

# Section 6: Accommodations Tools for Students with Disabilities

## Tool SWD-1

### Access Needs That May Require Accommodations

**Directions:** Use these questions to identify various types of Presentation, Response, Timing/Scheduling, and/or Setting accommodations for students with disabilities. The list is not exhaustive—its purpose is to prompt members of IEP Teams to consider a wide range of accommodation needs. Use the list in planning by indicating **Y** (Yes), **N** (No), or **DK/NA** (Don't Know or Not Applicable).

<b>Presentation Accommodations</b>	<b>Y</b>	<b>N</b>	<b>DK/NA</b>
1. Does the student have a visual impairment that requires magnification devices, large print, or braille materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can the student follow oral directions from an adult or audio materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are assistive technology devices indicated on the student's IEP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has the student been identified as having a reading disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student have issues with decoding, comprehension or fluency that may require the reading of tests or sections of tests in order to demonstrate knowledge of subject areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the student have a hearing impairment that requires an interpreter/transliterater to sign interpret/transliterate directions and/or entire test?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the student have a hearing impairment and need an audio amplification device?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Response Accommodations</b>			
10. Does the student have a disability that affects the ability to record his or her responses in the standard manner such as using a pencil or writing instruments and need a scribe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the student have difficulty communicating and need an augmentative communication system or speech generating device?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does the student read braille and use braille for writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the student have difficulty tracking from one page to another and maintaining his or her place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the student use a word processor to complete school work/homework assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the student have difficulty with mathematical calculation or reasoning and need access to mathematical tools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the student use a recording device to complete assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the student have a disability that affects his/her ability to spell?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Tool SWD-1 (continued)

## Access Needs That May Require Accommodations

<i>Response Accommodations</i>	Y	N	DK/NA
18. Does the student have a visual or motor disability that affects his/her ability to perform mathematics computations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Timing and Scheduling Accommodations</b>			
19. Can the student work continuously for the length of time allocated for standard test administration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Does the student use other accommodations or adaptive equipment which require more time to complete test items (e.g., braille, scribe, use of head pointer to type)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Does the student tire easily due to health impairments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Does the student have a visual impairment that causes eyestrain and requires frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Does the student have a learning disability that affects the rate at which he/she processes written information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Does the student have a motor disability that affects the rate at which he/she writes responses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Does the student take any type of medication that affects performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Does the student's attention span and/or distractibility require shorter working periods and frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Setting Accommodations</b>			
27. Do others easily distract the student and/or does he/she have difficulty remaining on task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Does the student require any specialized equipment or other accommodations that may be distracting to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Does the student have visual or auditory impairments that require special lighting or acoustics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Can the student focus on his/her own work in a setting with large groups of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Does the student exhibit behaviors that may disrupt the attention of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Do any physical accommodations need to be made for the student in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Tool SWD-2

## Accommodations from the Student’s Perspective

Use this form to collect information about needed accommodations from the student’s perspective. The questions can be completed independently or as part of an interview process. Whatever method is used however, make sure that the student understands the concept of an “accommodation,” providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now, which is your best class?
  
2. Explain what you do well in this class.

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

3. Now ask yourself, what class is hardest?
  
4. What’s the hardest part of this class for you?

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

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

Classes	Accommodations

# Tool SWD-3

## Assessment Accommodations Plan

Case Manager \_\_\_\_\_

Name \_\_\_\_\_ Special Education Teacher \_\_\_\_\_

Date of Assessment \_\_\_\_\_ Year \_\_\_\_\_ Building/School \_\_\_\_\_

Name of Assessment \_\_\_\_\_ General Education Teacher \_\_\_\_\_

Is the student a SWD and also an English learner?  Yes  No

Assessment accommodations student needs for this assessment and date arranged: Date

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

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

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

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

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

Person responsible for arranging accommodations and due date: Date

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

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

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

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

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

Room Assignment for Assessment: \_\_\_\_\_

Planners for this process (signatures): \_\_\_\_\_  
\_\_\_\_\_

Section 6

# Tool SWD-4

## Assessment Accommodations Agreement

Here is an example of a form a student could carry on test day. This type of form puts the student in charge (building self advocacy skills) and sets the expectation that, with these accommodations, the student can demonstrate his or her knowledge on the test. Some accommodations (e.g., special test editions) need to be arranged long before test day, but should still be included on this list to make sure the student receives the correct test book. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. The student should present the list of necessary accommodations to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, \_\_\_\_\_  
(Student's Name)

need the following accommodations to take this test:

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

\_\_\_\_\_  
(Name of Special Education teacher, parent, principal, and/or related service provider)

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

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Parent/Guardian Signature)

\_\_\_\_\_  
(Date)

# Tool SWD-5

## Logistics Planning Checklist

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

### ***Accommodations Throughout the Academic Year***

**Y      N      NA**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1. Accommodations are documented in the student's IEP or 504 Plan.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Student uses accommodations regularly and evaluates use.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A master accommodations plan/database listing assessment accommodation needs for all students tested is updated regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ***Preparation for Test Day***

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 4. Special test editions are ordered for individual students based on information contained in the master accommodations plan (e.g., audio tape, Braille, large print).                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Test examiners and accommodators receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Test examiners and accommodators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Trained human readers, scribes, and interpreters/transliterators for the deaf or hard of hearing 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., calculator, recording devices, word processor).   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ***Accommodations on the Day of the Test***

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 9. All eligible students receive accommodations as determined by their IEP or Section 504 Plan.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Provision of accommodations is recorded by test administrator.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Substitute providers of accommodations are available as needed (e.g., interpreters/transliterators, human readers, scribes). | <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"/> |

### ***Considerations After the Day of the Test***

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 13. Responses are transferred to scannable answer sheets for students using special equipment and adapted test forms and response documents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. All equipment is returned to appropriate locations.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Students who take make up tests receive needed accommodations.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Effectiveness of accommodations use is evaluated by test examiners and students and plans are made for improvement.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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## Tool SWD-7

### Application for Approval to Administer the High School Assessments over Multiple Days (Accommodation 3-C)

In certain limited situations, permission may be granted by the MSDE for a student to have one or more of the High School Assessments (HSAs) administered over one or more days. This type of administration is not typically allowed because of test security issues related to extending the test period beyond the scope of one single day. However, if a student has identified in his or her IEP or 504 Plan the accommodation 3-C (Change Schedule or Order of Activities – Extend Over Multiple Days), the MSDE will consider allowing that accommodation to take precedence over test security considerations. Please follow the process below:

- School Test Coordinators (1) complete the Application for Approval to Administer the High School Assessments over Multiple Days (a separate form for each content area test is required), (2) attach a copy of the student's IEP as supporting documentation for the request, and (3) submit the package to the LAC in the local school system. (Special Placement Schools submit the package to the LAC of the student's Home LEA.)
- The LAC and the local Director of Special Education review the application and IEP. If both the LAC and the Local Director of Special Education approve the request, the LAC submits the request form and attached IEP with appropriate approval signatures to the HSA Management Team at the MSDE.
- Staff at the MSDE in the Division of Accountability, Assessment and Data Systems and in the Division of Special Education/Early Intervention Services review the documentation and then forward notice of their approval or denial to the LAC, who in turn forwards notice to the local school or Special Placement School, as appropriate.

Please note that the Application for Approval to Administer the High School Assessments over Multiple Days must be completed for a student whom the school deems eligible for this accommodation as soon as possible after the student's enrollment in an HSA-related course. Waiting to submit the request until close to the approaching test date will result in possible delays in the review process. **In no case will the MSDE accept for review an application for HSA Multiple-Day Administration delivered to the MSDE less than 6 weeks prior to the start of an HSA administration.** The TACM for the HSA/Mod-HSA provide a due date for each test administration. Therefore, IEP Teams and other staff must take this timeline into consideration and plan accordingly. For additional guidance, IEP Teams should refer to this tool in its entirety.

**NOTE:** Special permission for Multiple Days Accommodations for students who are deaf and hard of hearing who require interpretation/transliteration from an interpreter/transliterator do not require approval to administer the HSA over multiple days. However, schools must notify their LAC of such situations who in turn will notify the MSDE. The interpretation/transliteration accommodation for the deaf and hard of hearing is described in detail in Tool SWD-8 in section 6.

# Tool SWD-7 (continued)

## Application for Approval to Administer the High School Assessments over Multiple Days (Accommodation 3-C)

Student Name/ Unique State ID	/				
LEA Name/Number	/				
School Name/Number	/				
HSA Content Area	<input type="checkbox"/> Algebra/Data Analysis <input type="checkbox"/> Biology <input type="checkbox"/> English <input type="checkbox"/> Government				
Type of Test	<input type="checkbox"/> Regular HSA <input type="checkbox"/> Mod-HSA				
HSA Test Administration Date for which this accommodation is first being requested and proposed administration schedule					
STC Name					
STC Phone Number/ Fax Number					
STC E-mail Address					
Justification as to why student requires administration of the HSA over multiple days					
Preparer's Name and Signature/ Date	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">----- Print Name</td> <td style="width: 50%; text-align: center;">----- Signature</td> </tr> <tr> <td style="width: 50%; text-align: center;">----- Date</td> <td style="width: 50%; text-align: center;">----- Phone Number</td> </tr> </table>	----- Print Name	----- Signature	----- Date	----- Phone Number
----- Print Name	----- Signature				
----- Date	----- Phone Number				

Section 6

# Tool SWD-7 (continued)

## Application for Approval to Administer the High School Assessments over Multiple Days (Accommodation 3-C)

<b>LAC Recommendation and Signature/Date</b>	<input type="checkbox"/> Approve <input type="checkbox"/> Deny	_____ Print Name  _____ Date	_____ Signature  _____ Phone number
<b>Local Director of Special Education Recommendation and Signature/Date</b>	<input type="checkbox"/> Approve <input type="checkbox"/> Deny	_____ Print Name  _____ Date	_____ Signature  _____ Phone number
<b>Local Explanation of Approval or Denial</b>			

**[This section for the MSDE only]**

<b>MSDE Action and Signature/Date</b>	<input type="checkbox"/> Approve <input type="checkbox"/> Deny	_____ Print Name  _____ Date	_____ Signature  _____ Phone number
<b>MSDE Explanation of Approval or Denial</b>			

## The Use of Multiple Days as an Accommodation

The Maryland Accommodations Manual clearly states, “Accommodations are intended to reduce or even eliminate the effects of a student’s disability; accommodations do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and State assessments. It is critical to note, however, that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., lowering or not counting a student’s test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with Maryland’s policies regarding accommodations during assessments.”

### **1. What are the principles of accommodations?**

Accommodations must adhere to the following principles:

- a. Accommodations enable students to participate more fully in instruction and assessments and to better demonstrate their knowledge and skills.
- b. Accommodations must be based upon individual student needs and not upon a category of disability, amount of time spent in general classroom, or program setting.
- c. Accommodations for students with disabilities must be justified and documented in the student’s appropriate education plan: the Individualized Education Program (IEP) or the Section 504 Plan.
- d. Accommodations for students who are English Learners (ELs), must be justified and documented in the EL Plan (formerly known as Limited English Proficient or “LEP” Plan). Students who are both English Learners and students with disabilities have the IEP as the controlling document for accommodations. Please note that these students are also eligible for EL accommodations that may not be included in the IEP.
- e. Accommodations must be implemented as soon as possible after completion of the appropriate education plan (IEP or Section 504 Plan for students with disabilities, or EL Plan for English Learners) and must be aligned with and be a part of daily instruction. Accommodations must not be introduced for the first time during the testing of a student.
- f. Accommodations must be approved as specified in this manual (Refer to Sections 5 and 8).

## **Tool SWD-7** (continued)

- g. Accommodations not explicitly mentioned in this document and/or multiple accommodations do not constitute reasons to exempt students from assessments. STC must coordinate with the LAC prior to testing to address issues caused by the need to provide multiple accommodations. The LAC will consult with the MSDE as necessary to resolve accommodations issues.

### **2. How is the determination for accommodations made?**

Each student's IEP must contain a statement of the student's present level of "academic achievement and functional performance." In doing so, the IEP must contain a statement of individual appropriate accommodations necessary "to measure the academic achievement and functional performance" of the student on State and district assessments.

Each IEP Team needs to ensure that needed accommodations are based on the individual needs of each child and based on the State's guidelines for appropriate accommodations. Section 612(a)(16)(B)

### **3. What does the Timing and Scheduling accommodation "Extend Over Multiple Days" mean?**

Students are allowed to complete activities and take tests over multiple days – completing a portion each day. This is usually done to reduce fatigue. When implementing this accommodation for testing, test examiners, STCs, and LACs must take appropriate precautions to ensure that the security of test items is not compromised, and that students are not permitted to return to previously completed sections of a test.

This accommodation is not permitted for the High School Assessments (HSAs) unless the request is made in writing by the school principal and specifically approved by the LAC and the MSDE. The security concerns relative to the HSAs are especially critical, considering the high-stakes consequences of the tests for students as a high school graduation requirement.

### **4. In what circumstances is the use of multiple days to complete an assessment an allowable timing and scheduling accommodation?**

Determining whether a student requires the administration of an assessment over multiple days is an individualized decision that must be supported with sufficient documentation to demonstrate its appropriateness. These decisions are made on an individualized case-by-case basis, not by a category of students as a group. In limited situations the MSDE may grant permission for a student to have an assessment administered over more than one day. The MSDE will consider allowing that accommodation to take precedence over test security considerations.

## **Tool SWD-7** (continued)

### **5. What should be considered in determining whether or not a student requires a timing and scheduling accommodation of multiple days?**

The determination of needed accommodations begins with an analysis and review of the student's instructional needs and how these needs impact student participation and performance in the general curriculum. In section 6, there are a series of tools available for school personnel to use in order to assess a student's need for multiple days to complete instructional assignments and Statewide assessments.

### **6. In addition to the "Application of Approval to Administer the High School Assessments over Multiple Days," what documentation should be submitted to the LAC and MSDE to support the justification?**

This type of accommodation is not typically allowed because of the test security considerations. A separate form for each content area assessment is required. The student's IEP must sufficiently document:

- The student's present level of academic achievement and functional performance that identifies the student's instructional needs and how the student's disability impacts his or her participation and performance in general curricular instructional activities, classroom/curricular assessments, and HSAs;
- Annual Goals in the content area(s) to be assessed that include the specialized instruction required to enable the student to demonstrate the content;
- Special Considerations, as appropriate;
- Consideration of Assistive Technology and Assistive Technology Services;
- Use of supplementary aids, services, supports, and program modifications; and
- Instructional and assessment accommodations.

## **Tool SWD-7** (continued)

Additional documentation may include, but is not limited to:

- Assessment reports;
- Student progress reports;
- Provider service logs; and
- Accommodation journal.

Tool SWD-6 Accommodations Journal could be useful to a student's IEP Team in determining needed instructional and assessment accommodations.

### **7. *When should the LAC submit the “Application of Approval to Administer the High School Assessments over Multiple Days” to ensure it will be reviewed in a timely manner prior to an HSA test window?***

In certain limited situations, the MSDE may grant permission for a student to have one or more of the HSAs administered over one or more days. This accommodation is not typically allowed because of test security issues. However, if this accommodation is identified on an IEP, the MSDE will consider allowing that accommodation to take precedence over test security.

As soon as an IEP Team identifies multiple days (3-C) as an appropriate accommodation for a student enrolled in an HSA-related course, the IEP team must immediately provide the documentation to the STC, school principal, and LAC. The Application and supporting documentation should be submitted to the MSDE with the signature of the local LAC and the Director of Special Education, no later than 4 weeks prior to the opening of the test window for the content area assessment. The test administration coordinator manual (TACM) for the HSA/Mod-HSA provides a due date for each test administration.

### **8. *Which student situations merit taking the HSA over multiple days?***

There must be sufficient individualized documentation that supports the accommodation, and this documentation is reviewed by the MSDE on a case-by-case basis, as all situations are unique. This accommodation must also be required for instruction, classroom-based assessments, as well as Statewide assessment.

Within the Accommodations Manual in Section 6, there are various tools that will be helpful for the IEP Team to use in determining which accommodations are needed for classroom instruction, State and district assessments, and classroom assessments.

## **Tool SWD-7** (continued)

Tools SWD-6, SWD-9, and SWD-10 are ways to keep track of the accommodations that work for students. These tools allow students to identify which accommodations were useful in the classrooms and on tests and allows teachers and others to help determine how accommodations appear to be working.

Again, the approval of multiple-day accommodations for HSAs is an individualized decision that must be sufficiently documented on a case-by-case basis for each student and each content assessment.

## Tool SWD-8

# Guidance for Provision of the Interpretation/Transliteration Accommodation for the Deaf or Hard of Hearing

### Who receives the Interpretation/Transliteration accommodation?

Students who are deaf or hard of hearing would have the Interpretation/Transliteration accommodation (1-C) checked on their IEPs. These students access instructional materials and tests at various levels through American Sign Language, signed English, Cued Speech, or oral transliteration. In a testing situation, some students may receive interpretation/transliteration for the testing instructions only, and other students (those who are still learning to read text) may need all print materials transliterated. Best practice would be to include in the IEP which level of the interpreter/transliterator accommodation the IEP Team recommends.

### How are timing and scheduling issues handled?

It is not necessary to note an “Extended Time” (3-A) accommodation for students with a interpretation/transliteration accommodation, as the extended time required for instruction or assessment is a function not of the student’s disability but of the time required to deliver instruction and assessment through an interpretation/transliteration.

Because of the extended time (and because of the fatigue factor for interpreters/translitterators which require multiple individuals to provide this accommodation require the interpretation or transliteration of each passage, each response question, and each of the four choices in American Sign Language, signed English, Cued Speech, or oral transliteration), students who require this accommodation may need tests (including the HSA) to be administered over multiple days. Again, this is not a function of the student’s disability, but a function of accommodation administration issues. For this reason, a student requiring the interpretation/transliteration accommodation does not need any special LEA or the MSDE approval to use the “Extend over Multiple Days” (3-C) for the HSA.

### How are the physical set-up needs handled?

The following scenario will help practitioners understand the magnitude of the task of providing the interpretation/transliteration accommodation:

The students sit facing front and the interpreter/transliterator stands facing the class. Students have their test books opened to the passage to be interpreted/transliterated. They need to be able to see the interpreter/transliterator and a printed version of the text simultaneously. (If they look down at the test book, they cannot see the interpreter/transliterator. Obviously they would not all happen to look down at the same time, so there would always be a head or two not watching the interpreter/transliterator.) The interpreter/transliterator needs to be

## **Tool SWD-8** (continued)

able to read the passage he or she is interpreting/transliterating without having to look down at the test book. (American Sign Language, signed English, Cued Speech, or oral transliteration is not only a function of what is on the hands, but facial expression and body language as well.) Schools administering this accommodation would typically set up a screen in the front of the room next to the interpreter/ transliterator for the students to read while watching the translation. An additional screen may be needed in the back of the room for the interpreter/ transliterator to read from. There are different ways the test may be displayed for student viewing such as the use of Kurzweil™ on a computer with a LCD projector.

# Tool SWD-9

## Use of Accommodations in the Classroom

Use the chart below to track different aspects of how a student uses an accommodation in the classroom. Information provided in the chart will inform decision making in the IEP Team's determination of appropriate instructional and assessment accommodation(s) for a student. In the highlighted area of the chart, specify the accommodation(s) used by the student, in the classroom. Then respond to each question as it relates to each column.

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

What accommodation(s) does the student use in the classroom? List them under "accommodation" in the chart. Then follow the questions in the chart.

Questions	List Accommodation(s)				
Is the accommodation documented in the student's IEP?					
For what task(s) is the accommodation used (e.g., task type or content/standard)?					
Does the student use the accommodation for that task every time? Note how often.					
Is the need for the accommodation changing?					
Does the student use the accommodation independently or with assistance (e.g., paraeducator, peers)? Identify the person(s) providing the assistance.					
Notes (e.g., does one accommodation seem more effective used with another on a task?)					

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

# Tool SWD-10

## Assessment Accommodations Questionnaire

Complete the chart below, after the student completes an assessment, to obtain information from a student regarding the use of accommodation(s) during the administration of the assessment. Note any adjustments or difficulties experienced by the student in either how the accommodation(s) was administered or used during testing.

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

Questions	List Accommodation(s)			
Did you use your accommodation(s) during the assessment? If no, why not?				
Was the accommodation useful to you during the assessment?				
Did you have any difficulties using the accommodation? Or, did you have any difficulties with the accommodation provided to you? If yes, what were the difficulties?				
Do you want to continue to receive the accommodation(s)? If not, why?				

Is the accommodation(s) the student is receiving appropriate for the student? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_

Is the accommodation(s) the student is receiving meant to be a temporary support? If yes, what is the plan to determine when to phase out or discontinue the use of a certain accommodation?  
\_\_\_\_\_  
\_\_\_\_\_

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

Signature of Person Conducting the Interview \_\_\_\_\_

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

Section 6

## Tool SWD-11

### Parent Input Regarding Accommodations

#### *Questions Parents Should Ask About Accommodations for Their Child During Instruction and Assessments*

##### Instruction

- Is my child expected to reach regular or alternate achievement standards? Does this affect what type(s) of accommodation(s) may be available to my child in instruction or on assessments?
- What accommodation(s) does my child need to access and reach academic standards?
- Are there accommodations that may be allowed in instruction that are not currently being provided?
- Are there accommodations being used at home that could be used in instruction to help my child access and learn content or help in performing certain academic tasks?
- How can my child and I advocate to receive accommodations not yet provided in instruction?
- Are the accommodations my child is currently receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase out or discontinue the use of a certain accommodation?

##### Assessment

- How are the staff members who work with my child providing accommodations (across general education, special education, or other staff)?
- What are the assessments 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 allowed on State assessments also provided for district assessments?
- Can my child participate in part of an assessment with or without accommodations?
- Are there consequences for allowing certain changes to how my child participates in an assessment? How will my child's assessment scores count?
- What are the consequences for the accommodations my child will receive on the assessment?

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

Is the need for each accommodation documented in my child's IEP or 504 Plan?

Are there too many or too few accommodations being provided?

What are my child's preferences for specific accommodations?

If my child receives accommodations, how will they be provided?

If an accommodation used in instruction is not allowed on an assessment, is there another option to support my child that is allowed? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accommodation before the assessment is administered?

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