

APPENDIX Q – ACCOMMODATIONS TABLES

Testing with Accommodations is considered a standard administration. Accommodations listed on these tables are available to *all students including both students with and without disabilities*. Scores obtained under standard administration conditions with or without Accommodations allow students to meet the Oregon content and achievement standards and will appear in school and district group statistics.

Accommodations appearing on these tables have been reviewed and do not change the content and/or performance standards of what is being measured by the Oregon Statewide Assessments (OAKS Online, OAKS Paper/Pencil, OAKS Braille or Large Print, the Writing Performance Assessment, and the English Language Proficiency Assessment (ELPA)). 34 CFR Parts 200 & 300 Title I—Improving the Academic Achievement of the Disadvantaged; Individuals With Disabilities Education Act (IDEA): 300.160 (b)(2) The State’s (or, in the case of a district-wide assessment, the LEA’s guidelines) must (i) identify only those Accommodations for each assessment that do not invalidate the score; and (ii) Instruct IEP Teams to select, for each assessment, only those Accommodations that do not invalidate the score.

These Accommodations Tables are updated quarterly by ODE following formal review by the Accommodations Panel. The Tables included in this Test Administration Manual are accurate as of August 2008. To ensure that Test Administrators have access to the most current information, quarterly updates to the Accommodations Tables are made available on ODE’s Web site at <http://www.ode.state.or.us/search/page/?=487>.

2008-2009 ACCOMMODATIONS TABLE August 2008

KNOWLEDGE AND SKILLS

TYPE OF ADAPTATION	STANDARD ADMINISTRATION OF KNOWLEDGE AND SKILLS ASSESSMENTS WITH ACCOMMODATIONS (AVAILABLE TO ALL STUDENTS ON AN INDIVIDUAL BASIS) ¹ REVIEW FOOTNOTES REFERENCED IN THIS TABLE AND LOCATED AT THE END OF THE APPENDIX.
Changes in timing or scheduling of the assessment	<ul style="list-style-type: none"> • Extended time • Frequent breaks • Divide testing over several sessions • Administer at time of day most beneficial to student
Changes in the test directions	<ul style="list-style-type: none"> • Read or reread directions to student¹ • Sign directions² • Translate directions orally • Provide written version of oral directions • Simplify language in directions • Clarify directions • Highlight words in directions • Auditory amplification devices, hearing aids, noise buffers • Provide written translations of oral directions (Spanish for mathematics, science, social sciences and Russian for mathematics and science are available in Appendices I – L)
Changes in how the test questions are presented	<ul style="list-style-type: none"> • Large print version of the test³ • Braille version of the test³ • 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. Note: Mathematics symbols and numerals must not be read when administering the mathematics assessment; however, mathematics symbols and numerals may be read when administering the science and social sciences assessments.⁴ • 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.⁵ • Make a verbatim audio recording of available Paper/Pencil side-by-side tests in English-Spanish and English-Russian; read verbatim directly from the test booklet or the student's screen⁵ • Student reads test aloud or sub-vocalizes text to listener or self⁶ • For mathematics, science, and social sciences, (not reading/literature), test administrator highlights vowel combinations in passages, items and distractors • Student highlights vowel combinations independently without assistance • Visual magnification devices • Auditory amplification devices, noise buffers • Administration of side-by-side Spanish/English and Russian/English version of the mathematics, science and social sciences tests • Provide transparent sheets (clear or tinted) to protect test materials or to improve focus and/or contrast sheeting • Support physical position of student, e.g. preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/ furniture • If student asks for a dictionary, encourage student to solve the problem or answer the question on his/her own, using other available information contained in the item^{1, 7}

<p>TYPE OF ADAPTATION</p>	<p align="center">STANDARD ADMINISTRATION OF KNOWLEDGE AND SKILLS ASSESSMENTS WITH ACCOMMODATIONS (AVAILABLE TO ALL STUDENTS ON AN INDIVIDUAL BASIS)¹ REVIEW FOOTNOTES REFERENCED IN THIS TABLE AND LOCATED AT THE END OF THE APPENDIX.</p>
<p>Changes in how the student responds</p>	<ul style="list-style-type: none"> • Answers marked in test booklet or recorded (CD, video, or audio cassette) and transcribed onto regular answer sheet by school staff • Students using any assistive technology device that serves as their primary communication mode (e.g., adaptive keyboard) • Point to or dictate multiple-choice responses to a scribe¹ • Student retells story to test administrator or educational assistant in his or her own words before responding to the multiple-choice items⁴ • Student is allowed to vocalize his or her thought process out loud to himself or to a neutral test administrator⁸ • Student is allowed to use a recording device to record/play back questions, passages, and responses^{4, 9}
<p>Changes in test setting</p>	<ul style="list-style-type: none"> • Test an individual student in a separate location • Test a small group of students in a separate, but familiar location • Minimize distractions (e.g., study carrel) • Encourage a student's work habits during test taking—only involves reinforcing consistent engagement with testing activity.¹ Interaction between a test administrator and student at the test level as a whole is acceptable (e.g. reminders regarding test directions), whereas interactions between a test administrator and student at the individual item level (test question level) is not acceptable. • Stabilize test materials/papers, e.g. tape, magnets, clips, clamps • Use sensory processing techniques to allow students to attend to task¹⁰ • Use adaptive/special furniture or positioning assistance consistent with the student's instructional setting¹⁰
<p>References and tools</p>	<ul style="list-style-type: none"> • Allow response aids, e.g. Perkins Braille, adaptive pencils, key guards, and skins • Calculator • Manipulatives • Masks/markers to limit distractions • Abacus

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WRITING PERFORMANCE

TYPE OF ADAPTATION	STANDARD ADMINISTRATION OF THE WRITING PERFORMANCE ASSESSMENT WITH ACCOMMODATIONS (AVAILABLE TO ALL STUDENTS ON AN INDIVIDUAL BASIS) ¹ REVIEW FOOTNOTES REFERENCED IN THIS TABLE AND LOCATED AT THE END OF THE APPENDIX.
Changes in timing or scheduling of the assessment	<ul style="list-style-type: none"> • Extended time • Frequent breaks • Administer at time of day most beneficial to student
Changes in the test directions	<ul style="list-style-type: none"> • Read or reread directions to student¹ • Sign directions² • Translate directions orally • Provide written version of oral directions • Simplify language in directions • Clarify directions • Highlight words in directions • Auditory amplification devices, hearing aids, noise buffers
Changes in how the test questions are presented	<ul style="list-style-type: none"> • Large print version of prompts³ • Braille version of prompts³ • Read prompts aloud to student⁴ • Sign writing prompts² • Student reads aloud or sub-vocalizes text to listener or self⁶ • Electronic word-for-word, text-to-voice scanning of assessment prompts, for example computer reads prompts to student⁴ • Test administrator highlights vowel combinations in writing prompts • Visual magnification devices • Auditory amplification devices, noise buffers • Administration of the Spanish/English writing prompts • Synonym provided for unknown word in prompt if requested by student • 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 booklet⁵ • Provide transparent sheets (clear or tinted) to protect test materials or to improve student focus and/or increase contrast
Changes in how the student responds	<ul style="list-style-type: none"> • Students who require increased spacing, wider lines or margins should have additional room beyond what is in the writing folder to complete their response¹¹ • Respond to writing in Braille^{12, 13} • Student is allowed to vocalize his or her thought process out loud to himself or to a neutral test administrator⁶ • Students should be allowed any technology device that serves as their primary written communication mode e.g. word processing or typewriter including adaptive keyboard Technology assisted writing is an Accommodation if the following features are disengaged: <ul style="list-style-type: none"> • Formatting¹⁴ • Spell check • Grammar check • Word prediction • Function keys (combination key strokes and the technology that enters text for the writer) may not be used

<p>TYPE OF ADAPTATION</p>	<p align="center">STANDARD ADMINISTRATION OF THE WRITING PERFORMANCE ASSESSMENT WITH ACCOMMODATIONS (AVAILABLE TO ALL STUDENTS ON AN INDIVIDUAL BASIS) ¹</p> <p>REVIEW FOOTNOTES REFERENCED IN THIS TABLE AND LOCATED AT THE END OF THE APPENDIX.</p>
<p>Changes in test setting</p>	<ul style="list-style-type: none"> • Test an individual student in a separate location • Test a small group of students in a separate, but familiar location • Minimize distractions (e.g., study carrel) • Encourage a student's work habits during test taking—only reinforcing engagement with the performance activity Interaction between a test administrator and student at the test level as a whole is acceptable (e.g. reminders regarding test directions), whereas interactions between a test administrator and student at the individual item level (test question level) is not acceptable. • Stabilize test materials/papers, e.g. tape, magnets, clips, clamps • Support physical position of student, e.g. preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/ furniture • Use of sensory processing techniques to allow student to attend to task¹⁰ • Use of physical assistance or devices for manipulation of test materials, e.g. page turner • Use of adaptive/special furniture or positioning assistance consistent with the student's instructional setting¹⁰
<p>Allowable Accommodations in the following boxes are defined by the student identifying his or her needs, and selecting and/or creating a reference or tool, rather than it being selected by an adult. For example, the student identifies the misspelled words in his writing and locates an appropriate reference to correct the spelling or a student creates a graphic organizer rather than the adult providing or suggesting a particular graphic organizer.</p>	
<p>References</p>	<p>Teachers may make readily available:</p> <ul style="list-style-type: none"> • Thesaurus and/or Dictionary - English or other language/English • If the student initiates the process of checking spelling at an individual word level, an electronic spell check is allowed. Technology that automatically identifies errors for the student is not allowed. • Commercially or locally published materials that only include word definitions, and spelling list (with or without spelling rules) and that do not incorporate instructional or learning strategies for guidance in the writing process, including a contractions list (in Braille, English, or other languages) that provides a spelling of the contracted symbol(s), not definitions. The abbreviations or contractions in one language would be spelled out in the same language. "Locally published" refers to reference materials produced by district, school, classroom, or students. • Make available (without prompting) the state-developed student and/or official scoring guide, not a locally created guide.
<p>Tools</p>	<ul style="list-style-type: none"> • Highlighter • Correction fluid ("white-out"); correction tape • Use of response aids, e.g. Perkins Braille, adaptive pencils, key guards, and skins • Use of masking device while copying from rough to final • A variety of graphic organizers, without text prompts, may be made available from which students may choose. • Students may 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.

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August 2008
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA)

TYPE OF ADAPTATION	STANDARD ADMINISTRATION OF ELPA WITH ACCOMMODATIONS (AVAILABLE TO ALL STUDENTS ON AN INDIVIDUAL BASIS) ¹ REVIEW FOOTNOTES REFERENCED IN THIS TABLE AND LOCATED AT THE END OF THE APPENDIX.
Changes in timing or scheduling of the assessment	<ul style="list-style-type: none"> • Extended time • Frequent breaks • Administer at time of day most beneficial to student • Divide testing over several testing sessions
Changes in the test directions	<ul style="list-style-type: none"> • Read, reread, or repeat directions to student • Sign directions² • Translate directions orally • Provide written version of oral directions • Clarify directions • Use auditory amplification devices, hearing aids, noise buffers • Provide written translations of oral directions
Changes in how the test questions are presented	<ul style="list-style-type: none"> • Student reads aloud or sub-vocalizes text to listener or self⁶ • Visual magnification device or software. This reference to visual magnification software is intended to allow the use of functions specific to the enlargement of text and/or 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. • Auditory amplification devices, noise buffers • Support physical position of student, e.g. preferential seating, special lighting
Changes in how the student responds	<ul style="list-style-type: none"> • Student retells reading passage to test administrator or educational assistant in his or her own words before responding to the multiple-choice items^{1, 4} • Point to or dictate multiple-choice responses to a scribe (<i>in English or language of origin</i>)¹⁵ • Students may write their responses on scratch-paper before entering text into the computer⁵ • Students should be allowed any technology device that serves as their primary written communication mode e.g. word processing or typewriter including adaptive keyboard <p>Technology assisted writing is an Accommodation if the following features are disengaged:</p> <ul style="list-style-type: none"> • Formatting¹⁴ • Spell check • Grammar check • Word prediction <ul style="list-style-type: none"> • Function keys (combination key strokes and the technology that enters text for the writer) may not be used

TYPE OF ADAPTATION	STANDARD ADMINISTRATION OF ELPA WITH ACCOMMODATIONS (AVAILABLE TO ALL STUDENTS ON AN INDIVIDUAL BASIS) ¹ REVIEW FOOTNOTES REFERENCED IN THIS TABLE AND LOCATED AT THE END OF THE APPENDIX.
Changes in test setting	<ul style="list-style-type: none"> • Test an individual student in a separate but familiar location • Test a small group of students in a separate, but familiar location • Minimize distractions (e.g., study carrel) • Encourage a student's work habits during test taking. This means reinforcing engagement with the performance activity only¹ • Support physical position of student, e.g. preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture • Use of sensory processing techniques to allow student to attend to task¹⁰ • Use of adaptive/special furniture or positioning assistance consistent with the student's instructional setting¹⁰
Allowable Accommodations in the following box are defined by the student identifying his or her needs, and selecting and/or creating a tool, rather than it being selected by an adult.	
Tools	<ul style="list-style-type: none"> • Allow response aids e.g. track ball, key guards, and skins • Provide transparent sheets (clear or tinted) to protect test materials, to improve student focus, or to increase contrast • Magnification devices

Note: If you would like to nominate additions or changes to the Accommodations Tables or if you know of instructional Modifications that you would like included on the Modifications table, please send an e-mail or letter Dianna Carrizales, Office of Student Learning and Partnerships, Oregon Dept. of Education, 255 Capitol St. NE, Salem, OR 97310-0203 or e-mail Dianna.Carrizales@state.or.us.

¹ Test administrators, scribes, page-turners, educational assistants, and others supporting a student's test taking must be neutral in responding to the student during test administration. Assistance in test administration must not give away the correct answer. The student's response must accurately represent the student's own choice. Test administrators may not explicitly or implicitly direct a student to identify reasons or strategies used to determine test answers, nor may test administrators otherwise provide instructional or learning strategies for guidance during the assessment process (see administration manual for examples of Allowable Resources). Test administrators overseeing test administration and implementation of Accommodations and Modifications in school environments must be able to meet standard conditions of administration and follow all test security procedures. This requires training and oversight by the school district.

² Signing **directions** must be done carefully. Some signs may be an interpretation of the concept tested. In such cases, finger spelling may be more appropriate.

³ Braille and Large Print versions must be ordered through the District Test Coordinator in accordance with the procedure outlined in Appendix P – OAKS Braille or Large Print Assessments of the 2008-09 Test Administration Manual.

⁴ The purpose of reading prompts aloud is to give non-readers access to performance assessment prompts without changing the content of the concepts and processes assessed. Prompts should be read word-for-word without extra explanations or interpretations that are unavailable to other students. To avoid distracting other students, other accommodation(s) may need to be used in implementing read aloud to small group (e.g. separate setting, or extended time).

⁵ Test administrators are responsible for securely destroying any audio recordings, notes, or scratch paper generated during the testing session in accordance with Part IV – Test Security of the 2008-09 Test Administration Manual.

⁶ Another accommodation may need to be used (e.g. separate setting or extended time) for implementation. No response or feedback should be given by the listener.

⁷ When student does not know the meaning of a word (i.e. asks for a dictionary) encourage student to solve the problem/answer the question without knowing the meaning of the word or by using contextual clues available within the passage or item.

⁸ Follow test administration guidelines as for read-aloud (fn 4). Precautions should be taken to avoid distracting other students. The use of other accommodation(s) or tools (e.g. alternate setting and “whisper phone”) may be necessary when implementing the think aloud accommodation.

⁹ The test administrator should be available and should provide support within the parameters outlined for test administration. If student is not able to manage the recording device, the test administrator should provide support.

¹⁰ Contact occupational or physical therapy motor team and/or adaptive PE specialist.

¹¹ Attach appropriate pages and an explanation of this accommodation to the writing folder.

¹² Students using Braille or word processing need to follow the same writing process as in a standard administration (no allowance of electronic spell checker, grammar checker, or any other 'help' feature on a word processor) and have the composition transcribed to English text before submitting it for evaluation.

¹³ If a student will be responding in Braille, please inform the School Test Coordinator and separate that student's writing folder so that it can be sent to a site for translation.

¹⁴ Students should only be able to cut and paste information from within their current document.

¹⁵ For the ELPA, the proctor may operate the mouse to select multiple choice responses for the student. The student's response must accurately represent the student's own choice. Test administrators, proctors, scribes, page-turners, educational assistants, and others supporting a student's test taking must be neutral in responding to the student during the test administration. Assistance in test administration must not give away the correct answer.