## ACCOMMODATIONS TABLES
### OREGON STATE ASSESSMENT SYSTEM
#### 2011 – 2012

### ACCOMMODATIONS OVERVIEW
#### KNOWLEDGE AND SKILLS

<table>
<thead>
<tr>
<th>Type of Accommodation</th>
<th>Standard Administration of Knowledge and Skills Assessments with Accommodations</th>
</tr>
</thead>
</table>
| **Changes in the test directions** | - Read or reread directions to student (A101)  
- Sign directions (A102)  
- Translate directions orally (A103)  
- Provide written version of oral directions (A104)  
- Simplify language in directions (A105)  
- Provide written translations of oral directions (Spanish for mathematics, science, social sciences are available in the Appendices of the 2010 – 2011 Test Administration Manual (TAM). (A107) |
| **Changes in how the test questions are presented** | - Enlarged display/print size (A201)  
- Read mathematics, science, and social sciences (not reading/literature) items and response choices aloud to the student by the test administrator or by use of technology following the ODE adapted NAEP Math read-aloud guidelines posted. (A203)  
- 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 available Paper/Pencil side-by-side tests in English-Spanish; read verbatim directly from the test booklet or the student's screen (A205)  
- Student reads test aloud or sub-vocalizes text to listener or self (A208)  
- Visual magnification devices or software (A212)  
- Use of projection devices (A213)  
- Administration of side-by-side Spanish/English version of the mathematics and science tests (A214)  
- Accessing OAKS online through Braille interface (JAWS audio, Refreshable Braille display, and/or embossed Braille) (A218) |
| **Changes in how the student responds** | - Students using any assistive technology device that serves as their primary communication mode (e.g., adaptive keyboard) (A302)  
- Point to or dictate multiple-choice responses to a Test Administrator (A303)  
- Student retells story to test administrator or educational assistant in his or her own words before responding to the multiple-choice items (A304)  
- Student is allowed to vocalize his or her thought process out loud to himself or to a neutral test administrator (A307)  
- Student is allowed to use a recording device to record/play back questions, passages, and responses (A308) |
| **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 sensory supports or interventions to allow students to attend to task (A404) |
<table>
<thead>
<tr>
<th>TYPE OF ACCOMMODATION</th>
<th>STANDARD ADMINISTRATION OF KNOWLEDGE AND SKILLS ASSESSMENTS WITH ACCOMMODATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in test scheduling</td>
<td>• Administer at a time of day most beneficial to the student (A501)</td>
</tr>
</tbody>
</table>

**ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

**KNOWLEDGE AND SKILLS**

<table>
<thead>
<tr>
<th>TYPE OF ACCOMMODATION</th>
<th>STANDARD ADMINISTRATION OF KNOWLEDGE AND SKILLS ASSESSMENTS WITH ACCOMMODATIONS</th>
</tr>
</thead>
</table>
| Changes in the test directions | • Translate directions orally (A103)  
• Provide written version of oral directions (A104)  
• Provide written translations of oral directions (Spanish for mathematics, science, social sciences are available in the Appendices of the 2010 – 2011Test Administration Manual (TAM). (A107) |
| Changes in how the test questions are presented | • Make a verbatim audio recording of available Paper/Pencil side-by-side tests in English-Spanish; read verbatim directly from the test booklet or the student’s screen (A205)  
• Administration of side-by-side Spanish/English version of the mathematics and science tests (A214) |
| Changes in how the student responds | • Point to or dictate multiple-choice responses to a Test Administrator (TA) (in English or language of origin) (A303) |
**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

**KNOWLEDGE AND SKILLS**

<table>
<thead>
<tr>
<th>Type of Accommodation</th>
<th>Standard Administration of Knowledge and Skills Assessments with Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in the test directions</td>
<td>• Sign directions  (<strong>A103</strong>)</td>
</tr>
<tr>
<td></td>
<td>• Simplify language in directions  (<strong>A105</strong>)</td>
</tr>
<tr>
<td>Changes in how the test questions are presented</td>
<td>• Large print version of the test  (<strong>A201</strong>)</td>
</tr>
<tr>
<td></td>
<td>• Accessing OAKS online through Braille interface (JAWS audio, Refreshable Braille display, and/or embossed Braille)  (<strong>A218</strong>)</td>
</tr>
<tr>
<td>Changes in how the student responds</td>
<td>• Point to or dictate multiple-choice responses to a Test Administrator (TA)  (<strong>A303</strong>)</td>
</tr>
<tr>
<td>Changes in test setting</td>
<td>• Support physical position of student, e.g., provide position assistance, adaptive equipment/ furniture  (<strong>A403</strong>)</td>
</tr>
</tbody>
</table>
# ACCOMMODATIONS OVERVIEW

## WRITING PERFORMANCE

<table>
<thead>
<tr>
<th>Type of Accommodation</th>
<th>Standard Administration of the Writing Performance Assessment with Accommodations</th>
</tr>
</thead>
</table>
| Changes in the test directions | - Read or reread directions to student (A101)  
- Sign directions (A102)  
- Translate directions orally (A103)  
- Provide written version of oral directions (A104)  
- Simplify language in directions (A105)  
- Provide written translation of oral directions (A107) |
| Changes in how the test questions are presented | - Large print version of prompts (A201)  
- Braille version of prompts (A202)  
- Read prompts aloud to student (A206)  
- Sign writing prompts (A207)  
- Student reads aloud or sub-vocalizes text to listener or self (A208)  
- For students participating in the paper and pencil administration of the writing assessment, electronic word-for-word, text-to-voice scanning of assessment prompts (A210)  
- Visual magnification devices or software (A212)  
- Use of projection devices (A213)  
- Administration of the Spanish/English writing prompts (A215)  
- Local interpreter may provide a written translation of the Writing prompt in a student's native language in advance of test administration (A216)  
- Synonym provided for unknown word in prompt if requested by student (A217) |
| Changes in how the student responds | - Respond to writing in Braille (A305)  
- Student is allowed to vocalize his or her thought process out loud to himself or to a neutral test administrator (A307)  
- Students should be allowed any technology device that serves as their primary written communication mode e.g. word processing or typewriter, 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 (A302)  
*Students in Grade 4 taking the Writing Assessment may use spell check only at the individual word level. Students in Grade 7 and high school 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).|
| 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 sensory processing techniques to allow students to attend to task (A404) |
| Changes in test scheduling | - Administer at a time of day most beneficial to the student (A501) |
# ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS (ELLs)

## Writing Performance

<table>
<thead>
<tr>
<th>Type of Accommodation</th>
<th>Standard Administration of the Writing Performance Assessment with Accommodations</th>
</tr>
</thead>
</table>
| Changes in the test directions             | • Translate directions orally (A103)  
• Provide written version of oral directions (A104)  
• Provide written translation of oral directions (A107)                                                                                     |
| Changes in how the test questions are presented | • Make a verbatim audio recording of available writing prompts for Paper/Pencil 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 native language in advance of test administration (A216) |

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES Writing Performance

<table>
<thead>
<tr>
<th>Type of Accommodation</th>
<th>Standard Administration of the Writing Performance Assessment with Accommodations</th>
</tr>
</thead>
</table>
| Changes in the test directions             | • Sign directions (A102)  
• Simplify language in directions (A105)                                                                                                                                                    |
| Changes in how the test questions are presented | • Large print version of prompts (A201)  
• Braille version of prompts (A202)  
• Sign writing prompts (A207)                                                                                                         |
| Changes in how the student responds        | • Respond to writing in Braille (A305)  
• Students should be allowed any technology device that serves as their primary written communication mode e.g. word processing or typewriter, 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 (A302)  
*Students in Grade 4 taking the Writing Assessment may use spell check only at the individual word level. Students in Grade 7 and high school 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). |
| Changes in test setting                    | • Support physical position of student, e.g., provide position assistance, adaptive equipment/ furniture (A403)                                                                                     |
### ACCOMMODATIONS FOR USE WITH THE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA)

<table>
<thead>
<tr>
<th>Type of Accommodation</th>
<th>Standard Administration</th>
</tr>
</thead>
</table>
| Changes in the test directions | • Read, reread, or repeat directions to student *(A101)*  
• Sign directions *(A102)*  
• Translate directions orally *(A103)*  
• Provide written version of oral directions *(A104)*  
• Provide written translations of oral directions *(A107)* |
| Changes in how the test questions are presented | • Student reads aloud or sub-vocalizes text to listener or self *(A208)*  
• Visual magnification device or software *(A212)*  
• Use of projection devices *(A213)* |
| Changes in how the student responds | • Student retells reading passage to test administrator or educational assistant in his or her own words before responding to the multiple-choice items *(A304)*  
• Point to or dictate multiple-choice responses to a Test Administrator (TA) (in English or language of origin) *(A303)*  
• Students should be allowed any technology device that serves as their primary written communication mode, e.g. word processing or typewriter. 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 *(A302)*  
*Automatic spell check may be used by students testing in the 7th and 11th grades (10/5/10)* |
| 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 sensory processing techniques to allow students to attend to task *(A404)* |
| Changes in test scheduling | • Administer at a time of day most beneficial to the student *(A501)* |

**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 Fact Sheet 6, p. 43 of this manual and are also included in the 2010-2011 Test Administrators Manual (TAM).