- The student must:
  - Should be using accommodations **routinely** during instruction and similar classroom assessments

Routine use = at least 5 weeks  
prior to test date

# Accommodations

- Do not change level, content, or performance criteria.



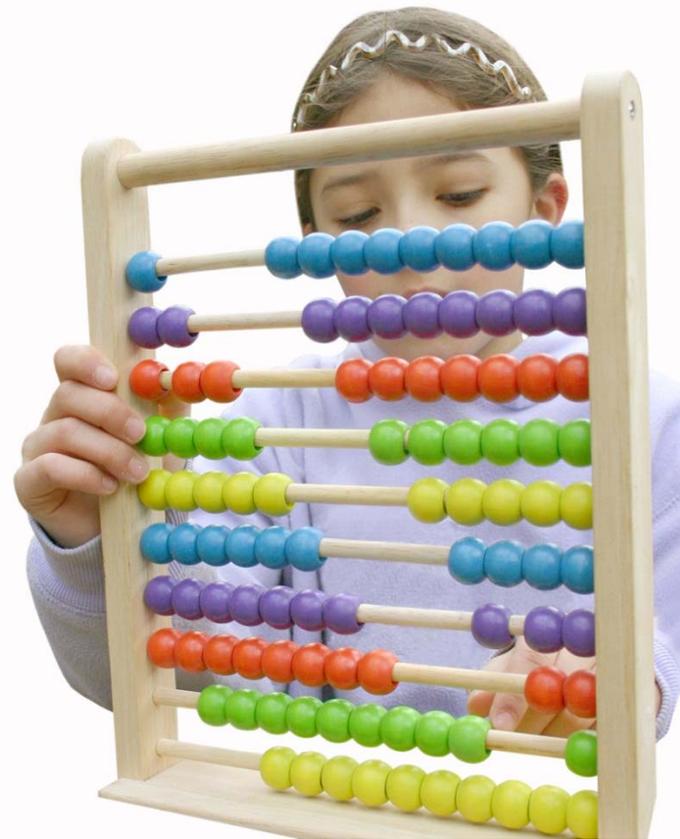
# Accommodations

- Do not reduce the learning expectation



# Accommodations

- Provide the student with equal access and opportunity to demonstrate what is known



# Accommodations

- May be appropriate for instruction but may not be appropriate or allowed on state assessments
  - Example: student-made journals
- Just because an accommodation is not allowed on the state assessment does not mean it isn't appropriate for instruction

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# What About Modifications

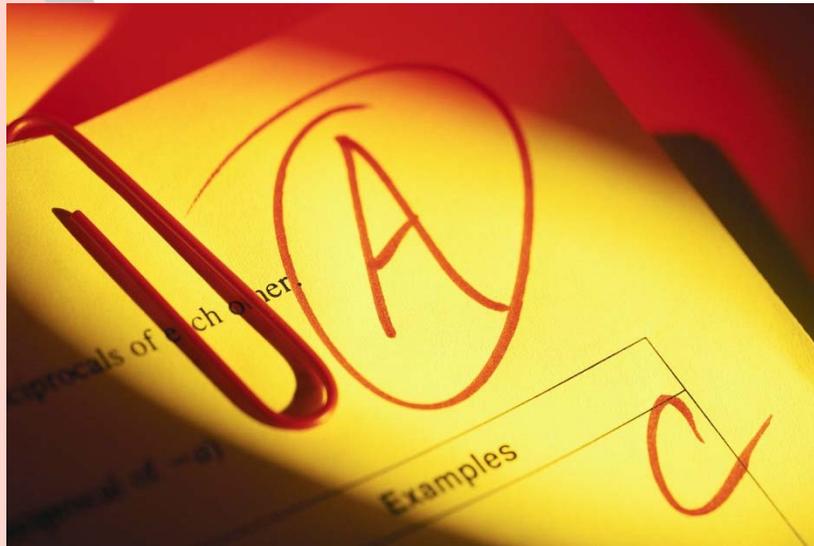
# Modifications

- Lower the expectations for content learned and/or demonstration of knowledge
  - Example: less choices on a multiple choice assessment



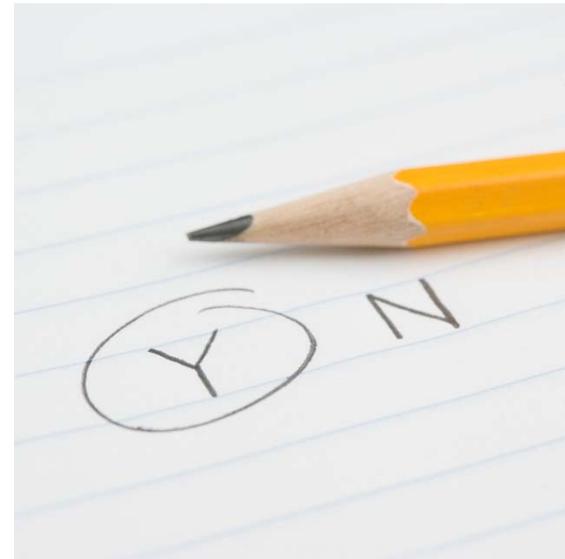
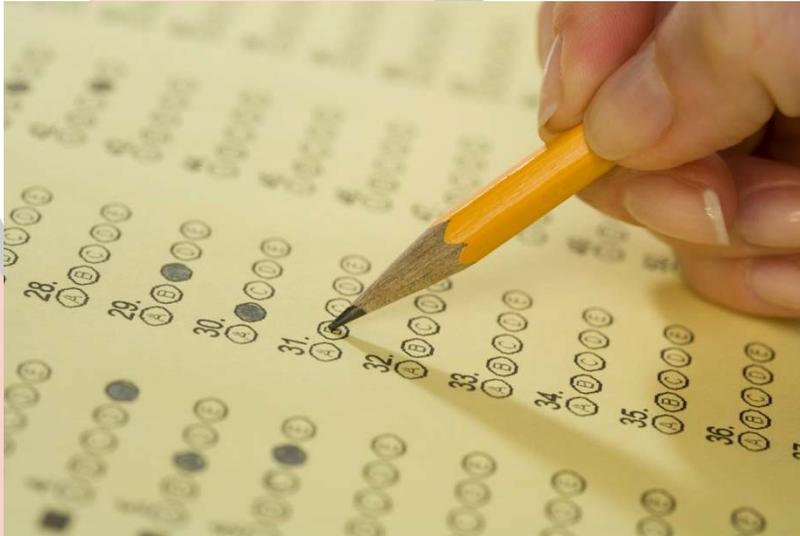
# Modifications

- Fundamentally change the test score



# Modifications

- Do not allow for comparability



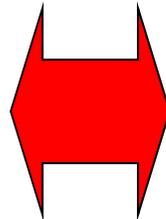
# Accommodations VS. Modifications

## 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
- peer support for note taking
- use of a computer for writing
- Color overlays
- Color contrasts



## Modifications

- ✓ **Lowering learning expectations**

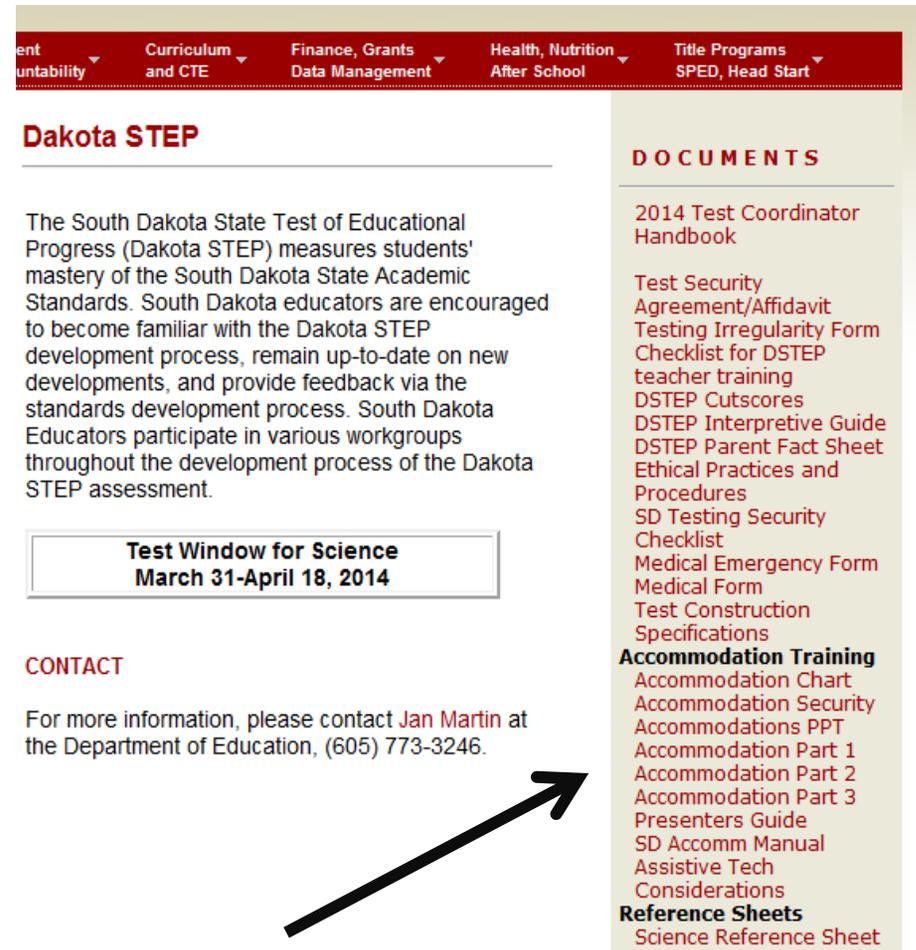
*Examples:*

- alternative books or materials on the same theme or topic
- word bank of choices for answers to test questions
- use of a calculator on a calculation math test
- questions re-worded using simpler language
- important words and phrases highlighted
- Elimination of answers for multiple choice question

# Accommodation Materials

- Revised Accommodation Manual dated Feb. 2012
- LiveMeeting presentation trainings on
  - Providing and documenting accommodations for statewide assessment
  - Targeted for teachers
  - Read aloud guidelines covered

<http://doe.sd.gov/oats/dakSTEP.aspx>



The screenshot shows the Dakota STEP website interface. At the top, there is a navigation bar with dropdown menus for 'Stability', 'Curriculum and CTE', 'Finance, Grants and Data Management', 'Health, Nutrition After School', and 'Title Programs SPED, Head Start'. Below this, the 'Dakota STEP' section is highlighted. It contains a paragraph describing the South Dakota State Test of Educational Progress (Dakota STEP) and its purpose. A box below this text indicates the 'Test Window for Science' from March 31 to April 18, 2014. A 'CONTACT' section provides information for Jan Martin at the Department of Education. On the right side, there is a 'DOCUMENTS' section with a list of various forms and guides, including the 2014 Test Coordinator Handbook, Test Security Agreement/Affidavit, and various accommodation forms and guides. A large black arrow points from the bottom right of the screenshot towards the 'DOCUMENTS' list.

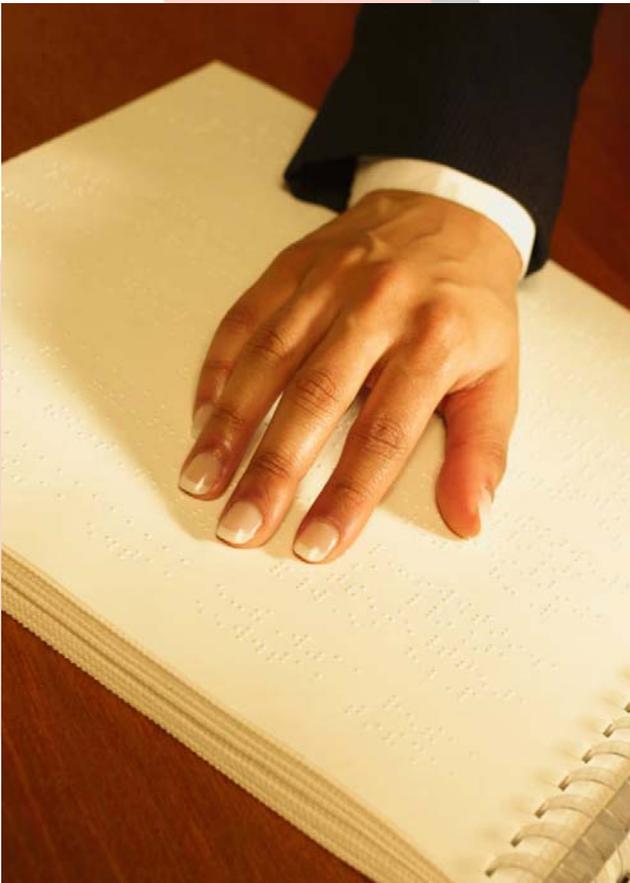


# Administering Accommodations

# Braille and Large-Print Tests

## D-Step Science

- Tests were pre-ordered by district test coordinators in November
- Directions on page 43-46 of TCH
  - No field test items on Braille and Large-Print tests: those items are skipped, do not bubble in those numbers on bubble sheet when transcribing answer choices



# Braille and Large-Print Tests

## Smarter Balanced (SBAC)

- Braille assessment provided with the refreshable Braille display (see Smarter Balanced Technology Requirements for Text-To-Braille document - <http://sbac.portal.airast.org/field-test/resources/>)
- Large-print provided through embedded tool (Zoom)
- Magnification may be provided through an assistive technology device



# Sign Language Interpreters

## D-Step Science

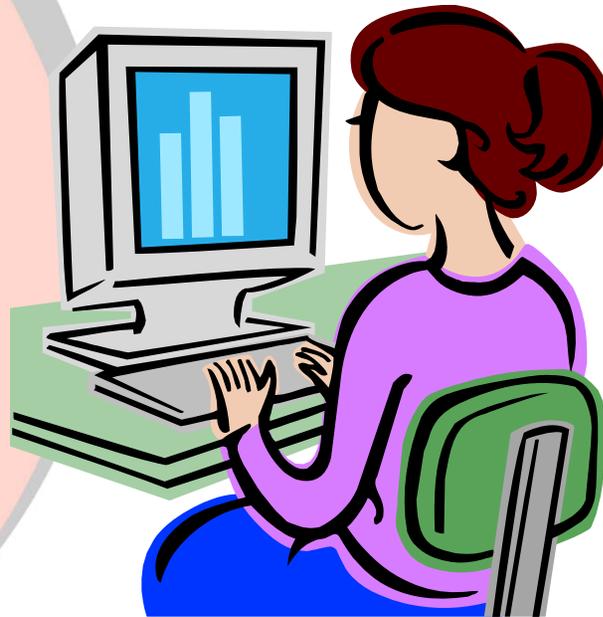
- Preparing for a Signed Administration
  - Previewing test content is allowed in order to properly prepare for a signed administration
  - Follow all standard test security policies outlined in TCH pg 40-41



# Sign Language Interpreters

## Smarter Balance (SBAC)

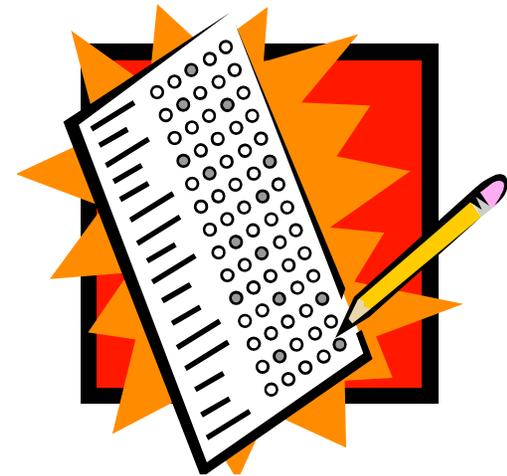
- Provided as an embedded accommodation



# Scribe

## D-Step Science

- Writes down or transcribes what a student indicates through assistive device, pointing, sign language, or speech.
  - May not edit or alter student work
  - Must record only answers identified
- Directions on page 44 of TCH



# Scribe

## Smarter Balance (SBAC)

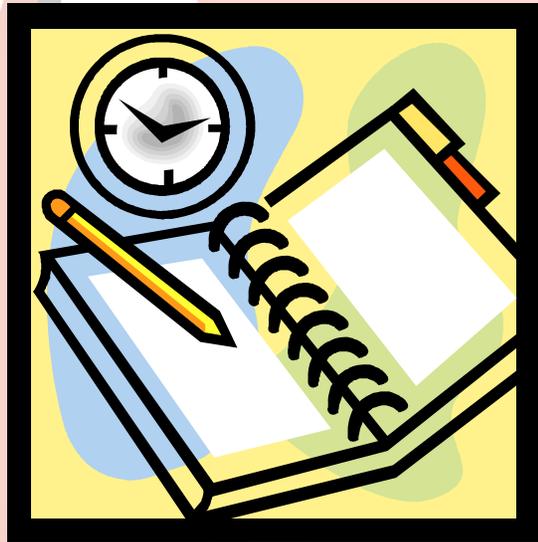
- A trained and qualified human records verbatim what has been dictated
  - May not edit or alter student work
  - Must record only answers identified



# Flexible Schedules/Multiple Sessions

- **D-Step Science**

- 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



# Flexible Schedules/Multiple Sessions

- **Smarter Balanced (SBAC)**
  - Breaks of more than 20 minutes will prevent students from returning to previous items



A stylized graphic of two flame-like shapes in shades of orange and red, positioned on the left side of the page. The larger flame is on the right, and the smaller one is on the left. Both have a grey outline.

# **Text-to-Speech And/or Read Aloud**

# Text-to-Speech/Read Aloud Accommodation: Need

- For a student who needs the assessment read to him/her.
  - Includes an adult reading
    - a single word,
    - a single distracter, or
    - a single stem



# Text-to-Speech/Read Aloud Accommodation: Need

- Must have the read-aloud accommodation provided in the classroom on a regular basis (i.e., as an on-going practice),
  - for both instructional material and assessments/tests.
  - Need the opportunity to practice
    - listening carefully to the adult reader
    - while following along in text



# Text-to-Speech/Read Aloud Accommodation: Policy

## D-Step Science

- Readers receive **training** and review the assessment before test administration.  
<http://doe.sd.gov/oats/dakSTEP.aspx> (12:50)
  - Readers can have access to the assessment to review, no more than 1 week prior to the test administration.
  - The assessment should never leave the building.
  - The readers need know how to pronounce all of the words, abbreviations, and symbols contained in the assessment.
  - Readers need to be familiar with the assessment to ensure no answer will be provided due to reading the assessment.
- The local district test coordinator is responsible for maintaining test security during the review period.

### DOCUMENTS

2014 Test Coordinator Handbook

Test Security Agreement/Affidavit  
Testing Irregularity Form  
Checklist for DSTEP teacher training  
DSTEP Cutscores  
DSTEP Interpretive Guide  
DSTEP Parent Fact Sheet  
Ethical Practices and Procedures  
SD Testing Security Checklist  
Medical Emergency Form  
Medical Form  
Test Construction Specifications

**Accommodation Training**  
Accommodation Chart  
Accommodation Security Accommodations PPT  
Accommodation Part 1  
Accommodation Part 2  
Accommodation Part 3  
Presenters Guide  
SD Accom Manual  
Assistive Tech Considerations



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# Text-to-Speech/Read Aloud Accommodation: Policy

## Smarter Balanced (SBAC)

- Readers must be trained and qualified
  - Must be a certified staff (not a para)
- Text-to-Speech provided as an embedded support

## Training

Watch the training test in a secured browser with the text-to-speech enabled for both reading and math to understand how the items are read aloud

<http://sbac.portal.airast.org/practice-test/>

# Text-to-Speech/Read Aloud Accommodation : Policy

## D-Step Science

- All text in Science can be read (unless it provides an answer).
- The reader may emphasize only the words **bolded**, **CAPITALIZED**, or *italicized*.
- Definitions of words may NOT be given.
- If the student requests, the reader can read an item again.
- The reader should be very careful not to say or describe anything that is not written in text, especially for diagrams, charts, etc.

# Text-to-Speech/Read Aloud Accommodation : Policy

## Smarter Balance (SBAC)

- Text-to-Speech provided as an embedded support
- Students must have headsets
- More information provided through SBAC Levels of Support
- If human reader is needed, must be a certified staff (teacher) and must be trained



# Text-to-Speech/Read Aloud Accommodation: Policy

## D-Step Science

- The read aloud accommodation (#6) must occur in a separate small group or individual setting.
  - Do not read-aloud in areas that distract those receiving the accommodation or other students.
  - Do NOT code small group or individual (#16 or #17 small group) unless it is a specific accommodation on the IEP, 504 or ELL plan



# Text-to-Speech/Read Aloud Accommodation: Policy

## Smarter Balance (SBAC)

- Headphones used when text-to-speech is provided
- Can be provided in the same location as other students or in an alternate setting



# Read Aloud Accommodation : Policy

## Individual vs. Small Group Policy

- Best practice is to provide the read-aloud accommodation to individual students



# Read Aloud Accommodation : Policy

## Individual vs. Small Group Policy

- A small group of students (not more than three) must receive exactly the same read-aloud accommodation at the same time.
  - 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 in a distracter pronounced, or an item stem read, for example.



# Read Aloud Accommodation : Policy

## Individual vs. Small Group Policy

- Small group not appropriate for the **Smarter Balance** (SBAC) Assessment as students will not have the same questions.



# Read Aloud Accommodation: Policy

- Potential for a student copying another student's answers or being influenced by another student's behavior:



# Read Aloud Accommodation: Policy

1. Consider how students will be seated, or whether carrels or dividers need to be used with a particular group of students.



# Read Aloud Accommodation: Policy

2. If one student marks an answer immediately after hearing an answer choice and this action influences another student to do the same thing, the reader might consider asking students to listen to the entire item before marking their answers.



# Read Aloud Accommodation: Policy

3. It is the responsibility of the reader to make sure that any student receiving the read-aloud accommodation in a small group is not being influenced by another student.



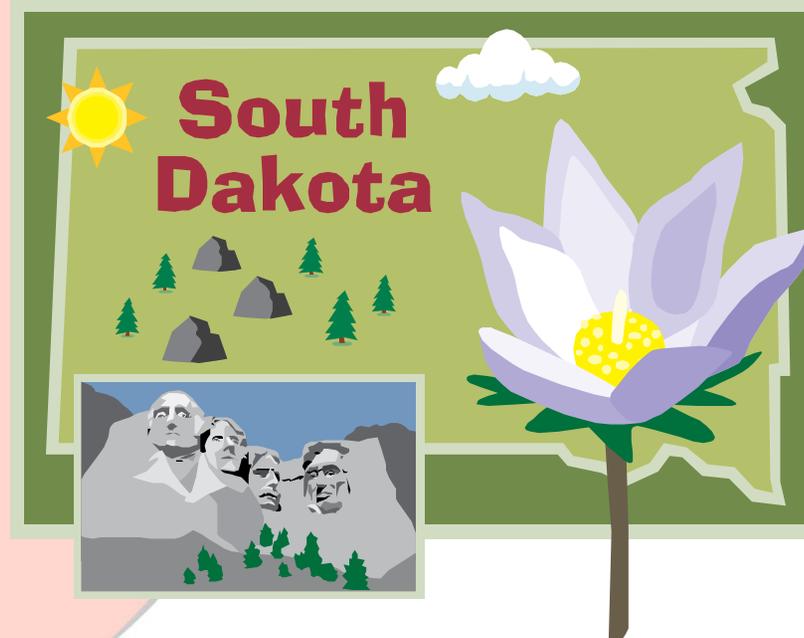
# Read Aloud Accommodation: Policy

- Readers may not clarify, elaborate, or provide assistance to students
  - Care to not give clues that indicate the correct answer or help eliminate some answer choices
  - Care to not cue the student using voice inflection, or by providing information that is not in the text.
  - Stand to the side or behind the student to avoid facial expressions, eye contact, and body language that might inadvertently cue the student.

# Read Aloud Accommodation :

## Diagrams, Graphs, Maps Tables, etc.

- Text labels on diagrams, graphs, maps, tables, charts, timelines, graphic organizers, etc, should be read.



# Read Aloud Accommodation :

## Diagrams, Graphs, Maps Tables, etc.

- Point to each component of the diagram while reading the labels
- Cue the student to look at the diagram before reading the words on the diagram
- Point to 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.



# Read Aloud Accommodation :

## Diagrams, Graphs, Maps Tables, etc.

- All numbers on complex graphs do not need to be read, unless the student requests it.



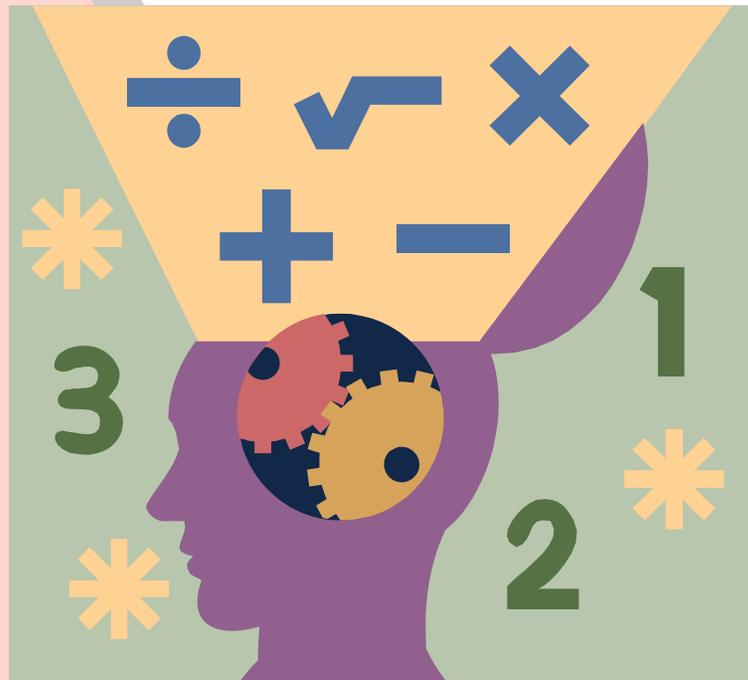
# Read Aloud Accommodation : Math Assessment

- Read numerals as numbers unless the question refers specifically to place value.
  - 23.67 should be read as “two three point six seven” not as “twenty-three and sixty-seven hundredths”
  - Items not testing place value, read number as an adult reader would say them.



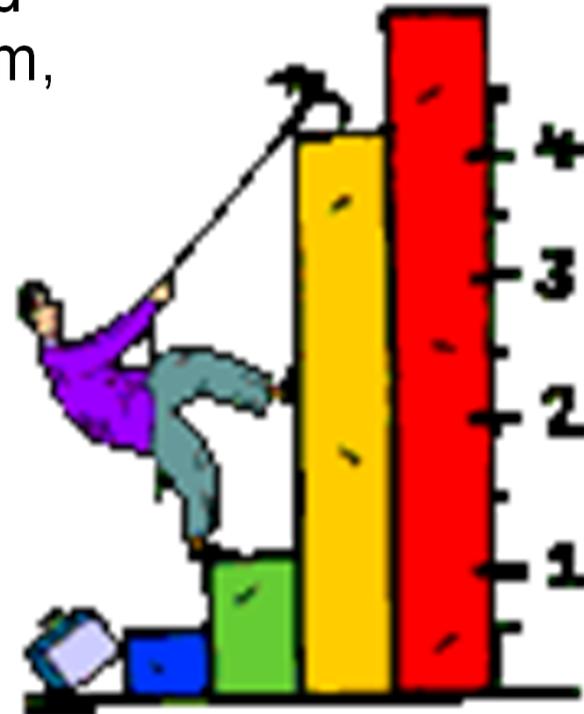
# Read Aloud Accommodation : Math Assessment

- Symbols for operations can be read.



# Read Aloud Accommodation : Math Assessment

- Tables described by size and labels, and read top to bottom, and then left to right.



## Examples Of How To Read An Item:

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

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  $1\frac{7}{1000}$



## Examples Of How To Read An Item:

### Example 2

### Correct Way to Read

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

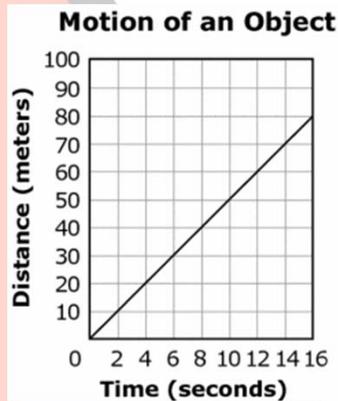
One point seven zero zero

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
- 

# Examples Of How To Read An Item

The graph below shows the 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 bolded word “best” using voice inflection.**



# Accommodations for State Assessments

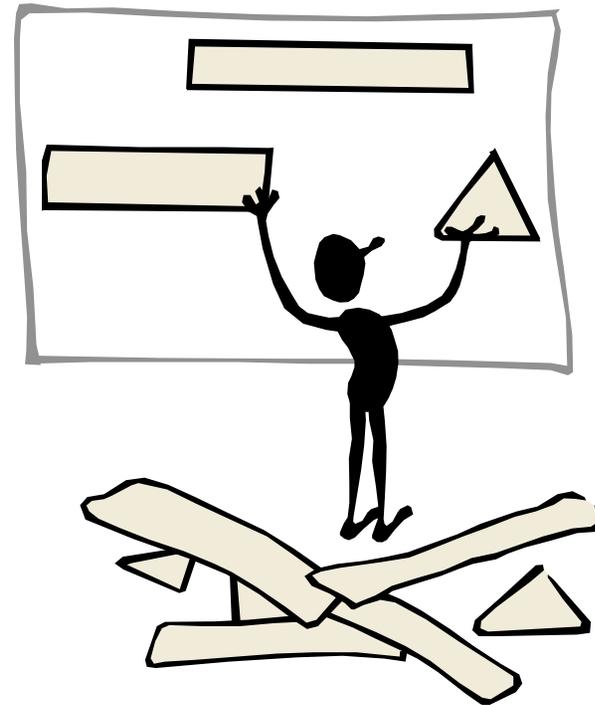
# Administering State Assessment Accommodations

- Test administrators should
  - know what accommodations each student will use
  - how to provide accommodations properly



# Administering State Assessment Accommodations

- Communicate any last minute changes to testing coordinators and test administrators



# Administering State Assessment Accommodations

- Avoid these common testing irregularities:
  - Student did not receive accommodation
  - Student received the wrong accommodation





**Testing Day...  
Be Prepared!!**

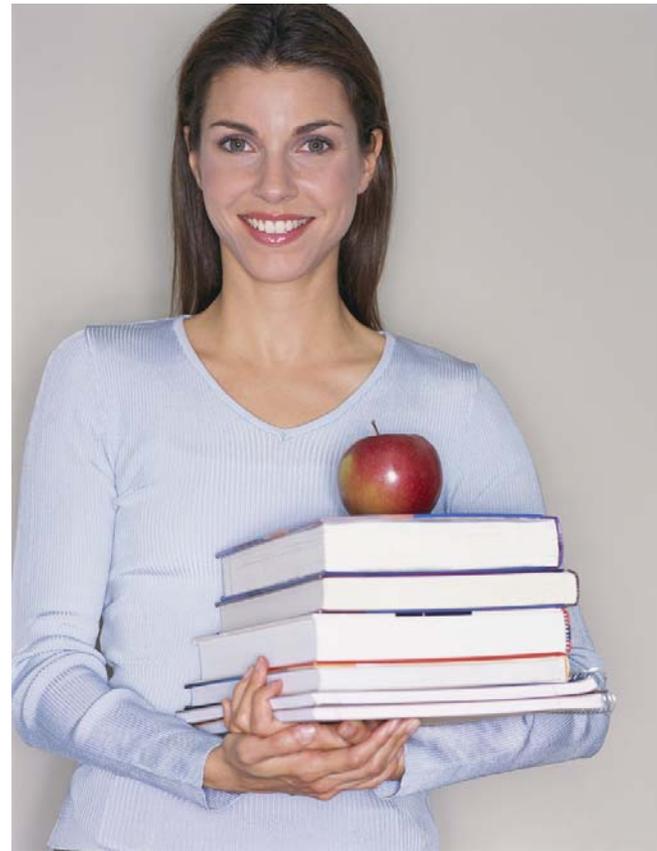
# Planning for Accommodations

- Plan prior to assessment:
  - Has the accommodation been made available for the online assessment



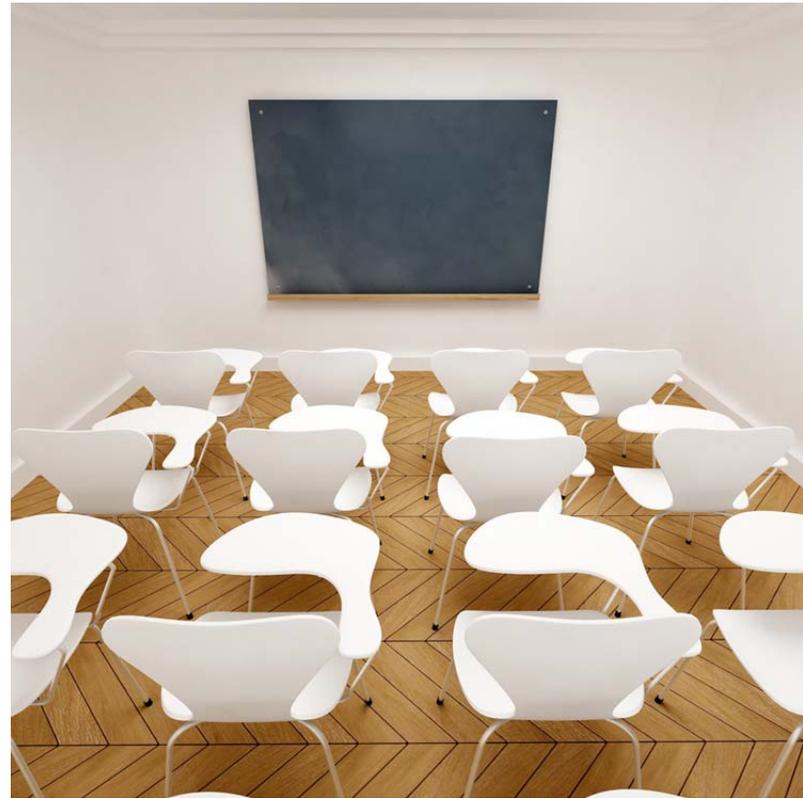
# Planning for Accommodations

- Plan prior to assessment:
  - Who will be providing the accommodation



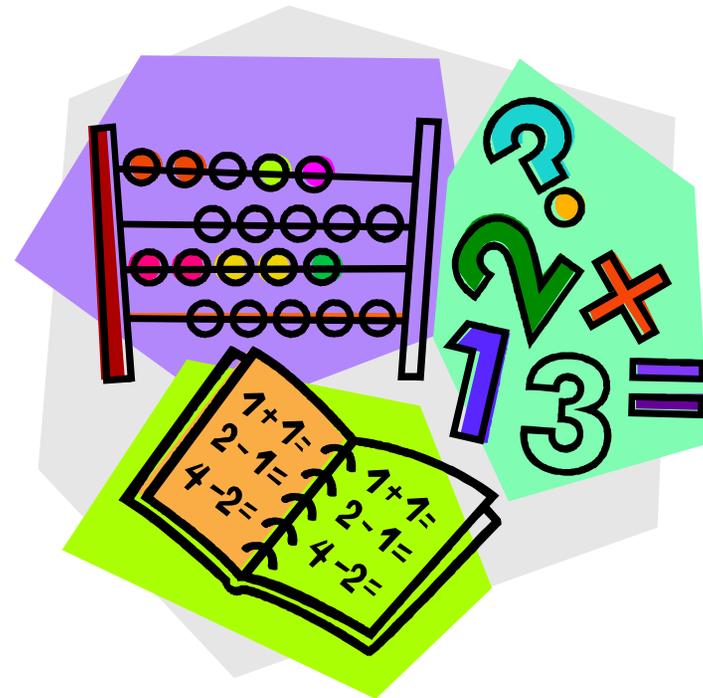
# Planning for Accommodations

- Plan prior to assessment:
  - Where will the testing occur



# Planning for Accommodations

- Plan prior to assessment:
  - Is any special equipment or additional personnel required



# Planning for Accommodations

- Plan prior to assessment:
  - Have the appropriate staff received training in providing the accommodation for assessment



# Planning for Accommodations

- Plan prior to assessment:
  - Is the student familiar with the procedures and the testers



# Prior to Day of Assessment

- Be certain test administrators know the accommodations to be provided and how to administer accommodations
  - Directions for readers, scribes, and sign language interpreters in TCH



# Prior to Day of Assessment

- Develop a data base to monitor how accommodations will be delivered
  - Have teachers submit student's accommodation list for D-Step Science and Smarter Balanced (SBAC)
  - <http://doe.sd.gov/octe/documents/AccomWork.pdf>

## Designated Supports and Documented Accommodations for the Smarter Balanced and D-STEP Science Assessments

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Sped Teacher: \_\_\_\_\_

IEP  yes  no 504 Plan  yes  no

IEP Date: \_\_\_\_\_ Disability: \_\_\_\_\_

Accommodations  yes  no

The following designated supports and documented accommodations are to be made/marked in TIDE (Test Information Distribution Engine) for this student for the SBAC English Language Arts (ELA) and Mathematics

ELA=English Language Arts, M=Mathematics

### Embedded Designated Supports and Accommodations

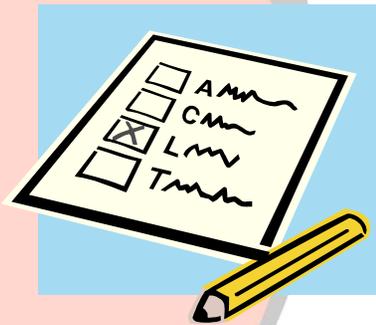
ELA	M	
<input type="checkbox"/>	<input type="checkbox"/>	<b>Color Contrast</b>
<input type="checkbox"/>	<input type="checkbox"/>	Black on Rose
<input type="checkbox"/>	<input type="checkbox"/>	Yellow on Blue
<input type="checkbox"/>	<input type="checkbox"/>	Reverse Contrast
<input type="checkbox"/>	<input type="checkbox"/>	Medium Gray on Light Gray
<input type="checkbox"/>	<input type="checkbox"/>	<b>Masking</b>
<input type="checkbox"/>	<input type="checkbox"/>	Make Available
<input type="checkbox"/>	<input type="checkbox"/>	<b>Permissive Mode</b>

### Non-Embedded Designated Supports

ELA	M	
<input type="checkbox"/>	<input type="checkbox"/>	Bilingual Dictionary
<input type="checkbox"/>	<input type="checkbox"/>	Color Contrast
<input type="checkbox"/>	<input type="checkbox"/>	Color Overlay
<input type="checkbox"/>	<input type="checkbox"/>	Glossary - Spanish
<input type="checkbox"/>	<input type="checkbox"/>	Glossary - Arabic
<input type="checkbox"/>	<input type="checkbox"/>	Glossary - Cantonese
<input type="checkbox"/>	<input type="checkbox"/>	Glossary - Filipino
<input type="checkbox"/>	<input type="checkbox"/>	Glossary - Korean

# Verifying Accommodations

- Test coordinator is responsible to verify that documented accommodations for state assessments were received



# Verifying Accommodations

- Complete test irregularity forms if:
  - Not all accommodations on IEP were provided
  - Extra accommodations were provided that were not on the IEP
  - Accommodations were not administered appropriately (reading passages were read, student wasn't tested in small group...)
  - <http://doe.sd.gov/oats/dakSTEP.aspx>

## Dakota STEP

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The South Dakota State Test of Educational Progress (Dakota STEP) measures students' mastery of the South Dakota State Academic Standards. South Dakota educators are encouraged to become familiar with the Dakota STEP development process, remain up-to-date on new developments, and provide feedback via the

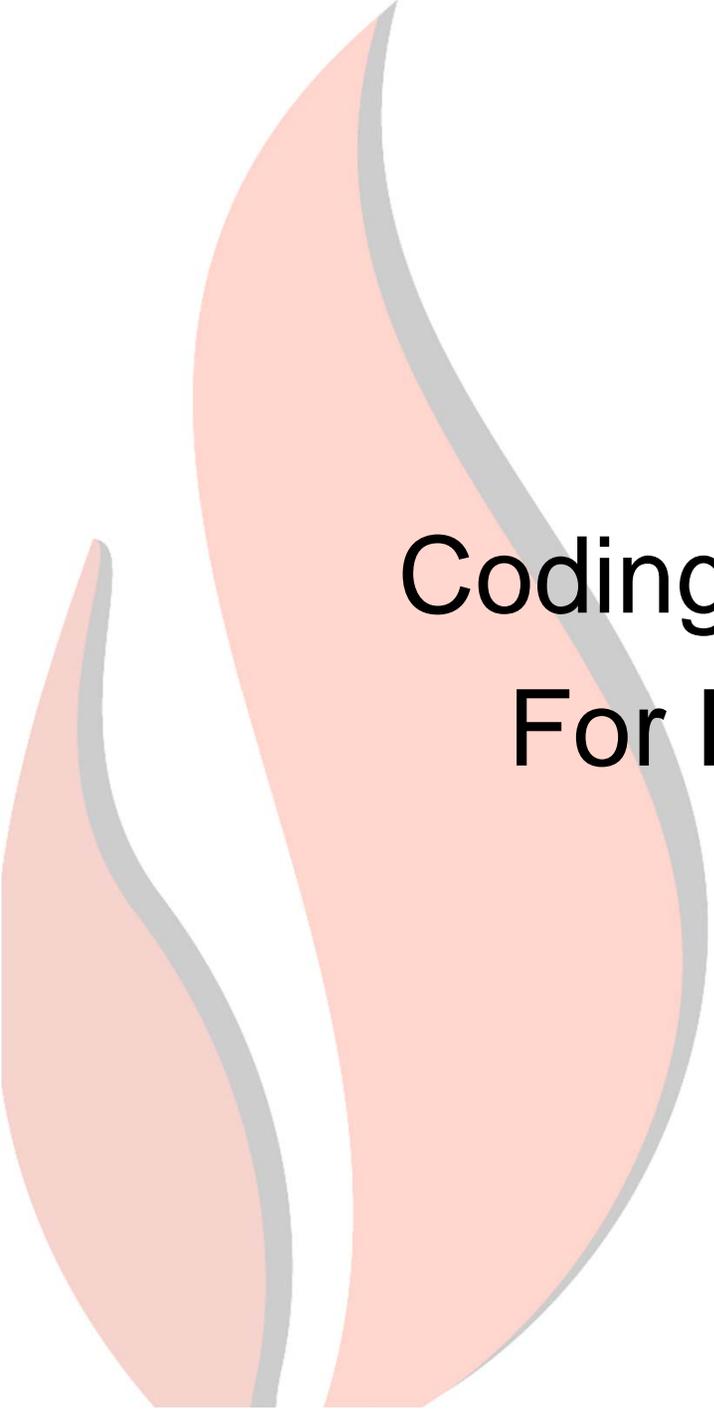
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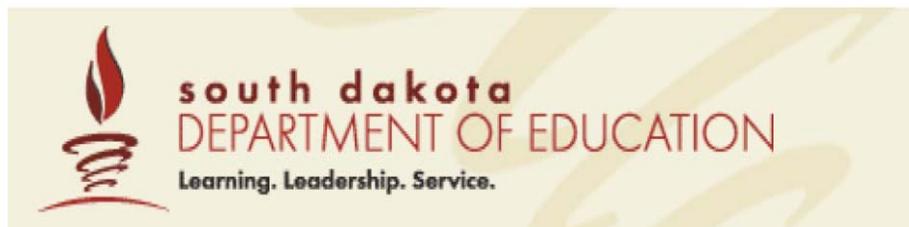


A stylized graphic of two flame-like shapes on the left side of the page. The shapes are filled with a light orange color and have a grey outline. The larger shape is on the right, and the smaller one is on the left.

# Coding Accommodations For **D-Step Science**

# Special Testing Situations For D-Step Science Only

- “Test Security Agreement for **Special Accommodation Use**” for **D-Step Science** 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
  - <http://doe.sd.gov/oats/documents/Acsecurit.pdf>



## Test Security Agreement for Special Accommodation Use

\_\_\_\_\_ (student's name) in \_\_\_\_\_ (grade) states on their accommodation page of the IEP that \_\_\_\_\_, a specialized accommodation, is necessary. This requires the district to upload / scan / photocopy the \_\_\_\_\_ test materials for specialized accommodation use approved by South Dakota Department of Education (SDDOE).

\_\_\_\_\_ (district) will submit to the SDDOE Assessment Director 20 school days prior to testing the child:

1. Copy of the student's IEP cover sheet
2. Copy of the student's accommodation page
3. The signed test security agreement found in the Testing Coordinator's Handbook
4. The above information filled out



# Coding for D-Step Science

Accommodation chart on page 28 of Test Coordinator Handbook

Science		Accommodation Codes	Accommodations for Special Populations
IEP/504	LEP		Presentation Accommodations
✓		1	Large-print test booklets and/or answer documents
✓		2	Visual aids (magnifiers, templates)
✓		3	Sign language (ASL, cued speech)
		4	Abacus for visually impaired/ELL
✓		5	Braille test booklets
✓	✓	6	Test Items read aloud, including audiotape/cd and assistive technology (does NOT include <i>Reading Comprehension</i> passages)
✓	✓	7	Repeating and/or simplifying directions
✓		8	Amplification equipment (hearing aid, auditory trainer)
		9	NA
✓		10	Talking calculators, provided the student is tested individually or with the use of headphones.
			<b>Response Accommodations</b>
✓		11	Responses marked directly in test booklet or on large-print answer document, also includes oral, sign language, Braille, and recorded responses to test items (answers must be transcribed to scorable answer document by scribe)
✓		12	Large-diameter pencil, pencil grip, special pencil or pen
	✓	13	Word to Word Glossary
✓	✓	14	Visual organizers (i.e. templates, masks, markers, graph paper, rulers)
			<b>Setting, Timing, and Scheduling Accommodations</b>
✓	✓	15	Environmental modifications (i.e. special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carrels, special seating)
✓	✓	16	Small group administration
✓	✓	17	Individual administration
✓		18	Home/Hospital Setting
✓	✓	19	Flexible schedules (i.e. time of day, multiple breaks, etc.)
		20	Other (with prior approval from SD DOE)

# Documenting Accommodations

<b>1</b> STUDENT NAME		TEACHER		SCHOOL	
SCHOOL DISTRICT		GENDER	GRADE	DATE OF BIRTH	DATE TEST STARTED (month/day/year)

Grade 8

<b>2</b> LAST NAME										<b>3</b> CLASSIFICATION										<b>4</b> DATE OF BIRTH			<b>5</b> STUDENT NUMBER										<b>6</b> TEACHER USE ONLY		
										<input type="checkbox"/> 504 <input type="checkbox"/> IEP <input type="checkbox"/> ELL			Month: <input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> June <input type="radio"/> July <input type="radio"/> Aug <input type="radio"/> Sept <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec Day: <input type="text"/> <input type="text"/> Year: <input type="text"/> <input type="text"/>			Science Accommodations: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10			Science (A) (B) (C)																
[Bubble grid for last name]										[Bubble grid for classification]			[Bubble grid for date of birth]			[Bubble grid for student number]										[Bubble grid for teacher use only]									

Box 3 must be completed for all students with an IEP (including speech only), 504 or identified as ELL whether they receive accommodations or not



# What Not To Code for D-Step Science

- Only code accommodations provided that are documented on the IEP.



# What Not To Code for D-Step Science

Do not code accommodations if required due to the nature of assessments

- Student was ill day of testing so later tested individually
- Test read aloud is an accommodation but it is done in the regular classroom. For STEP the student must be removed so code read aloud but not small group.





# Questions



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