Accommodations Manual 2013-2014

How to Select, Administer, and Evaluate Accommodations for Oregon's Statewide Assessment

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CHANGES TO THE 2013-2014
ACCOMMODATIONS MANUAL

In the 2013-2014 edition of the Accommodations Manual, the following are the new accommodations or changes to current accommodations:

Accommodation Table	Rationale	Page
On March 7, 2013 the Board of Education adopted Oregon Administrative Rule 581-022-2130 mandating ODE implement a kindergarten assessment as part of the statewide assessment system beginning with the 2013-14 school year.	Due to the format of the kindergarten assessment, there is an accompanying accommodations table.	14ff

New Accommodation:

Accommodation	Rationale	Page
Sign mathematics, science, and social sciences (not Reading, ELPA, or Kindergarten Early Literacy) items/stimuli and/or response choices to the student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols.	**This accommodation is reserved for paper-pencil based assessments that are proctored by a qualified test administrator.** Signed interpretation is equivalent to a read-aloud accommodation which is allowed in all areas except the reading/literature test. Signed interpretation ties assessment to the modality presented in the classroom and allows equal access for students who are deaf or hard of hearing and who require an interpreter for read-aloud access. Research showed that signed items did not differentially boost scores by giving students an unfair advantage (Tindal, Hollenbeck, & Almond, unpublished manuscript).	Appendix C (87ff)

Accommodation Change:

Additions/Removals/ Clarifications	Rationale	Page
Provided additional tables of accommodations for Work Samples.	When the State Board approved OAR 581-022-0615 Assessment of Essential Skills in June 2008, they provided for the continued use of work samples under the new graduation requirements. Under the new OAR, students may use work samples to meet both the Essential Skills graduation requirement and the annual local performance assessment requirement.	16ff
Moved "Enlarged display/print' to "Allowable Resource" under applicable subject area appendices.	The zoom feature available through the OAKS Online Student Interface is already available for all students and does not need to be documented as an accommodation.	N/A

INTRODUCTION

Oregon's Accommodations Panel refers to the term "accommodation" as a distinctly specific term relative to the Oregon State Assessment System (OSAS). The panel defines accommodations as "practices and procedures in presentation, response, setting, and timing or scheduling that, when used in an assessment, provide equitable access to all students. Accommodations do not compromise the learning expectations, construct, grade-level standard, and/or measured outcome of the assessment." Accommodations referenced in this manual are those specific practices and procedures that the Oregon Accommodations Panel has approved for use with statewide assessment.

Accommodations are intended to reduce or even eliminate the effects of a student's learning challenges during instruction and on the results of assessments. Implemented appropriately, accommodations should not reduce learning expectations, nor should they give a student an unfair advantage over his or her classmates. Use of accommodations during administration of an Oregon Statewide Assessment is based on individual student needs and should not impact the validity of the assessment results.

Though nationwide the term "accommodations" may be used in a variety of ways depending on the setting, in this manual, the use of the term "*accommodation"* will apply only to those accommodations previously approved by Oregon's Accommodations Panel for use on the statewide assessment and posted on the ODE website at: http://www.ode.state.or.us/search/page/?=487. These are the only allowable accommodations that may be used during administration of an Oregon Statewide Assessment.

Since students should have previous experiences with those accommodations selected for use on state assessments, many of the same accommodations are typically used during instruction. Throughout this manual, you will see references to accommodations for instruction and assessment; however, the selection, administration, and evaluation of accommodations for *assessment* are the primary focus of this manual.

The Accommodations Manual: How to Select, Administer, and Evaluate Accommodations for Oregon's Statewide Assessments presents a five-step process for the selection, administration, and evaluation of the effectiveness of instructional and assessment accommodations. Assessment accommodations are available for students participating in the OSAS. The five-step process described in this manual is designed for use by general and special education teachers, test administrators, district level assessment staff, Individualized Education Program (IEP) teams, Section 504 Plan committees, or any other school team as they work with students to select and use appropriate accommodations during participation in the Oregon Assessment of Knowledge and Skills (OAKS).

OREGON STATE ASSESSMENT SYSTEM

* ACCOMMODATIONS FOR ALL STUDENTS
(GENERAL EDUCATION, STUDENT WITH A DISABILITY, ELL)

ACCOMMODATIONS OVERVIEW
KNOWLEDGE AND SKILLS (OAKS)

TYPE OF ACCOMMODATION	STANDARD ADMINISTRATION OF KNOWLEDGE AND SKILLS ASSESSMENTS WITH ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Sign directions **(A102)** • Interpret directions orally **(A103)** • Provide written version of oral directions, including Braille version of oral directions (Contact District Test Coordinator for more information) **(A104)** • Simplify language in directions **(A105)** • Provide written translations of oral directions (Spanish** for mathematics, science, and social sciences are available in Appendix B of the Test Administration Manual posted at http://www.ode.state.or.us/go/tam) **(A107)**	41 41 42 42 43
Changes in how the test questions are presented	• Read mathematics, science, and social sciences (not reading/literature) items/stimuli and response choices aloud to the student by the test administrator. For mathematics, follow the ODE adapted NAEP read aloud guidelines posted at: http://www.ode.state.or.us/search/page/?=487. **(A203)** • Sign mathematics, science, and social sciences (not Reading, ELPA, or Kindergarten Early Literacy) items/stimuli and/or response choices to the student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols **(A219).** • The test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact. **(A204)** • Make a verbatim audio recording of side-by-side tests in English-Spanish**; read verbatim directly from the student's screen **(A205)** • Student reads test aloud or sub-vocalizes text to listener	47 48 48 49 50

	or self **(A208)**	
	• Visual magnification devices or software **(A212)**	50
	• Use of projection devices **(A213)**	51
	• Administration of side-by-side Spanish**-English mathematics, science, and social sciences tests (not reading) **(A214)**	51
	• Accessing OAKS online through Braille interface (JAWS audio, Refreshable Braille display, and/or embossed Braille) **(A218)**	47
Changes in how the student responds	• Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode (see Writing Tables for features that must be disabled when using this accommodation) **(A302)**	56
	• Point to or dictate multiple choice responses to a neutral test administrator (in English or language of origin**) **(A303)****	57
	• Student retells reading passage to test administrator in his or her own words before responding to multiple choice items **(A304)**	57
	• Student is allowed to vocalize his or her thought process out loud to himself or to a neutral test administrator **(A307)**	58
	• Student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses **(A308)**	58
Changes in test setting	• Test an individual student in a separate location **(A401)**	60
	• Test a small group of students in a separate, but familiar location **(A402)**	60
	• Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) **(A403)**	60
	• Use of sensory supports or interventions to allow students to attend to task **(A404)**	61
Changes in test scheduling	• Administer at a time of day most beneficial to the student **(A501)**	63

* The above table includes all the appropriate accommodations which have been approved by the Oregon Accommodations Panel for students participating in the Oregon Assessment of Knowledge and Skills (OAKS). Please see the comparison charts on Fact Sheets 1 – 5 within the manual for allowable accommodations in each category: GENERAL EDUCATION, STUDENTS WITH IEPs OR 504 PLANS, AND ELLs.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES KNOWLEDGE AND SKILLS

TYPE OF ACCOMMODATION	STANDARD ADMINISTRATION OF KNOWLEDGE AND SKILLS ASSESSMENTS WITH ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Sign directions **(A102)** • Provide written version of oral directions, including Braille version of oral directions (Contact District Test Coordinator for more information) **(A104)** • Simplify language in directions **(A105)**	41 42 42
Changes in how the test questions are presented	• Accessing OAKS online through Braille interface (JAWS audio, Refreshable Braille display, and/or embossed Braille) **(A218)**	47
Changes in how the student responds	• Point to or dictate multiple choice responses to a test administrator **(A303)**	57
Changes in test setting	• Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) **(A403)**	60

* The above table includes several accommodations which are typically used only for students with specific disabilities and would not be appropriate for students without disabilities (i.e., General Education or ELLs only). Please see the OAKS Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students with disabilities.

ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS KNOWLEDGE AND SKILLS

TYPE OF ACCOMMODATION	STANDARD ADMINISTRATION OF KNOWLEDGE AND SKILLS ASSESSMENTS WITH ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Interpret directions orally **(A103)** • Provide written version of oral directions **(A104)** • Provide written translations** of oral directions (Spanish** for mathematics, science, and social sciences are available in the Appendix B of the Test Administration Manual posted at http://www.ode.state.or.us/go/tam) **(A107)**	42 42 42
Changes in how the test questions are presented	• Make a verbatim audio recording of side-by-side tests in English-Spanish**, read verbatim directly from the student's screen **(A205)** • Administration of side-by-side Spanish**-English mathematics, science, and social sciences tests (not reading) **(A214)**	49 51
Changes in how the student responds	• Point to or dictate multiple choice responses to a test administrator (in English or language of origin**) **(A303)**	57

* The above table includes several accommodations which are typically used only for students who are English Language Learners and would not be appropriate for students who are not ELLs. Please see the OAKS Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students who are English Language Learners.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

NOTE: The Accommodations Panel has determined that some strategies formerly considered accommodations are more appropriately classified as *Allowable Resources* or *Standard Testing Conditions*. Allowable resources and standard testing conditions refer to changes in the testing environment that are the result of actions taken, materials provided, or other adjustments made by either a test administrator or student that are not student-specific.

A summary of allowable resources and standard testing conditions including those previously recognized as accommodations can be found in the current Test Administration Manual (TAM), provided at: http://www.ode.state.or.us/go/tam.

OREGON STATE ASSESSMENT SYSTEM

* ACCOMMODATIONS FOR ALL STUDENTS
(GENERAL EDUCATION, STUDENT WITH A DISABILITY, ELL)

ACCOMMODATIONS OVERVIEW
WRITING PERFORMANCE

TYPE OF ACCOMMODATION	STANDARD ADMINISTRATION OF WRITING PERFORMANCE ASSESSMENTS WITH ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Sign directions **(A102)**	41
	• Interpret directions orally **(A103)**	41
	• Provide written version of oral directions, including Braille version of oral directions (Contact District Test Coordinator for more information) **(A104)**	42
	• Simplify language in directions **(A105)**	42
	• Provide written translations** of oral directions **(A107)**	42
Changes in how the test questions are presented	• Braille versions of test **(A202)**	47
	• Make a verbatim audio recording of available writing prompts for pencil/paper side-by-side tests in English/Spanish**, read verbatim directly from the test booklet **(A205)**	49
	• Read prompts aloud to student **(A206)**	49
	• Sign writing prompts **(A207)**	50
	• Student reads test aloud or sub-vocalizes text to listener or self **(A208)**	50
	• For students participating in the paper and pencil administration of the writing assessment, electronic word-for-word, text-to-voice scanning of assessment prompts, for example, computer reads prompts aloud to student **(A210)**	50
	• Visual magnification devices or software **(A212)**	50
	• Use of projection devices **(A213)**	50
	• Administration of the Spanish**/English writing prompts **(A215)**	51
	• Local interpreter may provide a written translation of the writing prompt in a student's language of origin** in advance of test administration **(A216)**	51
	• Synonym provided for unknown word in prompt, if requested by student **(A217)**	51
Changes in how the student	• Student should be allowed any technology device that	

responds	serves as their primary written communication mode (e.g., word processing or typewriter, refreshable Braille keyboard, adaptive keyboard, or other assistive technology). Technology assisted writing is an accommodation if the following features are **disengaged**: o Formatting o Spell check * o Grammar check o Word prediction Function keys (combination key strokes and the technology that enters text for the writer) may not be used *High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document (11/1/10)* **(A302)**	56
		56
	• Respond to writing prompts in Braille **(A305)**	
	• Student is allowed to vocalize his or her thought process out loud to self or to a neutral test administrator **(A307)**	58
	• Student is allowed to use a recording device to record and play back passages and responses **(A308)**	58
Changes in test setting	• Test an individual student in a separate location **(A401)**	60
	• Test a small group of students in a separate, but familiar location **(A402)**	60
	• Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) **(A403)**	60
	• Use of sensory supports or interventions to allow students to attend to task **(A404)**	61
Changes in test scheduling	• Administer at a time of day most beneficial to the student **(A501)**	63

* The above table includes all the appropriate accommodations which have been approved by the Oregon Accommodations Panel for students participating in the Oregon Writing Performance Assessment. Please see the comparison charts on Fact Sheets 1 – 5 within the manual for allowable accommodations in each category: GENERAL EDUCATION, STUDENTS WITH IEPs OR 504 PLANS, AND ELLs.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

WRITING PERFORMANCE

TYPE OF ACCOMMODATION	STANDARD ADMINISTRATION OF WRITING PERFORMANCE ASSESSMENTS WITH ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Sign directions **(A102)** • Provide written version of oral directions, including Braille (Contact District Test Coordinator for more information) **(A104)** • Simplify language in directions **(A105)**	41 42 42
Changes in how the test questions are presented	• Sign writing prompts **(A207)**	50

Changes in how the student responds	• Student should be allowed any technology device that serves as their primary written communication mode (e.g., word processing or typewriter, refreshable Braille keyboard, adaptive keyboard, or other assistive technology). Technology assisted writing is an accommodation if the following features are **<u>disengaged</u>**:
	    o Formatting
	    o Spell check *
	    o Grammar check
	    o Word prediction
	Function keys (combination key strokes and the technology that enters text for the writer) may not be used
	High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document (11/1/10) **(A302)**
	• Respond to writing prompts in Braille **(A305)**
		56
		
		56

Changes in test setting	• Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) **(A403)**	60

The above table includes several accommodations which are typically used only for students with specific disabilities and would not be appropriate for students without disabilities (i.e., General Education or ELLs only). Please see the Writing Performance Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students with disabilities.

ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS
WRITING PERFORMANCE

TYPE OF ACCOMMODATION	STANDARD ADMINISTRATION OF WRITING PERFORMANCE ASSESSMENTS WITH ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Interpret directions orally **(A103)** • Provide written version of oral directions **(A104)** • Provide written translations** of oral directions **(A107)**	41 42 42
Changes in how the test questions are presented	• Make a verbatim audio recording of available writing prompts for pencil/paper side-by-side tests in English/Spanish**, read verbatim directly from the test booklet **(A205)** • Administration of the Spanish**/English writing prompts **(A215)** • Local interpreter may provide a written translation of the writing prompt in a student's language of origin** in advance of test administration **(A216)**	49 51 51

* The above table includes several accommodations which are typically used only for students who are English Language Learners and would not be appropriate for students who are not ELLs. Please see the Writing Performance Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students who are English Language Learners.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

NOTE: The Accommodations Panel has determined that some strategies formerly considered accommodations are more appropriately classified as *Allowable Resources* or *Standard Testing Conditions.* Allowable resources and standard testing conditions refer to changes in the testing environment that are the result of actions taken, materials provided, or other adjustments made by either a test administrator or student that are not student-specific.

A summary of allowable resources and standard testing conditions including those previously recognized as accommodations can be found in the current Test Administration Manual (TAM), provided at: http://www.ode.state.or.us/go/tam.

ACCOMMODATIONS FOR USE WITH
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA)

TYPE OF ACCOMMODATION	STANDARD ADMINISTRATION OF ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA) WITH ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Sign directions **(A102)** • Interpret directions orally **(A103)** • Provide written version of oral directions **(A104)** • Provide written translations** of oral directions **(A107)**	41 41 42 42
Changes in how the test questions are presented	• Student reads test aloud or sub-vocalizes text to listener or self **(A208)** • Visual magnification devices or software **(A212)** • Use of projection devices **(A213)**	50 50 50

Changes in how the student responds	• Student should be allowed any technology device that serves as their primary written communication mode (e.g., word processing, typewriter, or other assistive technology). Technology assisted writing is an accommodation if the following features are **<u>disengaged</u>**:
	    o Formatting
	    o Spell check
	    o Grammar check
	    o Word prediction
	Function keys (combination key strokes and the technology that enters text for the writer) may not be used **(A302)**
	• Point to or dictate multiple choice responses to a test administrator (in English or language of origin**) **(A303)**
	• Student retells reading passage to test administrator or educational assistant in his/her own words before responding to multiple choice items **(A304)**
		56
		
		57
		
		57

Changes in test setting	• Test an individual student in a separate location **(A401)** • Test a small group of students in a separate, but familiar location **(A402)** • Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) **(A403)** • Use of sensory supports or interventions to allow students to attend to task **(A404)**	60 60 60 61
Changes in test scheduling	• Administer at a time of day most beneficial to the student **(A501)**	63

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** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

NOTE: The Accommodations Panel has determined that some strategies formerly considered accommodations are more appropriately classified as *Allowable Resources* or *Standard Testing Conditions*. Allowable resources and standard testing conditions refer to changes in the testing environment that are the result of actions taken, materials provided, or other adjustments made by either a test administrator or student that are not student-specific.

A summary of allowable resources and standard testing conditions including those previously recognized as accommodations can be found in the current Test Administration Manual (TAM), provided at: http://www.ode.state.or.us/go/tam.

ACCOMMODATIONS OVERVIEW
OREGON KINDERGARTEN ASSESSMENT

TYPE OF ACCOMMODATION	STANDARD ADMINISTRATION OF KINDERGARTEN ASSESSMENT WITH ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Sign directions **(A102)**	41
	• Interpret directions orally **(A103)**	41
	• For mathematics, a local translator may provide a written translation of the directions in a student's language of origin** in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student. **(A222)**	42
	• Simplify language in directions **(A105)**	42
Changes in how the test questions are presented	• Sign mathematics (not Early Literacy) items/stimuli and response choices--with the exception of mathematics signs and symbols--to the student by a sign language interpreter who meets the ODE minimum standard as defined in OAR 581.015.2035. **(A219)**	48
	• Test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact. **(A204)**	48
	• For mathematics, test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication **(A220)**.	49
	• For mathematics, a local translator may provide a written translation of the directions in a student's language of origin** in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student. **(A222)**	49
	• Make a verbatim audio recording of side-by-side tests in English-Spanish** **(A205)**	49
	• Visual magnification devices **(A212)**	50
	• Use of projection devices **(A213)**	50
	• Administration of side-by-side Spanish**-English mathematics test **(A214)**	51
	• Access tests using uncontracted or contracted	

	embossed Braille format **(A221)**	
Changes in how the student responds	• Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode **(A302)**	56
	• For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication **(A309)**	57
	• Students may sign responses to a qualified sign language interpreter(s) who is serving as test administrator **(A310)**	58
	• Student is allowed to vocalize his or her thought process out loud to himself or to a neutral test administrator **(A307)**	58
Changes in test setting	• Test an individual student in a separate location **(A401)**	60
	• Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) **(A403)**	60
	• Use of sensory supports or interventions to allow students to attend to task **(A404)**	61
Changes in test scheduling	• Administer at a time of day most beneficial to the student **(A501)**	63

* The above table includes all the appropriate accommodations which have been approved by the Oregon Accommodations Panel for students participating in the Oregon Kindergarten Assessment. Please see the comparison charts on Fact Sheets 1 – 5 within the manual for allowable accommodations in each category: GENERAL EDUCATION, STUDENTS WITH IEPs OR 504 PLANS, AND ELLs.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

ACCOMMODATIONS OVERVIEW
KNOWLEDGE AND SKILLS
(Reading and Mathematics Essential Skills <u>Work Sample</u> Options)

TYPE OF ACCOMMODATION	WORK SAMPLE ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Sign directions **(A102)**	41
	• Interpret directions orally **(A103)**	41
	• Provide written version of oral directions, including Braille version of oral directions (Contact District Test Coordinator for more information) **(A104)**	42
	• Provide written translations of oral directions (Spanish** for mathematics, science, and social sciences are available in Appendix B of the Test Administration Manual posted at http://www.ode.state.or.us/go/tam) **(A107)**	43
Changes in how the test questions are presented	• Read mathematics, science, and social sciences (not reading/literature) items/stimuli and response choices aloud to the student by the test administrator. For mathematics, follow the ODE adapted NAEP read aloud guidelines posted at: http://www.ode.state.or.us/search/page/?=487. **(A203)**	47
	• The test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact. **(A204)**	48
	• Make a verbatim audio recording of side-by-side tests in English-Spanish**, read verbatim directly from the student's screen **(A205)**	49
	• Student reads test aloud or sub-vocalizes text to listener or self **(A208)**	50
	• Visual magnification devices or software **(A212)**	50
	• Use of projection devices **(A213)**	50
	• Administration of side-by-side Spanish**-English mathematics, science, and social sciences tests (not reading) **(A214)**	51

Changes in how the student responds	• Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode (see Writing Tables for features that must be disabled when using this accommodation) **(A302)**	56
	• Point to or dictate multiple choice responses to a neutral test administrator (in English or language of origin**) **(A303)**	57
	• Student retells reading passage to test administrator in his or her own words before responding to multiple choice items **(A304)**	57
	• Student is allowed to vocalize his or her thought process out loud to himself or to a neutral test administrator **(A307)**	58
	• Student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses **(A308)**	58
Changes in test setting	• Test an individual student in a separate location **(A401)**	60
	• Test a small group of students in a separate, but familiar location **(A402)**	60
	• Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) **(A403)**	60
	• Use of sensory supports or interventions to allow students to attend to task **(A404)**	61
Changes in test scheduling	• Administer at a time of day most beneficial to the student **(A501)**	63

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ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES KNOWLEDGE AND SKILLS
(Reading and Mathematics Essential Skills <u>Work Sample</u> Options)

TYPE OF ACCOMMODATION	WORK SAMPLE ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Sign directions **(A102)** • Interpret oral directions **(A103)** • Provide written version of oral directions, including Braille version of oral directions (Contact District Test Coordinator for more information) **(A104)** • Simplify language in directions **(A105)**	41 42 42 42
Changes in how the test questions are presented	• N/A	
Changes in how the student responds	• Point to or dictate multiple choice responses to a test administrator **(A303)**	57
Changes in test setting	• Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) **(A403)**	60

* The above table includes several accommodations which are typically used only for students with specific disabilities and would not be appropriate for students without disabilities (i.e., General Education or ELLs only). Please see the OAKS Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students with disabilities.

ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS[1] KNOWLEDGE AND SKILLS
(Reading and Mathematics Essential Skills <u>Work Sample</u> Options)

TYPE OF ACCOMMODATION	WORK SAMPLE ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Interpret directions orally **(A103)**	41
	• Provide written version of oral directions **(A104)**	42
	• Simplify language in directions **(A105)**	42
	• Provide written translations** of oral directions (Spanish** for mathematics, science, and social sciences are available in the Appendix B of the Test Administration Manual posted at http://www.ode.state.or.us/go/tam) **(A107)**	42
Changes in how the test questions are presented	• Make a verbatim audio recording of side-by-side tests in English-Spanish**, read verbatim directly from the student's screen **(A205)**	49
	• Administration of side-by-side Spanish**-English mathematics, science, and social sciences tests (not reading) **(A214)**	51
Changes in how the student responds	• Point to or dictate multiple choice responses to a test administrator (in English or language of origin**) **(A303)**	57

1 See eligibility guidelines in Appendix K of the Test Administration Manual.

* The above table includes several accommodations which are typically used only for students who are English Language Learners and would not be appropriate for students who are not ELLs. Please see the OAKS Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students who are English Language Learners.

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NOTE: The Accommodations Panel has determined that some strategies formerly considered accommodations are more appropriately classified as *Allowable Resources* or *Standard Testing Conditions.* Allowable resources and standard testing conditions refer to changes in the testing environment that are the result of actions taken, materials provided, or other adjustments made by either a test administrator or student that are not student-specific. A summary of allowable resources and standard testing conditions including those previously recognized as accommodations can be found in the current Test Administration Manual (TAM), provided at: http://www.ode.state.or.us/go/tam.

OREGON STATE ASSESSMENT SYSTEM

* ACCOMMODATIONS FOR ALL STUDENTS
(GENERAL EDUCATION, STUDENT WITH A DISABILITY, ELL)

ACCOMMODATIONS OVERVIEW
WRITING PERFORMANCE
(Writing Essential Skills <u>Work Sample</u> Options)

TYPE OF ACCOMMODATION	WORK SAMPLE ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Sign directions **(A102)**	41
	• Interpret directions orally **(A103)**	41
	• Provide written version of oral directions, including Braille version of oral directions (Contact District Test Coordinator for more information) **(A104)**	42
	• Provide written translations** of oral directions **(A107)**	42
Changes in how the test questions are presented	• Braille versions of test **(A202)**	47
	• Make a verbatim audio recording of available writing prompts for pencil/paper side-by-side tests in English/Spanish**, read verbatim directly from the test booklet **(A205)**	49
	• Read prompts aloud to student **(A206)**	49
	• Sign writing prompts **(A207)**	50
	• Student reads test aloud or sub-vocalizes text to listener or self **(A208)**	50
	• For students participating in the paper and pencil administration of the writing assessment, electronic word-for-word, text-to-voice scanning of assessment prompts, for example, computer reads prompts aloud to student **(A210)**	50
	• Visual magnification devices or software **(A212)**	50
	• Use of projection devices **(A213)**	50
	• Administration of the Spanish**/English writing prompts **(A215)**	51
	• Local interpreter may provide a written translation of the writing prompt in a student's native language** in advance of test administration **(A216)**	51
	• Synonym provided for unknown word in prompt, if requested by student **(A217)**	51

Changes in how the student responds	• Student should be allowed any technology device that serves as their primary written communication mode (e.g., word processing or typewriter, refreshable Braille keyboard, adaptive keyboard, or other assistive technology). Technology assisted writing is an accommodation if the following features are **disengaged**:
	    ○ Formatting
	    ○ Spell check *
	    ○ Grammar check
	    ○ Word prediction
	Function keys (combination key strokes and the technology that enters text for the writer) may not be used
	High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document (11/1/10) **(A302)**
		56

	• Respond to writing prompts in Braille **(A305)**	56
	• Student is allowed to vocalize his or her thought process out loud to self or to a neutral test administrator **(A307)**	58
	• Student is allowed to use a recording device to record and play back passages and responses **(A308)**	58
Changes in test setting	• Test an individual student in a separate location **(A401)**	60
	• Test a small group of students in a separate, but familiar location **(A402)**	60
	• Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) **(A403)**	60
	• Use of sensory supports or interventions to allow students to attend to task **(A404)**	61
Changes in test scheduling	• Administer at a time of day most beneficial to the student **(A501)**	63

* The above table includes all the appropriate accommodations which have been approved by the Oregon Accommodations Panel for students participating in the Oregon Writing Performance Assessment. Please see the comparison charts on Fact Sheets 1 – 5 within the manual for allowable accommodations in each category: GENERAL EDUCATION, STUDENTS WITH IEPs OR 504 PLANS, AND ELLs.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
WRITING PERFORMANCE
(Writing Essential Skills Work Sample Options)

TYPE OF ACCOMMODATION	WORK SAMPLE ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Sign directions **(A102)** • Provide written version of oral directions, including Braille (Contact District Test Coordinator for more information) **(A104)** • Simplify language in directions **(A105)**	41 42 42
Changes in how the test questions are presented	• Sign writing prompts **(A207)**	50

Changes in how the student responds	• Student should be allowed any technology device that serves as their primary written communication mode (e.g., word processing or typewriter, refreshable Braille keyboard, adaptive keyboard, or other assistive technology). Technology assisted writing is an accommodation if the following features are **disengaged**:
	   o Formatting
	   o Spell check *
	   o Grammar check
	   o Word prediction
	Function keys (combination key strokes and the technology that enters text for the writer) may not be used
	High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document (11/1/10) **(A302)**
	• Respond to writing prompts in Braille **(A305)**
		56
		
		56

Changes in test setting	• Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) **(A403)**	60

* The above table includes several accommodations which are typically used only for students with specific disabilities and would not be appropriate for students without disabilities (i.e., General Education or ELLs only). Please see the Writing Performance Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students with disabilities.

ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS[1]
WRITING PERFORMANCE
(Writing Essential Skills Work Sample Options)

TYPE OF ACCOMMODATION	WORK SAMPLE ACCOMMODATIONS	DESCRIPTION ON PAGE
Changes in the test directions	• Interpret directions orally **(A103)**	41
	• Provide written version of oral directions **(A104)**	42
	• Simplify language in oral directions **(A105)**	42
	• Provide written translations** of oral directions **(A107)**	42
Changes in how the test questions are presented	• Make a verbatim audio recording of available writing prompts for pencil/paper side-by-side tests in English/Spanish**, read verbatim directly from the test booklet **(A205)**	49
	• Administration of the Spanish**/English writing prompts **(A215)**	51
	• Local interpreter may provide a written translation of the writing prompt in a student's native language** in advance of test administration **(A216)**	51

1 See eligibility guidelines in Appendix K of the Test Administration Manual.

* The above table includes several accommodations which are typically used only for students who are English Language Learners and would not be appropriate for students who are not ELLs. Please see the Writing Performance Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students who are English Language Learners.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

NOTE: The Accommodations Panel has determined that some strategies formerly considered accommodations are more appropriately classified as *Allowable Resources* or *Standard Testing Conditions*. Allowable resources and standard testing conditions refer to changes in the testing environment that are the result of actions taken, materials provided, or other adjustments made by either a test administrator or student that are not student-specific.

A summary of allowable resources and standard testing conditions including those previously recognized as accommodations can be found in the current Test Administration Manual (TAM), provided at: http://www.ode.state.or.us/go/tam.

STEP 1
EXPECT ALL STUDENTS TO ACHIEVE PROFICIENCY IN THE GRADE-LEVEL ACADEMIC CONTENT STANDARDS

FEDERAL AND STATE LAWS REQUIRING PARTICIPATION BY ALL STUDENTS, INCLUDING STUDENTS WITH DISABILITIES

Several important laws require the participation of all students, including students with disabilities, in standards-based instruction and assessment initiatives. These include federal laws such as the Elementary and Secondary Education Act of 2001 (ESEA/NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Elementary and Secondary Education Act as reauthorized by No Child Left Behind Act 2001

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements the provisions for providing public accountability at the school, district, and state levels for all students, including those with disabilities. NCLB explicitly calls for

> … the participation in such assessments of all students [Sec. 1111 (3)(C)(i)]. [The term 'such assessments' refers to a set of high-quality, yearly student academic assessments.] The reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of the Individuals with Disabilities Education Act—necessary to measure the academic achievement of such students relative to state academic content and student achievement standards [Sec. 1111 (3)(C)(ii)].

One of the best reform principles of NCLB is stronger accountability for results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information on student progress and performance, school progress and performance, and district and state improvement needs for all students regardless of population.

There are several critical elements in NCLB that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well they should perform) in reading/language arts, mathematics, and science form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in student attainment of the knowledge and skills defined by the content standards. States must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school. States must also provide science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year. School, district, and state accountability measures reflect the educational success of all students and help determine what needs to be improved for

specific groups of students. The accountability system is defined in terms of Adequate Yearly Progress (AYP), a way to measure improvement in achieving standards for all students and designated student subgroups each year. Schools, district, and states are held accountable for improvement on an annual basis by public reporting, and ultimately through consequences if they do not achieve AYP.

Individuals with Disabilities Education Improvement Act of 2004

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basic of each child's unique needs. IDEA requires the participation of students with disabilities in state and district-wide assessments. Specific IDEA requirements include:

> Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [Sec .612 (a)(16)(A)]. The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes… a statement of any individual modifications in the administration of state and district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d)(1)(A)(V) and (VI)].

INCLUDING ALL STUDENTS IN STATE ACCOUNTABILITY ASSESSMENTS

In Oregon, all students must be given the opportunity to take the Oregon Assessment of Knowledge and Skills (OAKS), Oregon's primary Statewide Assessment. To provide each student with this opportunity, Oregon offers a number of assessment options, including OAKS Online for Reading/Literature, Mathematics, Science, and Social Sciences including zoom feature and Braille interface for students with visual impairments, the OAKS Writing Performance Assessment (available online and in paper/pencil format), Oregon's Kindergarten Assessment for Early Literacy and Mathematics, and OAKS Extended for Reading/Literature, Mathematics, Science, and Writing Performance. In addition, all Oregon students eligible to receive English Language Learner (ELL) services under NCLB must be given the opportunity to take the English Language Proficiency Assessment (ELPA).

Both federal and state laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. When determining appropriate assessment options for a student with learning challenges, school teams members, including the IEP or 504 team, must actively engage in a planning process that addresses all of the relevant variables associated with student need, accommodations considerations (for appropriate access), and the use of alternate assessments for students with disabilities.

For more information on OAKS participation options for students with disabilities refer to *"Guidelines for Statewide Assessment Decision Making for IEP Teams"* on the Oregon's Special Education Assessment website at: http://www.ode.state.or.us/search/page/?id=2699.

EQUAL ACCESS TO GRADE-LEVEL CONTENT

With the focus of legislation on accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to achieve at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessment may also promote equal access to grade-level content. To accomplish this goal of equal access, general and special educators must actively collaborate to address student needs and team members (including IEP and 504 teams) must be familiar with content standards and expectations provided at the state and district level.

All students, including those with learning challenges, can work toward achieving proficiency in the grade-level academic content standards, and most of these students will be able to achieve these standards when the following conditions are met: (a) instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners; and (b) appropriate supports for instruction and assessment are provided to help students access grade-level content.

OREGON'S ACADEMIC CONTENT STANDARDS

Oregon's Academic Content Standards can be found at the following websites:

WEBSITE REFERENCES	
Searchable Standards	http://www.ode.state.or.us/teachlearn/real/standards/
Standards Newspaper Online	http://www.ode.state.or.us/teachlearn/real/newspaper/
Oregon's Achievement Standards and Performance Level Indicators	http://www.ode.state.or.us/search/results/?id=223
Achievement Standards for Work Samples	http://www.ode.state.or.us/teachlearn/testing/manuals/2009/appendix_e.pdf

STEP 2
LEARN ABOUT ACCOMMODATIONS FOR ASSESSMENT

WHAT ARE ACCOMMODATIONS

As mentioned previously, Oregon's Accommodations Panel refers to the term "Accommodation" as a distinctly specific term relative to the Oregon Statewide Assessment System. The panel defines accommodations as practices and procedures in presentation, response, setting, and timing or scheduling that, when used in an assessment, provide equitable access to all students. Accommodations do not compromise the learning expectations, construct, grade-level standards, and/or measured outcome of the assessment. Use of approved accommodations during administration of an Oregon Statewide Assessment based on individual student needs will not impact the validity of the assessment results.

During administration of an Oregon Statewide Assessment, accommodations provided to a student must have been previously approved by the Accommodations Panel and listed in the Accommodations Tables. In contrast, during instruction educators may provide students with additional supports, including, but not limited to approved accommodations. In other words, during instruction educators can use supports for students that go beyond the list of accommodations approved by the Accommodations Panel for use during administration of the Oregon Statewide Assessments. References to *adaptations, alterations, changes*, or *supports* are general terms that do not indicate whether the change would be classified as an accommodation approved for use in assessment.

DESCRIPTIONS OF ACCOMMODATIONS CATEGORIES IN OREGON

Accommodations are commonly categorized in four main ways: timing and scheduling, presentation, response, and setting. Oregon currently defines five categories of accommodations for statewide assessments:

ACCOMMODATIONS CATEGORIES	
DIRECTIONS ACCOMMODATIONS	These allow for various alterations to be made to the directions that precede the administration of the assessment items and tasks to ensure the student's access to the item without impacting the meaning of the assessment results.
PRESENTATION ACCOMMODATIONS	These allow a student to access displayed information in alternate ways.
RESPONSE ACCOMMODATIONS	These allow a student to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.

SETTING ACCOMMODATIONS	These changes the location in which a test or assignment is given or the conditions of the assessment setting.
SCHEDULING ACCOMMODATIONS	These reorganize the way time is used.

Refer to Fact Sheets 1-5 for specific examples of approved assessment accommodations in each of these categories. There is a description of each accommodation to assist with decision making and implementation during assessment.

MODIFICATIONS vs. ACCOMMODATIONS

"Modifications" refer to practices or procedures used during instruction or assessment that change, lower, or reduce the learning expectations of the student when applied. Oregon's Accommodations Panel uses the term "Modifications" as a distinctly specific term relevant to the administration of Oregon Statewide Assessments. Modifications are designed as *instructional* practices and procedures that compromise the intent of the assessment through a change in the learning expectations, construct, grade-level standards, and/or measured outcome.

Using modifications may result in outcomes that could adversely affect a student throughout his or her educational career. Modifications can increase the gap between achievement and expectations for proficiency at a particular grade level for struggling or disabled students. Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements.

NOTE: Providing a student with a modification during administration of an Oregon Statewide Assessment will result in an invalid test administration and ODE will count students whose assessments are administered with modifications as non-participants in its calculations of participation and performance. In addition, use of a modification except as determined by a student's IEP or 504 Team and documented on the student's IEP or 504 Plan may result in an investigation of the testing practices of the school or district.

The table below includes two examples of modifications:

EXAMPLES OF MODIFICATIONS
• Revising assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four).
• Giving a student hints or clues to correct responses on assessments.

A more comprehensive (but not exhaustive) list of modifications may be found in the Modifications Tables located online at: http://www.ode.state.or.us/search/page/?=487 .

DETERMINING THE CONSEQUENCES OF USING ACCOMMODATIONS DURING ASSESSMENT

When selecting which accommodations a student should use while taking an Oregon Statewide Assessment, it is important to refer to the state's most current Accommodations Tables to ensure that the proposed practice or procedure is a state-approved accommodation. If the proposed practice or procedure is not explicitly included in the Accommodations Tables, its use during assessment will result in an invalid score. The student will be counted as a non-participant on various state and federal reports and the expectations associated with the grade-level content standards may be lowered.

STEP 3
SELECT ASSESSMENT ACCOMMODATIONS FOR INDIVIDUAL STUDENTS

To ensure that students are engaged in standards-based instruction and assessments, school personnel must be knowledgeable about the state and district academic content standards and assessments. Effective decision-making about the provisions of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's needs and performance in relation to local and state academic standards. In essence, using accommodations allows educational teams to attempt to "level the playing field" so that all students can participate productively in the general education curriculum.

While a wide variety of accommodations, resources, and modifications are available during *instruction*, only specific accommodations approved by Oregon's Accommodations Panel and the ODE are available during assessment. *In Oregon, accommodations are available to all students, although the decision to apply accommodations must be based on an assessment of individual student need.* Allowable accommodations are located on Fact Sheets 1-5 in this manual.

In addition to accommodations, all students have access to subject-specific allowable resources during assessment. Allowable resources are materials and strategies specifically approved and identified by ODE that a student may access during assessment that do not change the construct being assessed. The 2013-2014 Test Administration Manual contains lists of allowable resources by content area that may be used during administration of the Oregon Statewide Assessments. The Test Administration Manual (TAM) can be found at: http://www.ode.state.or.us/go/tam .

DOCUMENTING ACCOMMODATIONS IN A STUDENT'S CUMULATIVE FILE

School teams making educational decisions for students in either general or special education or who are English Language Learners are strongly encouraged to document any discussions regarding accommodations in the student's file. Classroom performance data, review of previous performance on state assessments, review of supports available in the classroom and their effectiveness, and interviews with the student are several types of information that school teams can use to make informed decisions. A record of meeting participants, including parents or guardians, and any decision made is strongly encouraged. A sample record form is included as Teacher Tool 2 of this manual.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S IEP

IEP teams that follow good IEP practices should be able to efficiently determine appropriate instructional and assessment accommodations for students with disabilities

served under IDEA, using information obtained from the required summary of the student's functional Present Levels of Academic Achievement and Functional Performance (PLAAFP) (also known informally as the Present Levels of Educational Performance, or PLEP). The PLAAFP is a federal requirement in which IEP team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as non-disabled children" [Sec. 614 (d)(1)(A)(i)(I)].

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed:

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

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S 504 PLAN

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states:

> "No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits or, or be subject to discrimination under any program or activity receiving Federal financial assistance." [29 U.S.C. Sec. 794]

INVOLVING STUDENTS IN SELECTING, USING, AND EVALUATING ACCOMMODATIONS

The more students are involved in the accommodation selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about learning strengths and needs, particularly in the presence of parents, teachers, and principals, may be a new role for students, and one for which they need guidance and feedback. Teachers, parents, and other school team members play a key role when they encourage students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

QUESTIONS TO GUIDE ACCOMMODATION SELECTION

Use the questions provided below to guide the selection of approved assessment accommodations. For students with an IEP or 504 Plan electing accommodations for instruction and assessment is a specific role of the IEP team or 504 team. Refer to Fact Sheets 1-5 and Teacher Tools 1 and 2 for additional information in completing this step.

QUESTIONS TO GUIDE AND DOCUMENT ACCOMMODATION SELECTION
1. What are the student's learning strengths?
2. What are the student's learning needs/challenges and how do they affect the achievement of grade-level content standards?
3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
4. What practices and procedures will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's challenges? These may either be new strategies or supports the student is currently using.
5. What practices and procedures does the student use regularly during instruction?
6. When used in the classroom, what are the results for assignments and assessments when these practices and procedures were used and not used?
7. What difficulties, if any, does the student experience when using a given practice or procedure?
8. What is the student's perception of how well a practice or procedure "works?"

9. What are the perceptions of parents, teachers, and specialists about the student's success when using these practices or procedures?
10. Are there effective combinations of practices and procedures for this student?
11. Is it possible to meet the student's needs through the use of allowable resources listed in the Test Administration Manual?
12. Which practices and procedures use by the student are accommodations approved by the Accommodations Panel for use during assessment?
13. Should an accommodation used on the previous year's assessment be continued or changed? Accommodations are those specific practices and procedures that the panel has approved and which are listed in the Accommodations Tables.
14. If a promising practice or procedure is not listed in the Accommodations Tables, is there a similar practice or procedure that can be used that would not impact the student's performance or participation during instruction or assessment?

Of the accommodations that match the student's needs, consider the student's willingness to learn to use the accommodation, opportunities to learn how to use the accommodation in classroom settings, and conditions for use on state assessments. Plan how and when the student will learn to use each new accommodation, so there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. A student's refusal to accept or use a required accommodation potentially jeopardizes the measure of performance and raises questions about the implementation of the IEP or 504 plan. Attempts to address the refusal at the time of testing may further disrupt the student's test performance or inadvertently raise a question of test propriety. For these reasons, various sources, from the CCSSO State Collaborative on Assessment to the U.S. Office of Civil Rights (OCR) to stress prevention strategies.

- Including in the IEP or 504 plan those accommodations specifically needed, rather than listing all those possibly needed.
- Including students in the design of accommodations, especially for older students.
- Ensuring teachers understand and implement those accommodations so students are familiar with the accommodations to be used for assessments.
- Getting students' feedback on accommodations.
- Reconvening teams to redesign accommodation students refuse to use or no longer need or those that are otherwise ineffective.

And finally, if advance planning fails and a student refuses to accept an accommodation, document their refusal of an accommodation.

Finally, it is important to plan for the ongoing evaluation and improvement of the student's use of accommodations.

STEP 4
ADMINISTER ACCOMMODATIONS DURING INSTRUCTION AND ASSESSMENT

ACCOMMODATIONS DURING INSTRUCTION

Student must have practice using approved accommodations before participating in the Oregon Statewide Assessment. Providing the selected accommodations during instructional periods that necessitate their use is an essential classroom practice that allows students and educators to determine the effectiveness of an accommodation and allows students to become comfortable and proficient when using the accommodation. Assessment performance may potentially be hindered if the student has not had an opportunity to use specified supports before participating in state assessments.

ACCOMMODATIONS DURING ASSESSMENT

Planning for Test Day

Prior to the day of assessment, be certain that the Test Administrator (TA) knows which accommodations each student will be using and how to administer them properly. TAs administering accommodations, such as reading to a student or translating writing prompts, must adhere to specific guidelines so that student scores are valid. Accommodations that are improperly administered may results in invalidation of the student's score.

Refer to Teacher Tools 3, 4, and 5 for examples of how accommodations might be anticipated and implemented.

Administering Assessments and Accommodations

State and district laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments. TAs and all other staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that TAs and others involved in assessment must:

REQUIREMENTS FOR TEST ADMINISTRATORS TO ENSURE TEST SECURITY AND THE STANDARDIZED AND ETHICAL ADMINISTRATION OF ASSESSMENTS
• Take appropriate security precautions before, during, and after the administration of the assessment.
• Understand the procedures needed to administer the assessment prior to administration.
• Administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur.
• Provide for and document all approved accommodations for the administration of the assessment to persons with disabilities or special needs.

In addition, ODE specifically requires that all TAs receive annual test administration and security training, and read the current school year Test Administration Manual which contains test administration policies and procedures. Additionally, all TAs must sign an Assurance of Test Security form for the current school year; signed assurance forms must be kept on file in the district office.

STANDARDIZATION

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

ETHICAL TESTING PRACTICES AND TEST SECURITY

All test items, test materials, and student-level testing information, both for online testing and pencil and paper tests, are secure documents and must be appropriately handled. Secure handling must protect the integrity, validity, and confidentiality of assessment questions, prompts, and student results. Any deviation in test administration must be reported to the District Test Coordinator immediately to ensure the validity of the assessment results. Mishandling of test administration materials puts student information at risk and places the student at a disadvantage as tests that are improperly administered may be invalidated. Failure to honor security severely jeopardizes district and state accountability requirements and the accuracy of student data.

Test security involves maintaining the confidentiality of test questions and answers, and it is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone

other than the student is allowed to see the test (e.g., interpreter, reader). In order to ensure test security and confidentiality, TAs must adhere to the test security practices specified in the 2013-2014 Test Administration Manual, available at: http://www.ode.state.or.us/go/tam. Refer to Fact Sheets 1-5 of this manual for detailed rules for the administration of specific accommodations.

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

TAs must carefully adhere to all test administration procedures to avoid test improprieties. The 2013-2014 Test Administration Manual (TAM) generally describes allowable actions. In cases where a student's IEP indicates that an accommodation should be used, review the student's IEP as well as the Accommodations Tables. If the TAM does not explicitly allow an action, contact your District Test Coordinator (DTC) to determine whether such an action is allowable prior to administering an assessment.

HANDLING "IN THE MOMENT" STUDENT REQUESTS FOR AN ACCOMMODATION

In order to ensure standardization, and that test security and ethical testing practices are followed throughout the assessment process, test administrators must not provide an accommodation which was not previously identified for a student. If a student requests an accommodation that was not previously identified while "in the moment" of testing, the test administrator must reference the directions provided in Appendices B, G, and H of the Test Administration Manual (TAM). The TA must not provide any accommodation to any student that was not selected based on an assessment of individual student need. The TA must report the request by the student to the appropriate decision making team (IEP, 504 Plan, or other team) and consideration to allow the requested accommodation will be made based on an assessment of the student's individual needs.

STEP 5
EVALUATE AND IMPROVE ACCOMMODATIONS USE

All practices and procedures used for students during instruction must be selected on the basis of the individual student's needs. For accommodations to be used during administration of an Oregon Statewide Assessment, the accommodation must be also previously approved by the Accommodations Panel and listed in the Accommodations Tables, be implemented during instruction, and be familiar to the student prior to use during assessment. Collecting and analyzing data on the use and effectiveness of accommodations is necessary to ensure the meaningful participation of students with disabilities in state and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations use, as well as support the continued use of some accommodations or the rethinking of others. Examination of the data may also indicate areas in which the IEP team, Section 504 plan committee, and TAs need additional training and support.

In addition to collecting information about the use of accommodations within the classroom, districts may also decide to gather information on the implementation of accommodations during assessment. Observations conducted during test administration, interviews with TAs, and talking with students after testing sessions may yield data that can be used to guide the formative evaluation process at the student level and at the school or district levels. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the student, school, and district levels. Teacher Tool 7 provides these questions in a worksheet format to guide evaluation discussions.

QUESTIONS TO GUIDE ACCOMMODATION USE AT THE STUDENT LEVEL
1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, inappropriate choice of accommodations, and/or misapplication of an accommodations?
3. What is the student's perception of how well the accommodation worked?
4. What combinations of accommodations seem to be effective?
5. What are the difficulties encountered in the use of accommodations?

6. What are the perceptions of teachers and others about how the accommodation appears to be working?

QUESTIONS TO GUIDE ACCOMMODATION USE AT THE SCHOOL OR DISTRICT LEVEL
1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in their IEPs and 504 plans?
4. How many students with IEPs and 504 plans are receiving accommodations?
5. Are there procedures in place to ensure that TAs adhere to directions for the implementation of accommodations?
6. Who is responsible for data entry into Student Centered Staging regarding students with disabilities receiving accommodations?
7. How many general education students receive accommodations?
8. Are some types of accommodations used more than others?

FACT SHEETS

FACT SHEET 1
TEST DIRECTIONS ACCOMMODATIONS

WHAT ARE TEST DIRECTIONS ACCOMMODATIONS?

Test direction accommodations allow for various alterations to be made to the directions that precede assessment items and tasks.

WHO CAN BENEFIT FROM TEST DIRECTIONS ACCOMMODATIONS?

Students who benefit most from test directions accommodations are who have difficulty or an inability to read and comprehend directions presented in standard print. Additionally, students with language processing challenges, students who are deaf or hard of hearing or students who require a multisensory approach to learning may benefit.

Type of Accommodations	Standard Administration of Oregon State Assessment System (OSAS)	Any Student	Students with IEPs or 504 Plans	ELLs, including those with IEPs or 504 Plans
Changes in the test directions	Read or reread directions to student **(K&S, W, ELPA)**	√	√	√
	Sign* directions **(K&S, W, KA, ELPA, WS)**		√	√
	Interpret directions orally **(K&S, W, KA, ELPA, WS)**			√
	For mathematics, a local translator may provide a written translation of the directions in a student's language of origin** in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student **(KA)**		√	√
	Provide written version of oral directions, including Braille **(K&S, W, ELPA, WS)**	√	√	√

	Simplify language in directions **(K&S, W, KA)**	√	√	√
	Provide written translations of oral directions **(K&S, ELPA, WS)**			√

KEY: **K&S** = Assessment of Knowledge and Skills
W = Writing Performance Assessment
KA = Kindergarten Assessment
ELPA = English Language Proficiency Assessment
WS = Work Samples

*Cf. Appendix C: Guidelines for Sign Language Accommodation

DIRECTIONS ACOMMODATIONS

- **Sign directions (K&S, W, KA, ELPA, WS)**

  For all assessments, directions that are not linked to a specific item may be signed* (by a qualified signed test interpreter) to the student using the sign modality that is most familiar to the student. Directions are defined as any instructions or guidance related to the administration of an item. Directions typically precede an item, or precede a section of items. NOTES: (1) Introductions to reading passages are not considered part of the directions and may not be signed; (2**) Any information in the body of an item is considered part of that item and may not be signed as directions. The verbatim student directions for OAKS Online Math, Reading, Science, and Social Sciences assessments are located in Appendix B of the Test Administration Manual; verbatim student directions for the Writing Performance Assessment are located in Appendix G of the Test Administration Manual, and verbatim student directions for the Kindergarten Assessment are included in the Assessor copies of the assessment itself.

  *Cf. Appendix C: Guidelines for Sign Language Accommodation

  **This note is not applicable to Oregon's Extended Assessment.

- **Interpret directions orally (K&S, W, KA, ELPA, WS)**

  For all assessments that do not have a side-by-side version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.

- **For mathematics, a local translator may provide a written translation of the directions in a student's language of origin in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student (KA)**

    A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

- **Provide written version of oral directions, including Braille (K&S, W, ELPA, WS)**

    Students may be provided with the written version of the directions developed by ODE for each assessment, including Braille. ODE-provided student directions for each subject can be found online at:
    http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studentdirections_math_0809.pdf
    http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studentdirections_reading_0809.pdf
    http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studentdirections_science_0809.pdf
    http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studentdirections_socialscience_0809.pdf
    http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studentdirections_writing_0809.pdf
    The Braille version can be acquired through OTMC (Oregon Textbook and Media Center)

- **Simplify language in directions (K&S, W, KA)**

    Before administering the OAKS, use the practice tests provided in the assessment system to assist students in understanding the format, language, and intent of test directions. If a student requests clarification during assessment, a test administrator (TA) or test technician (TT) may simplify language provided in directions by substituting a single word for a word the student does not understand.

- **Provide written translations of oral directions (K&S, ELPA, WS)**

    In instances requiring (or relying on) the use of oral directions to provide guidance to students, students may be provided with a written translation, including Braille. Spanish translations for mathematics, science, and social sciences are available in Appendix B in the Test Administration Manual (TAM).

FACT SHEET 2
PRESENTATION ACCOMMODATIONS

WHAT ARE PRESENTATION ACCOMMODATIONS?

Presentation accommodations allow students to access displayed information in alternate ways. These alternate modes of access might include auditory, tactile, visual, and a combination of auditory and visual accommodations.

WHO CAN BENEFIT FROM PRESENTATION ACCOMMODATIONS?

Students who benefit most from presentation accommodations are who have difficulty or an inability to read and comprehend information presented in standard print. Additionally, students with language processing challenges, students who are deaf or hard of hearing or students who require a multisensory approach to learning may benefit.

Type of Accommodations	Standard Administration of Oregon State Assessment System (OSAS)	Any Student	Students with IEPs or 504 Plans	ELLs, including those with IEPs or 504 Plans
Changes in how the test questions are presented	Accessing OAKS Online through Braille Interface (JAWS audio with Refreshable Braille display, and/or Embossed Braille) **(K&S)**		√	
	Read mathematics, science, and social sciences (*not reading/literature*) items, stimuli and response choices aloud to the student by the test administrator or by technology. For mathematics, follow the ODE adapted NAEP read aloud guidelines (see note below chart) **(K&S,WS)**	√	√	√
	Sign mathematics, science, and social sciences (not Reading, ELPA, or Kindergarten Early Literacy) items/stimuli and/or response choices to the		√	√

	student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols **(K&S, KA).**			
	The test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact **(K&S, KA, WS)**	√	√	√
	For mathematics, test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication **(KA).**		√	√
	For mathematics, a local translator may provide a written translation of the directions in a student's language of origin** in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student **(KA)**		√	√
	Make a verbatim audio recording of side-by-side tests in English/Spanish; read verbatim directly from the student's screen **(K&S-*not Reading*)** and from the			√

	test booklet **(W, KA-not Early Literacy**, **WS)**			
	Read prompts aloud to student **(W)**	√	√	√
	Sign writing prompts **(W)**		√	√
	Student reads test aloud or sub-vocalizes text to listener or self **(K&S, W, ELPA, WS)**	√	√	√
	For students participating in the paper and pencil administration of the writing assessment, electronic word-for-word, text-to-voice scanning as assessment prompts, for example, computer reads prompts aloud to student **(W)**	√	√	√
	Visual magnification devices or software **(K&S, W, KA, ELPA, WS)**	√	√	√
	Use of projection devices **(K&S, W, KA, ELPA, WS)**	√	√	√
	Administration of side-by-side Spanish/English version of the mathematics, science, and social sciences tests **(K&S, KA, WS)**			√
	Administration of the Spanish/English writing prompts **(W)**			√
	Access tests using uncontracted or contracted embossed Braille format **(KA)**		√	√
	Local interpreter may provide written translation of the writing prompt in a student's native language **(W)**			√
	Synonym provided for unknown word in prompt if requested by student **(W)**	√	√	√

KEY: **K&S** = Assessment of Knowledge and Skills
       W = Writing Performance Assessment

KA = Kindergarten Assessment
ELPA = English Language Proficiency Assessment
WS = Work Samples

NOTE: NAEP read aloud guidelines: http://www.ode.state.or.us/search/page/?=487

PRESENTATION ACOMMODATIONS

- **Accessing OAKS Online through Braille Interface (JAWS audio with Refreshable Braille display and/or Embossed Braille) (K&S)**

  The OAKS Online assessment is now available to students who use Braille through the new Braille Interface of OAKS Online. These students will now have access to the adaptive engine of OAKS Online and will receive the same number of test opportunities as general education students. Prior to administering the OAKS Online through the new Braille Interface, test administrators must receive both the general test administration and security training provided locally through the school district, as well as specific training on administering OAKS Online through the new Braille Interface and its supporting Braille technologies. In addition, districts must ensure that students using the new Braille Interface of OAKS Online receive training on all supporting Braille equipment and receive an opportunity to access the OAKS Online Practice Tests available at http://www.oaks.k12.or.us prior to taking the test.

  For students receiving an Online Braille accommodation, test administrators and test-readers should consult the student's IEP team for additional guidance. For more information, please refer to Part VIII – Students with Disabilities of the 2013-2014 Test Administration Manual posted at http://www.ode.state.or.us/go/tam.

- **Read mathematics, science, and social sciences (*not reading/literature*) items, stimuli and response choices aloud to the student by the test administrator or by technology. For mathematics, follow the ODE adapted NAEP read aloud guidelines posted at http://www.ode.state.or.us/search/page/?=487 (K&S, WS)**

  NOTE: A test reader's responsibility is only to read the text of an assessment. Test readers must follow the same test administration and security training requirements as test administrators. When providing read-aloud support to a student, other interactions between a test reader and a student regarding test questions or content is not allowable and may be treated as a testing impropriety. To minimize confusion, when assisting a student with a read aloud for a complex graph or graphic, the test administrator will ask the student to indicate the word or words that need assistance with. When providing accommodations for students on IEPs, the TA is required to make sure that the students know what accommodations are available to them per the IEP, has access to them, and/or knows how to initiate assistance. With the read aloud for students on IEPs, it should be decided during the development of the IEP

if the students requires all items read aloud or only specific words indicated by the student.

Read aloud accommodations must be provided individually and typically requires a separate setting. When reading math numerals and symbols, test readers are required to follow the ODE adapted NAEP read aloud guidelines posted at http://www.ode.state.or.us/search/page/?=487.

Unless otherwise indicated by the IEP, the pace of the test administration must be controlled by the student. Test readers must be sensitive to the student's needs when pacing the reading of an assessment. Test items may be re-read upon student request.

Test reader must:
- ✓ avoid giving clues that either indicate the correct answer or eliminate answer choices
- ✓ use even pace and tone when reading so that the student does not receive any clues from the reader
- ✓ read test items or prompts and text exactly as written
- ✓ not clarify, elaborate, or provide assistance to students
- ✓ not answer questions about specific test items

- **Sign mathematics, science, and social sciences (not Reading, ELPA, or Kindergarten Early Literacy) items/stimuli and/or response choices to the student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols (K&S, KA).**

  This accommodation is for paper-pencil based assessments only that are proctored by a qualified test administrator. Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply.

  Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.

  *Cf. Appendix C: Guidelines for Sign Language Accommodation

- **The test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact (K&S, KA, WS)**

- **For mathematics, test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (KA).**

  The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student. To be used in conjunction with "Changes in how student responds" accommodation.

- **For mathematics, a local translator may provide a written translation of the directions in a student's language of origin in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student (KA)**

  A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

- **Make a verbatim audio recording of side-by-side tests in English/Spanish; read verbatim directly from the student's screen (K&S-*not reading*) and from the test booklet (W, KA-*not Early Literacy,* WS)**

  Students may be provided with a locally produced verbatim recording of current side-by-side translated assessments (with the exception of reading/literature (K&S) and, Early Literacy (KA). When using audio recordings of side-by-side Spanish/English tests, test administrators need to monitor student movement through audio versions to make certain the student maintains the appropriate place in the test and that the audio version is playing properly. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test administrators must spot check audio equipment before use to ensure that everything is working properly. If the student is not able to manage the equipment, test administrators should be allowed to provide support. Any locally-produced tapes must be maintained in the strictest of security in keeping with the security guidelines provided for assessment materials. Following the assessment session, all tapes and materials must be securely destroyed.

- **Read prompts aloud to student (W)**

  Prompts must be read word-for-word without extra explanations or interpretations that are unavailable to other students. To avoid distracting others, other accommodations may need to be used in implementing read aloud to a small group (e.g., separate setting).

- **Sign* writing prompts (W)**

  Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.

  *Cf. Appendix C: Guidelines for Sign Language Accommodation

- **Student reads test aloud or sub-vocalizes text to listener or self (K&S, W, ELPA, WS)**

  A student who sub-vocalizes (reads aloud to him/herself) or reads aloud in the classroom to work through assessment information may be allowed to use this support in an assessment as an accommodation. Appropriate provisions must be made so that the student's self-talk or sub-vocalization is not disruptive to other students. A separate setting or whisper phone may be required to ensure that this accommodation is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and should provide no feedback or indication of correctness or incorrectness on the student's part.

- **For students participating in the paper and pencil administration of the writing assessment, electronic word-for-word, text-to-voice scanning as assessment prompts, for example, computer reads prompts aloud to student (W)**

  Any software and equipment designed to scan and read text should be administered in accordance with other read-aloud guidance. Test administrators should be familiar with the software or technology associated with this accommodation.

- **Visual magnification devices or software (K&S, W, KA, ELPA, WS)**

  A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials. The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. *Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.*

- **Use of projection devices (K&S, W, KA, ELPA, WS)**

  This accommodation is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A

secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment

- **Administration of side-by-side Spanish/English version of the mathematics, science, and social sciences tests (K&S, KA, WS)**

  Administration of all non-English versions of the statewide assessment must be implemented in accordance with accommodations guideline as provided in this manual as well as in accordance with guidance provided for the relevant subject area. Please reference Part VI – English Language Learners and Appendix B in the 2013-2014 Test Administration Manual.

- **Administration of the Spanish/English writing prompts (W)**

  Administration of all non-English versions of the statewide assessment must be implemented in accordance with accommodations guideline as provided in this manual as well as in accordance with guidance provided for the relevant subject area. Please reference Part VI – English Language Learners and Appendix G in the 2013-2014 Test Administration Manual.

- **Access tests using uncontracted or contracted embossed Braille format (KA)**

- **Local interpreter may provide written translation of the writing prompt in a student's native language (W)**

  This must be in a language for which the state does not already provide translation. Consistent with any administration, the prompt may be read aloud to the student in both English and the translated language. Translations must be written in advance and will become secure materials. Translated materials will fall under the same security parameters as all other secure test materials.

  Any individual (or group of individuals) tasked to translate writing prompts may not engage in any review, discussion, or analysis of the prompt before, during, or after testing with either students or other adults. Any individual tasked to translate writing prompts must be endorsed and employed/contracted by the district, consistent with school board policy. Any individual tasked to translate writing prompts must have signed a test security assurance form and must participate in district security training for the current school year.

- **Synonym provided for unknown word in prompt if requested by student (W)**

  At the student's request, in the writing assessment a test administrator may provide a single synonym for any word in the prompt that the student does not know or recognize. A test administrator must not provide extensive definitions or extended

clarifications of words. For example, the word "rug" may be substituted for "carpet"; however, further description or interpretation of the tested concept is prohibited.

FACT SHEET 3
RESPONSE ACCOMMODATIONS

WHAT ARE RESPONSE ACCOMMODATIONS?

Response accommodations allow students to respond to assessments in different ways, or to solve or organize problems using some type of assistive device or organizer.

WHO CAN BENEFIT FROM RESPONSE ACCOMMODATIONS?

Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization.

Type of Accommodations	Standard Administration of Oregon State Assessment System (OSAS)	Any Student	Students with IEPs or 504 Plans	ELLs, including those with IEPs or 504 Plans
Changes in how the student responds	Respond in Braille (Refreshable Braille display) **(K&S, W)**		√	
	Students who require increased spacing, wider lines, or margins should have additional room beyond what is in the writing folder to complete their responses **(W)**	√	√	√
	Students using any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology). **(K&S, W, KA**-multiple choice questions only, **ELPA, WS)** Technology assisted writing is an accommodation if the following features are **disengaged**: o Formatting	√	√	√

	o Spell check * o Grammar check o Word prediction Function keys (combination key strokes and the technology that enters text for the writer) may not be used **(W, ELPA)** ** High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document;* **this does not apply to the ELPA** *(11/1/10)*			
	For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication **(KA).**		√	√
	Point to or dictate multiple-choice responses to a test administrator **(K&S, ELPA, WS)**		√	√
	Student retells story to test administrator or educational assistant in his or her own words before responding to the multiple-choice items **(K&S, ELPA, WS)**	√	√	√
	Student is allowed to vocalize his or her thought process out loud to self or to a neutral test administrator **(K&S, W, KA, WS)**	√	√	√
	Students may sign responses to a qualified sign language interpreter(s) who is serving as test administrator **(KA)**		√	√

	Student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses **(K&S, WS)**	√	√	√
	Students are allowed to use a recording device to record and play-back their think-aloud or written responses before writing their final copy. All work and recordings must be student-generated and student-read. **(W)**	√	√	√

KEY: **K&S** = Assessment of Knowledge and Skills
W = Writing Performance Assessment
KA = Kindergarten Assessment
ELPA = English Language Proficiency Assessment
WS = Work Samples

RESPONSE ACOMMODATIONS

- **Accessing OAKS Online through Braille Interface (JAWS audio with Refreshable Braille display and/or Embossed Braille) (K&S)**

   The OAKS Online assessment is now available to students who use Braille through the new Braille Interface of OAKS Online. These students will now have access to the adaptive engine of OAKS Online and will receive the same number of test opportunities as general education students. Prior to administering the OAKS Online through the new Braille Interface, test administrators must receive both the general test administration and security training provided locally through the school district, as well as specific training on administering OAKS Online through the new Braille Interface and its supporting Braille technologies. In addition, districts must ensure that students using the new Braille Interface of OAKS Online receive training on all supporting Braille equipment and receive an opportunity to access the OAKS Online Practice Tests available at http://www.oaks.k12.or.us prior to taking the test.

   For students receiving an Online Braille accommodation, test administrators and test-readers should consult the student's IEP team for additional guidance. For more information, please refer to Part VIII – Students with Disabilities of the 2013-2014 Test Administration Manual posted at http://www.ode.state.or.us/go/tam.

- **Respond in Braille (W)**

  Students responding in Braille should be monitored by individuals knowledgeable in Braille technology. When students are accessing the assessment using additional writing technology, the following features must be disengaged:
  - Formatting
  - Spell check – High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document; **this does not apply to the ELPA** (11/1/10)
  - Grammar check
  - Word prediction

  Any additional Braille pages or the Braille printout associated with the assessment must be attached securely to the assessment. See administration manual for instructions on mailing Braille materials.

- **Increased spacing, wider lines, or margins (W)**

  Students may respond to written prompts on paper that is in proportion to their needs. Students who need increased spacing for larger handwriting may respond to the test on materials similar to the materials they use in their classroom to accommodate the same need. Any additional pages must be attached securely to the writing folder in addition to an explanation that the essay was completed on wider-ruled paper in keeping with the provision of an accommodation. Student name and essay number must appear on both the student writing folder and any attached materials with a paperclip.

- **Students using any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology) (K&S, W, KA**-multiple choice questions only**, ELPA, WS)**

  Technology assisted writing is an accommodation if the following features are **disengaged**:
  - Formatting
  - Spell check – High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document; **this does not apply to the ELPA** (11/1/10)
  - Grammar check
  - Word prediction

  Function keys (combination key strokes and the technology that enters text for the writer) may not be used **(W, ELPA)**

A student may use any technology device that serves as their primary mode of written communication. When students are using these technology devices for the statewide Writing Assessment in the 11th Grade, the above mentioned features must be disengaged and/or the respective function keys disallowed. *(Due to budgetary restrictions, the Oregon Legislature has determined that for 2013-14, the Writing Performance Assessment will only be available for students in grade 11. The Writing Performance Assessment will not be offered at grades 4 or 7, or for high school students in grades 9, 10, or 12).*

- **For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (KA)**

  To be used in conjunction with "Changes in how the test questions are presented" accommodation**.**

- **Point to or dictate multiple-choice responses to a test administrator (K&S, ELPA, WS)**

  A student may point to, dictate, or otherwise indicate multiple-choice responses to a test administrator. The test administrator will use a pencil, keyboard, or mouse to input those responses exactly as indicated by the student. ELLs may respond in English or language or origin. Test administrators and others supporting a student's test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a practice test prior to operational testing may allow the student to develop the necessary skills. Students unable to manipulate the mouse or keyboard may request assistance from the test administrator. For students taking OAKS through the Braille Interface, test administrators may assist with navigation and answer entry for students who are still acquiring computer skills.

- **Student retells story to test administrator or educational assistant in his or her own words before responding to the multiple-choice items (K&S, ELPA, WS)**

  Students may retell a story or test item to a trained staff member. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication or correctness or incorrectness on the student's part. An alternate test setting will be necessary to implement this accommodation so retell is not disruptive to other students. Test administrators and others supporting a student's test taking must be neutral in responding to the student during the test administration. *Caution: Because this accommodation can lead to an invalid test based on a test administrator's unintended interaction with the student on an assessment item, consider having the student practice retelling the story to a recorder or inanimate object (toy, stuffed animal, etc).*

- **Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator (K&S, KA,W, WS)**

  Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. A separate setting or whisper phone may be required to ensure that this accommodation is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication or correctness or incorrectness on the student's part.

- **Students may sign* responses to a qualified sign language interpreter(s) who is serving as test administrator (KA)**

  Students may sign their responses to a qualified sign language interpreter. In order to complete the timed, Reading portion of the assessment, it is recommended that there be two qualified sign language interpreter (one to read the student's response and one to record the response) to prevent a time delay in the administration of the assessment to the student.
  *Cf. Appendix C: Guidelines for Sign Language Accommodation

- **Student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses (K&S, WS)**

  A student may record his or her responses into a recording device prior to responding to the assessment. The student should be familiar with the process of self-recording; however, if the student is not able to manage the equipment, test administrators are allowed to provide support. Following the assessment session, all tapes and materials must be securely destroyed.

- **Students are allowed to use a recording device to record and play-back their think-aloud or written responses before writing their final copy. All work and recordings must be student-generated and student-read. (W)**

  A student may record his or her response to the prompt into a recording device and play it back to as he/she constructs his/her written text. A student may also use a recording device to read and listen to his/her completed response for editing purposes. The student should be familiar with the process of self-recording; however, if the student is not able to manage the equipment, test administrators are allowed to provide support. Following the assessment session, all tapes and materials must be securely destroyed.

FACT SHEET 4
SETTING ACCOMMODATIONS

WHAT ARE SETTING ACCOMMODATIONS?

Setting accommodations change the location in which a student participates in an assessment. Students may be allowed to sit in a different location than the majority of students in order to reduce distractions to themselves or others, or to increase physical access or access to special equipment. Some students may need changes in the conditions of an instructional setting including conditions as simple as making sure materials are temporarily stabilized with tape or clips or as complex as providing extensive physical supports. Every instructional and assessment setting should have good lighting and ventilation, with a comfortable room temperature, and be as free as possible from noise, traffic, and other interruptions. Chairs should be comfortable and tables set at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in good condition.

WHO CAN BENEFIT FROM SETTING ACCOMMODATIONS?

Setting accommodations, which are changes in assessment location, can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g., read aloud) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

Type of Accommodations	Standard Administration of Oregon State Assessment System (OSAS)	Any Student	Students with IEPs or 504 Plans	ELLs, including those with IEPs or 504 Plans
Changes in test setting	Test an individual student in a separate location **(K&S, W, KA, ELPA, WS)**	√	√	√
	Test a small group of students in a separate, but familiar location **(K&S, W, ELPA, WS)**	√	√	√
	Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance,	√	√	√

	provide adaptive equipment/furniture) **(K&S, W, KA, ELPA, WS)**			
	Use of sensory supports or interventions to allow students to attend to task **(K&S, W, KA, ELPA, WS)**	√	√	√

KEY: **K&S** = Assessment of Knowledge and Skills
       W = Writing Performance Assessment
       ELPA = English Language Proficiency Assessment
       WS = Work Samples

SETTING ACOMMODATIONS

- **Test an individual student in a separate location (K&S, W, KA, ELPA, WS)**

  Each student tested in a separate location must have a qualified test administrator present. A student may be tested in a separate location to prevent peer interaction or distraction.

  NOTE: It is assumed that a student will participate in statewide assessments in school during the typical school day; however, a student may be assessed in a location outside of the school and/or after typical school hours when special circumstances exist.

- **Test a small group of students in a separate, but familiar location (K&S, W, ELPA, WS)**

  A small group of four or five students who require the same type and level of accommodation may be accommodated as a group. This type of grouping may include students from multiple grades. A test administrator must be present when students are being assessed in small groups.

- **Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) (K&S, W, KA, ELPA, WS)**

  A student who needs physical support to access the computer monitor, keyboard or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) or they may be provided supports by an aide/educational assistant. When aides/educational assistants are providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not

involve discussion of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here.

- **Use of sensory supports or interventions to allow students to attend to task (K&S, W, KA, ELPA, WS)**

  As needed, this accommodation should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. *Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.*

FACT SHEET 5
SCHEDULING ACCOMMODATIONS

WHAT ARE SCHEDULING ACCOMMODATIONS?

Scheduling accommodations change the way the time is organized. These accommodations may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or assessment takes place.

WHO CAN BENEFIT FROM SCHEDULING ACCOMMODATIONS?

Scheduling accommodations are most helpful for students who cannot concentrate continuously for an extended period, or who become frustrated or stressed easily and may need frequent or extended relaxation breaks. It may also help to schedule in the morning those classes and test that require the greatest concentration for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day than other times.

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For examples, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.

Type of Accommodations	Standard Administration of Oregon State Assessment System (OSAS)	Any Student	Students with IEPs or 504 Plans	ELLs, including those with IEPs or 504 Plans
Changes in scheduling of the assessment	Administer at a time of day most beneficial to the student **(K&S, W, KA, ELPA, WS)**	√	√	√

KEY: **K&S** = Assessment of Knowledge and Skills
   W = Writing Performance Assessment
   KA = Kindergarten Assessment
   ELPA = English Language Proficiency Assessment

SCHEDULING ACOMMODATIONS

- **Administer at a time of day most beneficial to the student (K&S, W, KA, ELPA, WS)**

A time or period of day (e.g., student is usually able to engage following physical education) may be designated as a beneficial testing time. Testing times should be selected so that they do not extend beyond the boundaries of the typical school day.

FACT SHEET 6
DOS AND DON'TS WHEN SELECTING ACCOMMODATIONS FOR USE DURING STATEWIDE ASSESSMENT

DO… make accommodation decisions based on individual needs.	**DON'T…** make accommodation decisions based on whatever is easiest to do (e.g., preferential seating).
DO… select accommodations that allow access to academic information and demonstrate learning	**DON'T…** select accommodations unrelated to documented student learning needs or are intended to give students an unfair advantage.
DO… be certain to document instructional and assessment accommodation(s) in the student's cumulative file, on the IEP or on the 504 Plan.	**DON'T…** use an accommodation that has not been reviewed and approved by the Accommodations Panel for individual use during assessments.
DO… be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	**DON'T…** assume that all instructional accommodations are appropriate for use on assessments.
DO… be specific about the "Where, When, Who, and How" of providing accommodations.	**DON'T…** simply indicate an accommodation will be provided "as appropriate" or "as needed".
DO… refer to state accommodations policies and understand implications of selections.	**DON'T…** check every accommodation possible on a checklist simply to be "safe".
DO… evaluate accommodations used by the student.	**DON'T…** assume the same accommodations remain appropriate year after year.
DO… get input about accommodations from teachers, parents, and students, and use it to make decisions at relevant team meetings.	**DON'T…** make decisions about assessment accommodations alone.
DO… provide approved accommodations for assessment that are routinely used during classroom instruction and assessment.	**DON'T…** provide an assessment accommodation for the first time on the day of a test.
DO… select accommodations based on specific individual needs in each content area.	**DON'T…** assume certain accommodations, such as read aloud, are appropriate for every student.

TEACHER TOOLS

TEACHER TOOL 1
ACCESS NEEDS THAT MAY REQUIRE ACCOMMODATIONS

*Directions: Use these questions to identify various types of presentation, response, setting, and timing and scheduling accommodations for students with learning challenges. The list is not exhaustive—its purpose is to prompt team members 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/Not Applicable).*

	Y	N	DK/NA
DIRECTIONS ACCOMMODATIONS			
1. Is the student able to read and understand directions?	☐	☐	☐
2. Can the student follow oral directions from an adult or audiotape?	☐	☐	☐
3. Does the student need directions repeated frequently?	☐	☐	☐
4. Does the student have a hearing impairment that requires an interpreter to sign directions?	☐	☐	☐
5. Does the student require translated or interpreted materials?	☐	☐	☐
PRESENTATION ACCOMMODATIONS			
6. Does the student have a visual impairment that requires large-type or Braille materials?	☐	☐	☐
7. Does the student have a hearing impairment and need a listening device or interpreter?	☐	☐	☐
8. Does the student require assistive technology devices to access the assessment?	☐	☐	☐
9. Does the student require read-aloud strategies to access the assessment (not allowable for reading)?	☐	☐	☐
RESPONSE ACCOMMODATIONS			
10. Does the student have difficulty with visual tracking and maintaining that student's place?	☐	☐	☐
11. Does the student have a disability that affects the ability to record that student's responses in the standard manner?	☐	☐	☐
12. Can the student use a pencil or writing instrument?	☐	☐	☐
13. Does the student use a word processor to complete assignments or tests?	☐	☐	☐
14. Does the student use a tape recorder to complete assignments or tests?	☐	☐	☐

SETTING ACCOMMODATIONS

15. Do others easily distract the student or does that student have difficulty remaining on task? ☐ ☐ ☐

16. Does the student require any specialized equipment or other accommodations that may be distracting to others? ☐ ☐ ☐

17. Does the student have visual or auditory impairments that require special lighting or acoustics? ☐ ☐ ☐

18. Can the student focus on the student's own work in a setting with large groups of other students? ☐ ☐ ☐

19. Does the student exhibit behaviors that may disrupt the attention of other students? ☐ ☐ ☐

20. Do any physical accommodations need to be made for the student in the classroom? ☐ ☐ ☐

SCHEDULING ACCOMMODATIONS

21. Does the student tire easily due to health impairments? ☐ ☐ ☐

22. Does the student have a medical condition (e.g., diabetes) that necessitates an optimal testing schedule? ☐ ☐ ☐

23. Does the student have attention span or distractibility challenges that require an optimal testing schedule? ☐ ☐ ☐

TEACHER TOOL 2
QUESTIONS TO GUIDE ACCOMMODATION SELECTION

Directions: Use these questions to guide discussion about selecting accommodations for instruction and assessment during a team meeting.

1. What are the student's learning strengths?

    _____

    _____

2. What are the student's learning needs/challenges and how do they affect the achievement of grade-level content standards?

    _____

    _____

    _____

3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?

    _____

    _____

    _____

4. What practices and procedures will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's challenges? These may either be new strategies or supports the student is currently using?

    _____

    _____

    _____

5. What practices and procedures does the student use regularly during instruction and assessment?

    _____

    _____

    _____

6. In the classroom, what are the results for assignments and assessments when these practices and procedures were used and not used?

    _____

    _____

    _____

7. What difficulties, if any, does the student experience when using a given practice and procedure?

_____

_____

_____

8. What is the student's perception of how well a practice or procedure "worked"?

_____

_____

_____

9. What are the perceptions of parents, teachers, and specialists about the student's success when using these practices and procedures?

_____

_____

_____

10. Are there effective combinations of practices and procedures for this student?

_____

_____

_____

11. Can the student's needs be met through the use of allowable resources listed in the Test Administration Manual?

_____

_____

_____

12. Which practices and procedures does the student use that are accommodations approved by the Accommodations Panel?

_____

_____

_____

13. Should an accommodation used on the previous year's assessment be continued or changed?

_____

_____

_____

14. If a promising practice or procedure is not listed in the Accommodations Tables, is there a similar practice or procedure that can be used that would not impact the student's performance or participation during instruction or assessment? Accommodations are those specific practices and procedures that the panel has approved and which are listed in the Accommodations Tables.

_____

_____

_____

TEACHER TOOL 3
ACCOMMODATIONS FROM THE STUDENT'S PERSPECTIVE

Directions: Use this questionnaire 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, be certain that the student understands the concern 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. In what class do you think you do your best work?

    _____

    _____

    _____

2. Explain what you do well in this class.

    _____

    _____

    _____

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

3. Now ask yourself, "Which class is hardest for you?"

    _____

    _____

    _____

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 list that follows, 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.

<u>   Class List   </u>

Classes   Accommodations

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

This questionnaire was adapted from A Student's Guide to the IEP by the National Dissemination Center for Children with Disabilities (http://nichcy.org/pubs/stuguide/st1book.htm). Retrieved July 28, 2005.

TEACHER TOOL 4
ASSESSMENT ACCOMMODATIONS PLAN

Student Information	Case Information
Name: _____ Date(s) of Assessment: _____ Name of Assessment: _____ School Year: _____	General Education Teacher(s): _____ _____ Special Education Teacher(s): _____ _____ Building / School: _____

Assessment accommodations the student needs for the assessment and date arranged:

Accommodations: **Date Arranged**:
1. _____   _____
2. _____   _____
3. _____   _____
4. _____   _____
Comments:
_____

Person responsible for arranging accommodations and due date:
Person Responsible: **Due Date**:
1. _____   _____
2. _____   _____
3. _____   _____
4. _____   _____
Comments:
_____

Room Assignment for assessment: _____

Planner(s) for this process: _____   _____
                                                    Signature   Signature

Adapted from: Scheiber, B. & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide.* Pittsburgh: Association for Children and Adults with Learning Disabilities.

TEACHER TOOL 5
ASSESSMENT ACCOMMODATIONS AGREEMENT

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accommodations, students can show what they know 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. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the students to list the approved accommodations that are necessary and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intent to pursue a postsecondary education.

I, _____, need the following accommodations to take part in any assessment:

    (Student's Name)

_____

_____

_____

_____

_____

_____

If more information is needed about these accommodations, please contact:

_____

(Name of teacher, principal, and/or district person
knowledgeable about accommodations)

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

_____   _____

(Student's Signature)   (Date)

TEACHER TOOL 6
LOGISTICS PLANNING CHECKLIST

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

	Y	N	NA

ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR

	Y	N	NA
1. Accommodations are documented on the student's learning, IEP, or 504 Plan.	☐	☐	☐
2. Students who use accommodations regularly are provided opportunities to evaluate use.	☐	☐	☐
3. A master accommodations plan/data base listing assessment accommodations needs for each student who needs accommodations during testing is updated regularly.	☐	☐	☐

PREPARATION FOR TEST DAY

	Y	N	NA
4. Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., audio tape, Braille, large print).	☐	☐	☐
5. Test administrators receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/data base).	☐	☐	☐
6. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings (with substitutes available).	☐	☐	☐
7. Trained readers and sign language interpreters are arranged for students (with substitutes available).	☐	☐	☐
8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	☐	☐	☐

ACCOMMODATIONS ON THE DAY OF THE TEST

	Y	N	NA
9. All eligible students receive accommodations as determined by their learning, IEP, or 504 Plan.	☐	☐	☐
10. Provision of accommodations is recorded by test administrator.	☐	☐	☐
11. Substitute providers of accommodations are available as needed (e.g., interpreters or readers).	☐	☐	☐
12. Plans are made to replace defective equipment.	☐	☐	☐

CONSIDERATION AFTER THE DAY OF THE TEST

13. For any student using special equipment, adapted test forms, or response documents (e.g., Braille), ensure all responses are accurately transferred to appropriate scannable answer sheets as specified in the Test Administration Manual (TAM). ☐ ☐ ☐

14. All equipment is returned to appropriate locations. ☐ ☐ ☐

15. Students who take make-up tests receive needed accommodations. ☐ ☐ ☐

16. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement. ☐ ☐ ☐

TEACHER TOOL 7
QUESTIONS TO GUIDE EVALUATION OF ACCOMMODATION USE

Directions: Use these questions to guide discussion about selecting accommodations for assessment during any meeting.

AT THE STUDENT LEVEL:

1. What accommodations does the student use during instruction and assessment?

   _____

   _____

2. What are the outcomes of assignments and assessments when accommodations are used versus when they are not?

   _____

   _____

3. If the student does not meet expectations, is it due to:

   _____ Student did not have access to necessary instruction

   _____ Student did not receive accommodations

   _____ Used accommodations were not effective

   _____ Other _____

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

   _____

   _____

5. What combinations of accommodations seem to be effective?

   _____

   _____

6. What are the difficulties encountered in the use of accommodations?

   _____

   _____

7. What are the perceptions of teachers, parents, and others about how the accommodations appear to be working?

   _____

   _____

AT THE SCHOOL OR DISTRICT LEVEL:

1. Are there policies to ensure ethical testing practices, standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?

    _____

    _____

2. Are these procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?

    _____

    _____

3. Are students receiving accommodations as documented on their IEP or 504 Plan?

    _____

    _____

4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?

    _____

    _____

5. How many students with IEPs or 504 Plans are receiving accommodations?

    _____

    _____

6. Who is responsible for data entry into Student Centered Staging regarding students with disabilities who receive accommodations?

    _____

    _____

7. How many general education students receive accommodations?

    _____

    _____

8. Are some types of accommodations used more than others?

    _____

    _____

TEACHER TOOL 8
ACCOMMODATIONS JOURNAL

One way to keep track of what accommodations work for a student is to support the student in keeping an "accommodations journal". The journal lets the student be "in charge" and could be kept up to date through regular consultation with a special education teachers or other staff member. Just think how must easier it would be for an IEP team to decide which accommodations to document on the student's IEP if the student came to the IEP meeting with a journal documenting all the following things:

- accommodations used by the student in the classroom and on tests;
- test and assignment results when accommodations are used and not uses;
- student's perception of how well an accommodation "works";
- effective combinations of accommodations;
- difficulties of accommodations use; and
- perceptions of teachers and others about how the accommodation appears to be working.

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

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

   _____

   _____

   _____

   _____

   _____

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

   _____

   _____

   _____

   _____

   _____

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

_____

_____

_____

_____

_____

4. How could the journal be used in the development of a student's IEP?

_____

_____

_____

_____

_____

APPENDICES

APPENDIX A
OREGON'S ACCOMMODATION PANEL

Oregon's Accommodations Panel is a group of Oregon educators and stakeholders that meet quarterly to consider accommodations recommendations that are submitted by the field for students taking the Oregon Statewide Assessments. The Accommodations Panel is hosted and facilitated by the Oregon Department of Education (ODE) and has been an active component of Oregon's assessment system for over ten years.

ODE selects Panel members based on nominations and team decision. Each panelist contributes a unique and important perspective to the outcome of the recommendations the Panel makes. The work of the team combines research, experience, and judgments to make decisions not only with respect to individual accommodations recommendations, but also regarding the participation of students with disabilities in the Oregon Statewide Assessment System (OSAS) as a whole.

Meetings typically last one day (occasionally two days) and the meeting times are established and outlined by the Panel so schedules can be cleared well in advance of selected dates. Panel members are typically released from their district or agency duties to participate in Panel activities; this provides a means for organizations with participating members to stay current with instructional and assessment issues that regularly impact their students. ODE reimburses Panel members for travel expenses; however, there is no remuneration associated with participation.

ACCOMMODATIONS PANEL MEMBERSHIP AND GUIDELINES

Membership Eligibility
The Accommodations Panel consists of educators and consumers of education (e.g., parents, individuals using and affecting by the Oregon Statewide Assessment System, advocates of students with disabilities). ODE selects new members from among (a) those nominated by outgoing members, (b) self-nominated individuals, (c) those nominated by exiting members, or (d) state recommendation. All members selected for nomination must possess the appropriate eligibility criteria in addition to filling the short-term and long-term needs of the Panel.

Length of Service
Panel members are eligible to continue in the role of Accommodations Panel Member: (a) as long as they maintain an ongoing role in the field of education and/or assessment as described under "Membership Eligibility" above, (b) by maintaining active involvement and participation on the panel, and/or (c) until retirement, reassignment, or resignation.

Roles
Panel members review recommendations, propose studies, and advise the Office of Assessment on current accommodations and universal designs regarding the inclusion of all students in Oregon, including those with disabilities and English Language

Learners, in statewide assessment, with a conscious link to the appropriate use of accommodations in instruction. The Panel advises ODE on those accommodations that do not impact the validity of a student's assessment score and clearly communicates distinctions to the field regarding accepted and rejected accommodations recommendations.

Participation

ODE expects Panel members to attend a majority of Panel meetings each year and may excuse Panel members from participation based on legitimate conflicts. Members communicate attendance with meeting facilitators in advance of missed meetings. Panel members may not send substitutes to participate on behalf of a member. Teachers who participate on the Panel are not expected to attend on a non-contract day, but may volunteer their time to attend.

Discontinuation or Removal

Panel members may continue as Panel members until retirement, reassignment, or resignation; however, ODE expects Panel members to maintain continued communication and attendance with the Panel and facilitators. Prolonged absences or lack of communication will be considered potential conflicts to effective membership.

Skills Sets

Twelve skill sets have been identified as fundamentally critical to the decisions made by this Panel. Panel members must collectively maintain these skills sets throughout the existence of the Panel; the Panel will replace reassigned, retired, or resigned individuals representing one of these fundamental skill-sets with individuals possessing the same set of skills.

Oregon Accommodations Panel Representation

- Deaf & Hard of Hearing (DHH) Community Representation
- Visually Impaired or Blind (VI) Community Representation
- Assistive Technology (AT) Representation
- English Language Learner (ELL) Representation
- Policy Representation
- Research Representation
- Practical / Classroom Representation
- Administrative Representation
- Special Education Representation
- General Education Representation
- Assessment Representation
- Parents of Students with Disabilities Representation
- Other skills as needed (e.g., Civil Rights, specific subject area)

APPENDIX B
APPROVAL PROCESS FOR A NEW ACCOMMODATION

There are times when teams or individuals feel that a strategy not present in the table of allowable accommodations deserves further consideration. When this occurs persons in the field are encouraged to complete a description of the accommodation and submit it to ODE for the Accommodations Panel to review. The Accommodations Panel uses current research, state practice, federal and state policy, and professional and technical expertise to guide the selection process and to determine the addition of new accommodations to the state's database. The Panel may also recommend specific research for the evaluation of accommodations recommendations.

On the following page, there is a form that must be used when suggesting a new assessment accommodation for the Accommodations Panel to consider. Please fill this form out in its entirety and submit to the ODE. Contact and address information is listed at the bottom of the form.

If you are using a computer to complete the form please note that the response boxes will expand when text fills the allotted space. This form can also be downloaded at http://www.ode.state.or.us/search/page/?id=487 from the Assessment Accommodations webpage.

Recommendation for Statewide Testing Accommodations

Date Submitted:	
Name:	School District:
Phone:	Email:

Recommended Accommodation:

☐ OAKS Online	☐ Reading/Literature
	☐ Mathematics
	☐ Science
	☐ Social Sciences
	☐ Writing Performance
☐ Extended Assessments	☐ Reading
	☐ Mathematics
	☐ Writing
	☐ Science
☐ English Language Proficiency Assessment (ELPA)	☐ Reading
	☐ Listening
	☐ Writing
	☐ Speaking
☐ Kindergarten Assessment	☐ Early Literacy
	☐ Early Math
	☐ Approaches to Learning

Description of accommodation:

How will students use the accommodation in assessment (describe for each assessment):
Please include a sample of student work using the accommodation.
Rationale for adding to the Accommodations Tables:
Other factors that influence score validity when this adaptation is used (e.g., English proficiency):

Please return this request to: Brad Lenhardt at Brad.Lenhardt@state.or.us ; Fax 503-378-5156; or Mail to: Brad Lenhardt, Office of Student Learning and Partnerships; Oregon Department of Education, 255 Capital Street NE, Salem, OR 97310

APPENDIX C
Guidelines for Sign Language Accommodation: Interpreting Oregon Statewide Assessments

Signed interpretation of Oregon's statewide assessments is an approved accommodation for all content areas except Reading (K&S)/Early Literacy (KA) and the ELPA. In addition to the respective Accommodations Tables and Fact Sheets, the following are the Oregon Department of Education's policy and guidelines related to the appropriate use of this accommodation—including qualifications for anyone who plans to serve as a signed test interpreter of Oregon's statewide assessments.

When providing sign language interpretation as an accommodation for a student taking an Oregon statewide assessment who is deaf or hard of hearing (DHH) the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation (e.g., read-aloud accommodation or text-to-speech support). Signed interpretation is equivalent to a read-aloud accommodation which is allowed in all areas except the OAKS reading/literature, Kindergarten Early Literacy, and ELPA assessments. Signed interpretation ties assessment to the language and modality presented in the classroom and allows equal access for students who are deaf or hard of hearing and who require an interpreter for read-aloud access. Therefore, a signed interpretation of the Oregon Statewide Assessments is an accommodation when:

- The student uses a sign language interpreter in the classroom or receives direct instruction in sign language by a teacher of the DHH.
- The team, in advance and following ODE protocol, identifies the accommodation as appropriate for the individual student.
- The assessment is interpreted by a qualified signed test interpreter (see Signed Test Interpreter Qualifications" section below).

Interpreting Oregon Statewide Assessments
Per the Accommodations tables above, a qualified signed test interpreter may interpret student directions for all OAKS assessments, as well as for the Writing Performance, Assessment, the Kindergarten Assessment and the ELPA. The verbatim student directions for OAKS Online Math, Reading, Science, and Social Sciences assessments are located in Appendix B of the Test Administration Manual, the verbatim student directions for the Writing Performance Assessment are located in Appendix G of the Test Administration Manual, and the verbatim student directions for the Kindergarten Assessment are embedded directly in the Assessor copy of the assessment itself.

Sign Language interpretation of the OAKS Reading, Kindergarten Early Literacy, and ELPA assessments (other than the student directions) is not allowed and is considered a modification, consistent with the prohibition on providing a read-aloud for a hearing student on these assessments. However, the interpreter may interpret the OAKS mathematics (with the exception of mathematics signs and symbols), science, and social science items/stimuli and response choices to the student.

Signed Test Interpreter Qualifications

- Meet OAR 581-015-2035 minimum standard (see below)
- Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment (http://orschools-ode-accomm.ziptrain.com).
- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in Part II of the Test Administration Manual.
- Read and understand Parts I – V and Appendices A and O of the Test Administration Manual, as well as all appendices pertaining to those specific assessments which the interpreter will support.
- Sign an Assurance of Test Security form for the current school year.
- Review and follow "Oregon Math Read-Aloud Guidelines and Examples" (http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf).
- Review Math and Science terminology (see "Resources" below)
- Use OAKS sample questions to practice interpreting test items in the subject area they will be interpreting (see "Resources" below).

Qualifications of Teacher of the DHH as the "test interpreter"
- Be the teacher of that content area for the student.
- Meet the requirements of TSPC for a Teacher of the DHH.
- Instruct a DHH student on how to request the signed interpretation accommodation prior to test administration and what to expect in the testing environment before s/he is tested.
- The teacher must also meet the other items above:
- Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment (http://orschools-ode-accomm.ziptrain.com)
- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in Part II of the Test Administration Manual.
- Read and understand Parts I – V and Appendices A and O of the Test Administration Manual, as well as all appendices pertaining to those specific assessments which the interpreter will administer.

BEFORE THE TEST
The Test Interpreter:
- Will not have access to actual test items prior to the administration of the OAKS online assessment. However, sign language interpreters should review content standards for information on vocabulary (see "Resources" below) that is construct- specific to the item so that they do not give students an unfair advantage.
- Will have access to the OAKS Extended Assessment, paper-based Writing Performance Assessment, and Kindergarten Assessment test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger spelled. Sign language interpreters should review content standards and test items for information on vocabulary (see "Resources" below) that is construct-specific to the item so that they do not give students an unfair advantage.

- Understands that not all items need to be signed; that is, the student can request individual words or items to be signed. Proctor guidelines apply.
- Is expected to review the read-aloud guidelines (http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf) which provide a consistent script to follow for commonly used terms and symbols that may appear on a test. These can be studied and "translated" ahead of time.
- Must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.

The Test Administrator:
- Is expected to understand the role and function of the interpreter in the secure test environment.
- Is expected to review the protocols with the test interpreter.

DURING THE TEST
- The interpreter is encouraged to remain calm--a hurried or stressed demeanor could have a negative impact on the student.
- The interpreter is to use the language and modality that is typically used in the classroom--using the same language and signs that are used in instruction.
- The interpreter will be afforded time to read the question to prepare for the task of interpreting. However, to align with classroom practice, during the actual administration of the test the interpreter will interpret as the test administrator reads it aloud.
- If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test. *(See "Rationale" below.*
- If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test. *(See "Rationale" below).*
- If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed. *(See "Rationale" below).*
- The interpreter is to follow "Oregon Math Read-Aloud Guidelines and Examples" (http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf).
- For those assessments administered orally (Extended Assessment, Kindergarten Assessment):
  - The interpreter may ask the test administrator to read the question again or to read more slowly if that will make it possible to make a more conceptually accurate and complete interpretation.
  - The interpreter may ask the test administrator to read more than the student requested in the read aloud request. For example, if the student asks for a single word to be read aloud, the interpreter may ask for the entire sentence or more to be read so as to have enough context to make an accurate interpretation.

- If the interpreter is unsure of the vocabulary or concept, he/she may ask the test administrator to define a word or concept (away from the test taker) so they provide an accurate interpretation.
- The student may be provided with preferential seating so the interpreter and teacher are both able to be in the student's line of sight.

- **The interpreter is not allowed to…**
  - Use signs that invalidate the intent of the question (cf. training videos at (http://orschools-ode-accomm.ziptrain.com).
  - Give any nonverbal response to affirm or negate a student response to test items.
  - Interpret if s/he does not understand the word or test item--this could skew the interpretation. However, they can pause the student's test and ask for clarification from the test administrator (see below).
  - Prompt the student in any way that would influence her or his response.

RATIONALE:

- **If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test.**
  Signs that are commonly used in sign language are allowable in the signed interpretation of statewide assessments. Occasionally a commonly used sign that is "conceptually accurate" may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems. Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction and therefore should be the sign that is used when the English word "triangle" appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize "triangle" by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.
- **If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test.**
  For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction. An example of a locally developed sign might be for the English word "fission." It is not a commonly used word and it would be extremely rare to find it in any sign language dictionary. However, if "fission" is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of "splitting apart" might

be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.

- **If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed.**
  - If the word or phrase **IS** the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain vocabulary that is being assessed. Consider this sample question:
    - *Which best describes one of the subatomic particles that could be found at location X in the model of an atom shown above?*
    The phrase "subatomic particles" is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.

  - If the word or phrase **IS NOT** the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider this sample question:
    - *What is the range of the sale prices for a Stunt-Pro bicycle at these stores?*
    It is unlikely that a sign exists or has been locally developed for "Stunt-Pro." However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Resources

Test Administration Manual
http://www.ode.state.or.us/wma/teachlearn/testing/admin/2013-14-tam.pdf

Accommodation Tables
http://www.ode.state.or.us/search/page/?=487

Math vocabulary
http://www.ode.state.or.us/wma/teachlearn/testing/resources/translatedterms_english-spanish_2012.pdf

Math sample tests
http://www.ode.state.or.us/search/page/?id=441

Science Vocabulary
http://www.ode.state.or.us/wma/teachlearn/testing/resources/sci_translated_terms_2013.pdf

Science sample tests
http://www.ode.state.or.us/search/page/?id=444

Social Science Vocabulary
http://www.ode.state.or.us/wma/teachlearn/testing/resources/so_sci_translated_terms_2013.pdf

Social Science sample tests
http://www.ode.state.or.us/search/page/?id=445

OAR 581-015-2035:
Minimum Standards for Sign Language Interpreters
Serving Students in Public Schools

(1) Definitions. For purposes of this rule, the following definitions shall apply:
    (a) "CI" means Certificate of Interpretation issued by RID.
    (b) "CT" means Certificate of Transliteration issued by RID.
    (c) "EI/ECSE" means Early Intervention and Early Childhood Special Education.
    (d) "EIPA" means the Educational Interpreter Performance Assessment®, including both the written and performance components.
    (e) "NIC" means the National Interpreter Certification by RID.
    (f) "Public School" means a public agency or school district or as defined in OAR 581-015-2000.
    (g) "RID" means Registry of Interpreters for the Deaf Inc.
    (h) "Sign Language Interpreter" means a person who provides educational interpreting services to students with hearing impairments.
    (i) "Student" means a student with a hearing impairment who is:
        (A) Eligible for EI/ECSE or special education services under OAR 581-015-2150; or
        (B) A qualified student with a disability under Section 504 as defined in OAR 581-015-2390.

(2) Minimum Standard. A public school may employ or contract for the services of a sign language interpreter for a student only if the sign language interpreter meets the following minimum standards:
    (a) The sign language interpreter must achieve a passing score of 3.5 or above on the EIPA Performance Test or hold RID NIC, CI or CT Certification; and
    (b)(A) Hold a Bachelor's or Associate's Degree from an Interpreter Education Program or in a related educational field; or (B) Achieve a passing score on the EIPA Written test.

(3) Continuing professional development. Each sign language interpreter must complete and document 12 seat hours of continuing professional development related to sign-language interpretation each school year that the sign language interpreter is employed by or working under a contract for a public school in Oregon. A public school may only employ or contract for the services of sign language interpreters that meet this continuing professional development requirement.

(4) Timeline for meeting rule requirements. Sign language interpreters must meet the following requirements if the interpreter is employed by or under a contract with a public school:
    (a) On or after July 1, 2008, the interpreter must meet the standards required by section (3) of this rule.
    (b) On or after July 1, 2013, the interpreter must meet all of the requirements of this rule.

Stat. Auth.: ORS 185.225, 343.041
Stats. Implemented: ORS 185.110, 185.225
Hist.: ODE 11-2008, f. & cert. ef. 4-21-08