Accommodations for Students with Disabilities – Quick Reference Guide
For Tests Given in SY2020-21

The "Quick Reference Guides" are designed to be a fingertip summary reference to be used when discussing accommodations. Accommodations allow English Learners and Students with Disabilities meaningful access and participation in assessments without altering the test construct or providing an unfair advantage.

Guiding Principles: Testing Accommodations are:

1) Differentiated by student/ student background 2) Differentiated by subject 3) Chosen based on test construct

4) Approved for each specific assessment/subtest 5) Integrated into student instruction significantly before the testing window

6) Chosen by the IEP team 7) Reviewed for their implication on testing, both for the individual students and

on the school – can staffing needs be met, are there too many accommodations for the student (more is not necessarily better), etc.

*Some accommodations used appropriately in the classroom for instructional use may be inappropriate and not permitted for use on state and/or standardized assessments. Accommodations added to the IEP solely on its potential to enhance performance beyond providing equal access are inappropriate.

Tests for SY2020-2021

Grade	K	1	2	3	4	5	6	7	8	High School
Perform. Matters	X	X	X	X	X	X	X	X	X	X
NNAT		X								
CogAT			X	X	X	X*	X*	X*	X*	
ACCESS	X	X	X	X	X	X	X	X	X	X
WISE										X
Work Keys/ CTE										X*
SOLs/ VAAP				CAT Reading CAT Math	CAT Reading CAT Math Va. Studies	CAT Reading CAT Math Science	CAT Reading CAT Math	CAT Reading CAT Math Civics and Econ	CAT Reading & WR CAT Math Science EOC	EOC*

* If needed

IEP teams may not exempt students from SOLS or alternate SOL assessments. Parents can opt out of SOL and other assessments in writing, but the ramifications must be explained. Accommodations for each specific assessment per grade should be documented on the "Test Accommodation" page of the IEP, broken down by State (SOL, ACCESS, etc.) and local (PM, NNAT, etc.)

Accommodations: Universal Design/Testing Conditions-Administrative Consideration/Universal-Accessibility Tools:

Universal Design refers to principals of test development that provide greater accessibility to the test for all students. It allows for Testing conditions and administration considerations which are available to all students. These considerations/tools do not need to be added to the IEP BUT they must be communicated to your STC.

NOTE: Apple devices have a wide range of accessibility tools that can enhance student's instruction. The accessibility tools also offer another option for students to practice online testing accessibility tools and accommodations.

The Chart below summarizes the typical considerations/tools that are available to all students and on which tests they are allowed.

Please refer to specific test administrative resources for each assessment for specific details and limitations.

Tools/ Considerations	Calc/ Desmos	Item Eliminator	Allow Pause/ Breaks	Line Focus/ grid	Highlighter – large pencil	Screen Magnifier/ zoom	Change Contrast / foreground background	Pencil/ Pen Tool	Group Size	Verbal Prompt Praise	Environmental Modifications	Audio aids amplify/ diminish	Assist with Directions	Scratch Paper	Read aloud to self	Notepad/ Sticky notes
Perform. Matters	X	X	X	X	X	X	X	X								
ACCESS			X	X	X	X	X		X	X	X	X	X	X	X	X
SOLs/ VAAP	X	X	X	X	X	X	X	X	X		X		X	X	X	X
WorkKeys	X*	X		X&	X	X	X&							X		
Apple					X	X	X	X&			X&	X				

* Note: "Student requires Health Management Device" and "Hearing Aids with Internet-Connected Device" both require forms. Please see your STC.

For assistance, please contact the Office of Assessment (X6155) or the Office of Special Education (X6095).

Accommodations - X – Indicates Accommodation is available	ACCESS/ Alternate	NNAT 3 Online	CogAT Online	WISE Econ+Fin	WorkKeys CTE	Performance Matters	SOL
Flexible Schedule: Within one school day - time of day, order of tests – SOLs: Testing with breaks (must be developed prior to testing) PM – allow pause	X*				X&	X	X*
Multiple Test sessions over multiple days – SOLS: If on paper, plan for # of items per day must be developed prior to testing	X*		X		X		X^+*
Extra/Extended time: For ACCESS: L, R, WR; for speech, indicate Extended speaking test response time	X*	X	X	X	X*		Untimed
Setting: Location, adaptive or special furniture, special lighting.					X&		X*
Dry Erase Board – Must be Recorded or Proctored							X *
Additional Writing Implements/ Keyboarding Device	X*						X* (no keyboard)
Paper and Pencil (SOLS: must meet criteria)	X	Online only	Online only		X		X+
Large Print tests/Enlarged Answer Docs	X				X*		X+*
Braille Test – starting spring 2019, using UEB format.	X paper only Not SP				X		X+*
Visual aids (magnifiers, color overlays or tinted screens, templates/masks (paper tests only), graphic organizers (blank – no words, numbers, etc.)		Magnifier on computer	Magnifiers on computer				X*
Amplification or noise dampening equipment: Auditory Trainer, whisper phone, Headphones, ear muffs or ear plugs					X&		X*
Communication Board / Choice cards (updated procedures); Requires transcription; Must be Recorded or Proctored							X*
Math Aids – See Math Aids guidelines							X*
Calculator and/or Arithmetic Tools (gr. 3-7 only), Calculator with Additional Functions/accessibility features (updated guidelines)			Not available				X#*
Spelling Aids							X* Writing SP Only
English Dictionary (SOL Writing SP only, not on M.C. Writing)							X*
Test Direction Delivery - Written directions (in English only) to accompany oral test directions. interpret/transliterate directions					X&		X*
Specific Verbal Prompts (select from 5 specific prompts – must be documented in IEP), Must be Recorded or Proctored					X&		X*
Human Read Aloud/Audio–Non–reading tests. On IEP, indicate "Online Audio;" OR "Human Reader" & "Read all" or "Read on Request:" Math and reading audio uses text to speech; HRA must be recorded or Proctored; On ACCESS – HR: stimuli and prompt; Audio – indicate Manual control and/or repeat item	X*	No Audio available	X (not verbal battery)	Audio "upon request"	X	X	X@*$
Interpreting/Transliterating: Non-reading tests	X directions only				X*		X*
Human Read aloud/Audio: Reading Tests (students with visual impairments or documented significant decoding deficit only)					X&	X	X@*$ Specify process
Interpreting/ Transliterating: reading, tests	X directions only						X*
Human Reader for response options – Not Reading,	X*						
Human Reader for repeat of items (stimuli and prompts) – Not Reading, L – only once, SP + Wr can be multiple	X*						
Human Reader for repeat of response options 1x	X*						
Examiner Records Response – Mark in test booklet, responds verbally, points or otherwise indicates response. Must be Recorded or Proctored			X		X (CTE only)		X*
Response Device; word processor, WP with Speech-to-text, Brailler (paper only) Word prediction software - (see guidelines)					X*	X	X* Writing Only
Augmentative Communication Device, Dictation in English to a Scribe: must be recorded or proctored (see guidelines)							X*
Dictation to a recording device/scribe – For SOL prewriting draft only. For ACCESS - Transcribed by students	X*						X Writing SP Only
Read Back Student's Response (human or software) - Writing SP Only							X*

^ Grades 3-7 Math and 3-5 Reading have option to take two-day online SOLs with certain parameters (see TIM).

+ Need to submit APS Pencil Paper Request for paper tests. No audio paper tests available for New Math or Reading standards. See your STC.

Need to have Calculator Form attached to student's IEP. If math aide is not on approved list, submit request form to Office of Assessment by deadline date – See STC.

! Note: On IEP Specify "Scribe types directly into the response screen, student revises/edits on screen and submit the test when finished" or "Scribe types on a word processor on a different computer, student revises/edits on word processor or on a printed copy of the response and then scribe types response into the response screen."

$ Online audio version is the State preferred method of oral presentation as it provides uniform administration.

@ Note: for all CAT tests. Read Aloud MUST be done in a 1 to 1 setting.

* Please refer to specific procedures in the specific assessment implementation manual for directions for each accommodation

& Available to all students but must be documented and forwarded to STC.

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