Delaware Department of Education

Office of Assessment

Accessibility Guidelines for the Delaware System of Student Assessments (DeSSA)

2014-2015 School Year

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Use this document to plan for:
DCAS,
End-of-Course,
DCAS Alt-1,
Smarter Interim,
Smarter Spring Assessments.
ACCESS and ACCESS ALT Assessments
To Take Place in the 2014–2015 School Year

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Accessibility Guidelines for the Delaware System of Student Assessments (DeSSA)

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INTRODUCTION

The 2014-15 *Accessibility Guidelines for the Delaware System of Student Assessments* (hereafter called the "*Guidelines*") contains the Delaware Department of Education's policy governing the provision and documentation of test supports and test accommodations to students participating in statewide assessments. Delaware administers the statewide assessments listed in Table I to satisfy the requirements of Title I of the Elementary and Secondary Education Act.

The policy regarding accommodations and supports for Smarter Assessments is established primarily by the Smarter Balanced Assessment Consortium and adopted by the Delaware Department of Education (DDOE). The policy regarding accommodations for the DCAS, End-of-Course (EOC), and DCAS ALT-1 Assessments is established by the DDOE. These two policies will operate in harmony, simultaneously, in the 2014-15 school year. Smarter Balanced accessibility policies will govern the Smarter (ELA and Math) accommodations and supports, while the DCAS accessibility policy will govern the DCAS (Science and Social Studies) and EOC (U.S. History, Algebra II, and Integrated Math III) accommodations. Smarter Assessments will offer "supports" and "accommodations" while DCAS and EOC assessments will continue to offer only "accommodations," with minor changes to the 2013-14 policy.
This document is divided into six parts:

I. New Assessments & Policy in the Accessibility Guidelines
   a. Smarter Accessibility Policy
   b. DCAS ALT-1 Accommodations Policy
   c. ACCESS and ACCESS ALT Policy
II. Students with Disabilities
III. English Language Learner Students
IV. Dual Identified Students (SWD/ELL)
V. General Education Students Receiving Supports
VI. Accommodation/Support Form(s) and Procedural Notes
VII. Appendices

The first section provides a short introduction to Smarter Accessibility policy and the differences between it and the DCAS accessibility policy. The next section is a short information section on the implementation of accommodations data collection for DCAS ALT-1. DCAS ALT-1 accommodations information is provided throughout each of the subsequent four sections. These four sections review the eligibility for membership in each sub-group and the documentation required for students in those groups. Section V contains the form(s) that must be filled out and the data that must be submitted to DDOE prior to the assessment in order to participate in assessments with accommodations and supports. Section VIII contains important information that must be used to correctly document and administer accommodations and supports on each type of assessment.

IDEA, ESEA, and Classroom and Test Accommodations

The following is a note regarding the relationship between IEP, classroom accommodations, and testing accommodations: The USED has published guidance that clearly states that the state is responsible for identifying accommodations that are permissible on the state test, taking into consideration the construct of the test, and that IEP teams must select student

accommodations from that list. Best practice dictates that students should only use accommodations on a standardized test that they have been using regularly in the classroom. Neither IDEA nor ESEA requires states to include all classroom accommodations on the list of permissible test accommodations for the test used to satisfy ESEA requirements.

Table 1. Delaware's System of Student Assessments in English Language Arts, Mathematics, Science, and Social Studies (2014-15 School year)

Required Assessments

Name of Assessment	Content Area	Time of Year	Grade Levels
Smarter	ELA-Reading	Spring	3-8 & 11
	ELA-Listening		
	ELA-Writing		
	Mathematics		
Delaware Comprehensive Assessment System (DCAS)	Science	Spring	3, 5, 8
	Social Studies		4 & 7
Delaware Comprehensive Assessment System (DCAS) -- End of Course	U.S. History	Spring	Required for students enrolled in the content area course for high school credit.
Delaware Comprehensive Assessment System – ALT1 (DCAS ALT–1)	Reading	Spring	3-11
	Mathematics		3-11
	Science		5, 8, 10
	Social Studies		4, 7, 9

Optional Assessments (By Decision of LEA)

Name of Assessment	Content Area	Time of Year	Grade Levels
Smarter Interim	ELA-Reading	December - June	2-12
	ELA-Listening		
	ELA-Writing		
	Mathematics		
Delaware Comprehensive Assessment System (DCAS) End-of-Course pre-test	Algebra II	Fall	Available to students enrolled in the content area course for high school credit.
	Integrated Math III		
Delaware Comprehensive Assessment System (DCAS) End of Course post-test	Algebra II	Spring	
	Integrated Math III		

OVERVIEW OF THE ACCESSIBILITY GUIDELINES

Purpose

This document provides guidelines for making decisions about:

- The inclusion of students with disabilities (SWD), English language learners (ELL), students who are classified as both (SWD/ELL);
- The identification of students not identified as SWD or ELL that may be better able to demonstrate their achievement of the content standards when provided supports during assessments;
- The selection and provision of testing accommodations and supports for the types of students mentioned above; and
- The type of assessment in which a student will participate.

Application of Guidelines

The students to which these Guidelines apply:

- Have disabilities designated under the Individuals with Disabilities Education Act (IDEA).
- Qualify under Section 504 of the Rehabilitation Act.
- Are ELL students, that is, students identified as English language learners by use of the home language survey and the English proficiency assessments; the W-APT test, which is given for screening and placement; and the Assessing Comprehension and Communication in English State-to-State (ACCESS), according to the Delaware and U.S. Department of Education definitions. An ELL is a student who:
    - Was either born in the United States or outside the United States and whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
    - Is a Native American, or Alaska Native, or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the individual's level of English proficiency; or
    - Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and
    - Has sufficient difficulty speaking, reading, writing, or understanding the English language, which may interfere with the student's opportunity to learn successfully in classrooms where the language of instruction is English, or to participate fully in society. Criteria for determining ELL status is found on page 26 .
- Are SWD/ELL students, that is, students with disabilities who are also identified as English language learners, meeting the criteria for both groups according to the Delaware and U.S. Department of Education definitions.
- Are general education students receiving supports in the classroom as part of instruction and assessment, as documented by a school referral a school problem solving team, evaluation for IEP services, 504 plan, or ELL services, or by a classroom teacher with classroom data.

Who Is NOT Eligible for Accommodations and Supports?

Students who are undergoing evaluation for services under IDEA or Section 504 but whose evaluation is not complete prior to the administration of the DCAS are NOT eligible for accommodations during the DCAS administration or the Smarter administration, but may be eligible for supports on the Smarter assessment if they qualify as a "general education student with supports."

Students who have been formally identified through the IDEA or 504 process but do not have accommodations or assistive devices documented in their plans are NOT eligible for any SWD accommodations during the DCAS or Smarter administrations but may be eligible for supports on the Smarter assessment if they qualify as a "general education student with supports."

Students who have not been formally identified as ELL using established processes and/or do not have an Accommodations and Supports form entered into the Assessment Accommodations database prior to the administration of the DCAS or Smarter assessments are not eligible for any ELL accommodations during the DCAS administration or supports during the Smarter administration.

See Table 2 on page 9 for a table showing who is eligible for accommodations and supports on DCAS, Smarter, and DCAS ALT-1.

Also, the following decision trees summarize the decision-making steps for determining how students will be assessed:

- page 25, students with disabilities.
- page 32, English language learners
- page 37, general education students with supports

Documented Accommodations and Supports Must Be Offered

The Department of Education expects that a student's accommodations and supports on the Accommodations and Supports Form and entered in the Assessment Accommodations database will be available, offered, and provided on the days of testing. Students sometimes refuse to use their accommodations or supports during a test administration; however, the school **must offer** the accommodations and supports that have been documented.

Absence, Suspension, Expulsion, Transfer, Illness, and Withdrawal

Absence, suspension, expulsion, transfer, illness, and withdrawal are treated in the same way for all students. These situations are not addressed by the Accessibility Guidelines.

Monitoring the Implementation of the Accessibility Guidelines

The Delaware Department of Education monitors the implementation of the *Guidelines* as part of efforts to oversee the implementation of the Individuals with Disabilities in Education Act (IDEA).

The Delaware Department of Education Program Specialist monitors the implementation of the *Guidelines* for English language learners for the Title III ESL/Bilingual and Title I, Part C Migrant Programs.

Table 2. Eligibility for Supports and Accommodations

	… on DCAS?	… on Smarter?	… on DCAS ALT-1?
Who is eligible for Accommodations …	• ELL students with complete evaluation • SWD with complete evaluation and active IEP or 504 plan	• SWD with complete evaluation and active IEP or 504 plan	Any student whose IEP team has determined that he/she will take the DCAS ALT-1 and who has documented accommodations
Who is eligible for Supports and accommodations …	N/A	• SWD with complete evaluation and active IEP or 504 plan • Dual identified SWD/ELL	N/A
Who is eligible for Supports but no accommodations …	N/A	• ELL students with complete evaluation • General education students with documented need for supports	N/A
Who is NOT eligible for accommodations and NOT eligible for supports …	• Students with incomplete ELL evaluation • Student with complete ELL evaluation but no documented accommodations • Students with incomplete SWD evaluation and/or inactive IEP or inactive 504 plan • Students with complete SWD evaluation but no accommodations or devices documented • General Education; Not identified students (not ELL, not SWD)	• General education with no documented need for supports. • Student with complete ELL evaluation but no documented accommodations • Students with complete SWD evaluation but no documented accommodations or devices	Any student whose IEP team has determined that he/she will take the DCAS ALT-1 but who has no documented accommodations.

For more information, the following Delaware Department of Education (DOE) staff members are available to answer questions about these Guidelines.

- Questions about the Delaware Comprehensive Assessment System (DCAS), DCAS ALT-1, and Smarter Assessments
  - Helen Dennis, telephone 735-4090, e-mail helen.dennis@doe.k12.de.us
  - Lisa Alexander, telephone 735-4090, e-mail lisa.alexander@doe.k12.de.us
- Questions about students with disabilities and about these Guidelines relating to students with disabilities
  - Sarah Celestin, telephone 735-4210, e-mail sarah.celestin@doe.k12.de.us
- Questions about English language learners and about these Guidelines relating to ELL students
  - Terry Richard, telephone 735-4210, terry.richard@doe.k12.de.us

Acknowledgements

Delaware educators from around the state have shared their feedback regarding this document, allowing us to improve its usefulness and user friendliness. Their time and contributions are greatly appreciated.

INTRODUCTION

This document replaces the 2013–2014 *Guidelines for Inclusion*. The name of the document has changed from the *Guidelines for Inclusion of Students with Disabilities and English language Learners* to the *Accessibility Guidelines for the Delaware System of Student Assessments*. This change reflects changes in the state's assessments and changes in the document's focus.

There are changes in 2014-15 to the state's assessment program. English language arts and Math will now be assessed by the Smarter assessments. Together, Delaware's assessments are now called DeSSA (Delaware System of Student Assessments). DeSSA includes Smarter, DCAS, DCAS ALT-1, ACCESS, and ACCESS ALT.

There are also changes in 2014-15 to this document's focus. The focus has changed from accessibility for *only specific subgroups* of students to accessibility for *all students.* There is also *a greater emphasis on universal design in assessment and instruction*. With the move to Smarter Assessments in ELA and Math, Delaware is able to offer more support to a greater number of students than ever before.

The accommodations and supports permitted during each assessment in the Delaware System of Student Assessments (DESSA) in the 2014–2015 school year are described herein. Regardless of the date of the Individualized Education Program (IEP)/504 team meeting and the date accommodations were selected, these are the accommodations and supports that are permitted for during the 2014–2015 school year.

Refer to DCAS Accommodations User's Guide and Smarter resources for technical information regarding the use and preparation for online accommodations and supports for each of the assessments.

PROCEDURAL CLARIFICATIONS

Selecting the Date When a Student Will Begin to Use New Accommodations

New accommodations for a student should not be entered into the accommodations database until the student is ready to use them on the actual test. However, students need to have adequate experience using the accommodation in their daily classroom experiences in order to use it effectively during the assessment. Therefore, when the IEP team, 504 committee, or ELL teacher finalizes the selected accommodations for a student, they should also plan:

- The date on which the student will begin using the accommodation in the classroom prior to testing (if they are not already using it); and
- The date and test window on which the student will begin using the accommodation on the assessment.

When to Enter Newly Selected Accommodations in the Assessment Accommodations Database

Accommodations should not be entered in the Assessment Accommodations Database until the student is ready to begin using them during their next test administration. Any changes made to assessment accommodations are sent nightly to the DCAS/Smarter test vendor. If an

accommodation is entered into the Assessment Accommodations Database more than three days before DCAS/Smarter administration, the accommodation will be provided for the DCAS/Smarter administration.

The date accommodations are entered into Assessment Accommodations is particularly important in the case of students who are switching from the DCAS/Smarter to the DCAS-Alt1 or from the DCAS-Alt1 to the DCAS/Smarter. If it is planned that a student will begin taking the DCAS-Alt1 in the following school year, then do not enter Accommodation #500 or 5.00 until after the student's final spring DCAS/Smarter administration. Entering accommodation 500 (science/social) or 5.00 (reading/math) too early will cause the wrong test opportunity to be made available to the student. ***Remember***, the assessment to be taken by a student (DCAS/Smarter or DCAS ALT1) must be determined prior to the start of the spring test windows. Once a student takes a test in a given content area, it is no longer permissible to switch during the current test window from DCAS/Smarter to DCAS ALT-1 or from DCAS ALT-1 to DCAS/Smarter. Refer to the policy regarding selection of DCAS/Smarter vs. DCAS-Alt1 on page 24 for more information on when a student may switch assessments.

End of Course Tests

High School End-of Course-(EOC) tests use the same accommodations as the DCAS tests. In 2014-15, the U.S. History EOC is required of each HS student taking a U.S. History course for credit. The Algebra II and Integrated Math III EOC pre-tests and post-tests will be offered on an optional basis. The state will not require them, but districts or schools may require them for students who are taking these high school courses for credit. Students taking the U.S. History course who need accommodations should refer to the DCAS Social Studies accommodations that are listed on the form on pages 38-57. Students taking the Algebra II or Integrated Math III tests needing accommodations should refer to the DCAS Mathematics accommodations that are listed beginning on page 39. The DCAS Mathematics accommodations are listed for use on the EOC Algebra II and Integrated Math III tests only. The DCAS Mathematics test will not be administered in the 2014-15 school year.

Yearly Schedule of DCAS and DCAS-Alt1 Testing Windows

Page 6 of these *Guidelines* lists the components of the DCAS, DCAS-ALT1 and the Smarter Assessments that are administered in the 2014-15 School year. See the complete 2014-15 test schedule for the Delaware System of State Assessments (DeSSA) at the following link:

http://www.doe.k12.de.us/assessment/

This schedule provides the start and end dates of each online and paper/pencil testing window for DCAS, DCAS-Alt1, Smarter, Smarter Interim, high school End of Course tests, and for dates on which new practice tests become available.

ACCOMMODATIONS AND THE ONLINE TEST DELIVERY SYSTEM

The following are questions and answers about how accommodations work with the Smarter and DCAS online test delivery systems.

When is the deadline for entering test accommodations and supports in the Assessment Accommodations database?

To allow time for the data to be transferred to the testing contractor, please enter accommodations and supports at least three business days before the student's scheduled testing time.

How does the online test delivery system know what accommodations and supports each student needs?

DOE sends accommodations and supports data electronically to the testing contractor regularly. Smarter data and DCAS data is sent separately for each student. Enter the correct accommodation and support codes for each student in the Assessment Accommodations database at least three business days prior to the student's scheduled test.

Does the online test delivery system display the list of accommodations and supports the student should have?

Yes, the Test Administrator has access to a read-only screen that shows which students have accommodations and supports and which accommodations and supports each student is to receive. Test Administrators can NOT modify the test accommodations and supports displayed in the test delivery system screen. It is a good idea to also have a printout from the Assessment Accommodations database.

What should I remember when verifying student accommodations and supports in the Test Information Distribution Engine (TIDE) prior to testing?

When verifying student accommodations and supports in Smarter TIDE and DCAS TIDE, remember that you must verify Smarter accommodations and supports and DCAS accommodations separately, since they are in separate TIDE databases.

TIDE first brings up a list of the students for which you searched. The column on the far right lists the student's accommodations and supports. It is important to check this column. Then, you must click the "EDIT" button, for a student. This brings up a student profile. Scroll down to verify the student accommodations and supports again. If the student has "embedded" accommodations and supports (see the next question, below), these need to be checked on both the left and right sides of the accommodations and supports section of the profile. If the accommodations and supports are incorrect in any portion of the initial list or in the profile, then check the accommodations and supports against Assessment Accommodations database. If Assessment Accommodations is correct, but part of TIDE is wrong, then contact Lisa Alexander at DOE regarding the discrepancy.

What happens if the online test delivery system does not deliver the accommodations and supports that were expected?

There are two categories of accommodations and supports:

1. **Embedded Accommodations and Supports**. *Accommodations that must be delivered by the online system.* For example: Text-to-Speech and Spanish-English Stacked.

2. **Non-Embedded Accommodations and Supports**. *Accommodations that are provided by the school.* For example: translator, enhanced lighting, or preferential seating.

Embedded Accommodations and Supports

All student accommodations and supports should be verified in the Test Information Distribution Engine (TIDE) system ***prior*** to launching a student's test. If an accommodation or support is missing from TIDE, most likely the accommodation or support was not entered into Assessment Accommodations. Therefore, the student's record in the Assessment Accommodations database must be updated. Allow three days for the test delivery system to be updated and deliver the updated accommodation or support.

Can an embedded accommodation or support be changed mid-test?

No DCAS, DCAS ALT-1, or Smarter accommodations or supports can be changed mid-test. If an embedded accommodation or support is missing from a student's test administration, e.g., Text-to-Speech, and its absence is discovered AFTER the student clicks "begin test," the student's test may have to be stopped and rescheduled.

The most frequent reason for this problem is that the accommodations and supports were not verified in TIDE prior to the launch of the test and/or the missing accommodation or support was not entered into the student's Assessment Accommodations database record. The student's record in the Assessment Accommodations database must be updated, and three days must pass for the change to "roll up" to the vendor's TIDE database. In addition, because the missing accommodation or support was discovered AFTER the student logged into a test, the change in accommodations and supports will only be delivered once the test has been "**reset**."

In order to reset a test, the school test coordinator must submit, via the Assessment Request System (ARS), an incident report requesting a "test reset." The school test coordinator will receive a notification that the test has been reset. The test delivery system will then be updated and able to deliver the updated accommodation or support. *This can be avoided by verifying all accommodations and supports in the TIDE system prior to launching the test.* The student **must** take the reset opportunity. If the student does not take this opportunity, then the opportunity will show as not having been taken by the student.

List of DCAS Embedded Accommodations and Supports (Smarter Embedded and Non-Embedded are listed in the Accommodations and Supports Form)	
Students with Disabilities 102 – Large Print 106 – Text-to-Speech (test questions) 116 – Changing screen color 119 – Text-to-Speech (reading passages) 121 – Print on request (test questions) 122 – Print on request (reading passages)	English Language Learners 600 – Text-to-Speech (test questions – in English or Spanish) 606 – Text-to-Speech (reading passages – in English Only) 703 – Spanish Translation (Mathematics, Science, and Social Studies only) 803 – Print on Request (reading passages) 804 – Print on Request (test questions)

Non-Embedded Accommodations and Supports

Can a non-embedded DCAS or EOC[1] accommodation be changed mid-test?

If the incorrect or missing DCAS/EOC accommodation or support falls into the category of non-embedded accommodations or supports, staff may proceed with the test providing the correct accommodations and supports. As soon as possible, the Assessment Accommodations database must be updated to reflect the test accommodations and supports actually delivered to the student.

Note, however, that the student's final test score record will be transmitted to DOE with a record of the accommodations and supports that were active in the vendor's TIDE database during the test administration, whether the student actually used those non-embedded accommodations and supports or not. Changes to the accommodations and supports in the Assessment Accommodations database **after the test has begun** will **not** be reflected in the test score record.

Revised 2014-15 Test Reset Criteria

Revised reset criteria for 2014-15 DCAS and for Smarter may result in fewer test resets granted than in previous years. Please refer to the DCAS and Smarter Test Administration Manual for the rules regarding test resets.

[1] See the Smarter Test Administrator Manual for information regarding changes to non-embedded accommodations and supports mid-test.

SECTION I. NEW ASSESSMENTS AND NEW POLICY IN THE ACCESSIBILITY GUIDELINES

Smarter English Language Arts and Mathematics Assessments

The Smarter Balanced Consortium has published a number of documents addressing the accommodations and supports available to students across the country taking the Smarter Assessments. The most important of these are the Usability, Accessibility, and Accommodations Guidelines (3/12/2014), and the Implementation Guide (3/12/14) and the FAQ (3/12/2014). From these documents, Delaware DOE formulated a Delaware-specific accommodations policy for the Smarter Assessment administration in our state.

In February 2014, DOE published a Smarter to DCAS Accommodations Crosswalk, which showed the similarities and differences between Smarter Accommodations and DCAS accommodations policies. This document can be found on the Smarter Portal. Most important is the difference in the use of the term "accommodation." In the Smarter policy, the term "accommodation" is used to refer to features that are available only to students with individualized education plans (IEPs) or 504 plans. Features that are available to ELLs with no IEP or 504 are called "supports." In addition, supports on the Smarter assessments are available to students with no formal classification as an ELL student, a student with an IEP, or a student with a 504 plan. In Delaware, this group of students is being called "General education students receiving supports." Features that are available to all students taking the test (as is reflected by the label in the largest box) are called Universal Tools. The graphic in Figure 1 shows how these terms are related to one another.

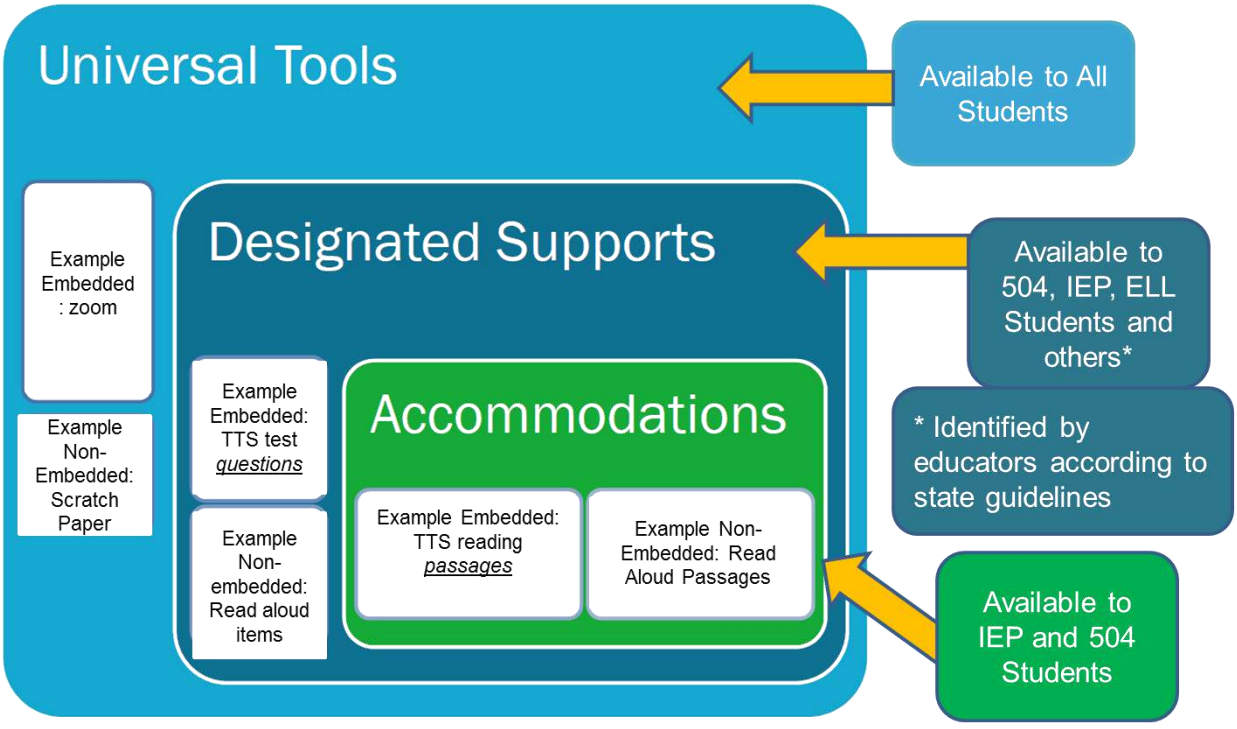


Figure 1. Availability of Smarter Accommodations and Supports

DOE also published several training modules related to accessibility of the Smarter assessments, which are available in PDMS.

All accommodations and supports will still need to be entered into the Assessment Accommodations database in IMS.

Students with Disabilities

The identification of students with disabilities and the selection of accommodations and supports for students with disabilities is covered in Section II. A decision tree addressing accommodations selection for this group is found in Figure 3. Decision Tree for Assessing Students with Disabilities.

English Language Learners

The identification of ELL students and the selection of accommodations and supports for ELL students is covered in section IV. A decision tree addressing accommodations selection for this group is found in Figure 4. Decision Tree for Assessing English Language Learners.

General Education Students Receiving Supports

The identification of general education students receiving supports and the selection of supports for this group is covered in section V. A decision tree addressing accommodations selection for this group is found in Figure 5. Decision Tree for Assessing General Education Students with Supports on Smarter ELA and Math.

The form(s) that list the accommodations and supports available to students on each DeSSA assessment begin on page 40. Notes regarding specific accommodations and supports begin on page 71.

Smarter's Accessibility Guidelines can be found at:
www.smarterbalanced.org/.../SmarterBalanced_Guidelines_091113.pdf

More information about Smarter Assessments can be found at:
http://www.smarterbalanced.org/smarter-balanced-assessments/ .

DCAS ALT-1 and Tracking Accommodations

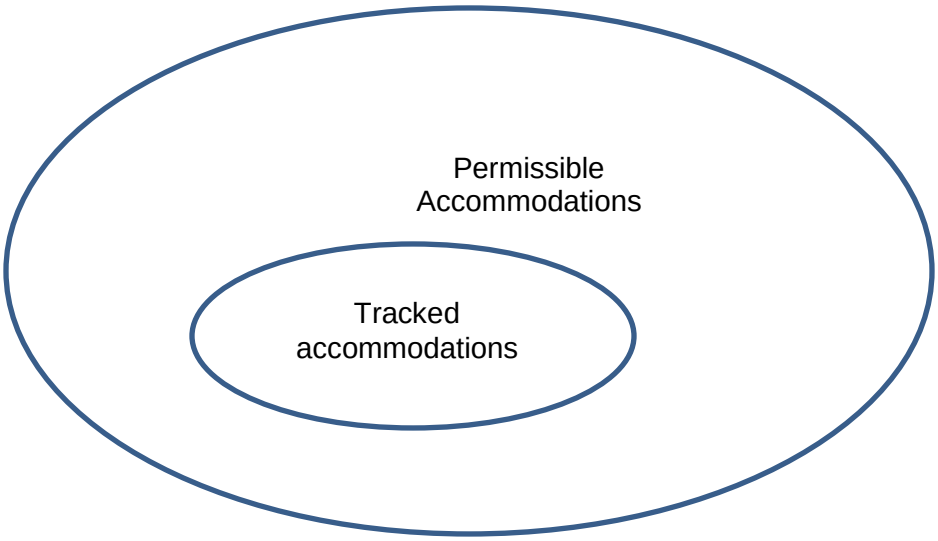
DOE will track accommodations use on DCAS ALT-1 in the 2014-15 school year. The policy allows most classroom accommodations to be used during the test.

The DCAS ALT-1 is designed so that many of the supports that a student may need are already built into the assessment design. Any other support or accommodation used by the student in the classroom and needed by the student on the assessment is generally permitted as long as it does not change the construct of the test, and thus, invalidate the test score. **A subset of all the accommodations permitted on the DCAS ALT-1 will be tracked by DOE in the Assessment Accommodations Database**. Accommodations that are not tracked are still permitted; their use will simply not be tracked in the 2014-15 school year. The graphic on the following page shows the relationship between accommodations that are permitted, those that are tracked, and those that are not tracked. Most classroom accommodations are still permitted during the test.

An increasing number of ELL students are being identified as students with significant cognitive disabilities who will take the DCAS ALT-1. Students who have disabilities who are also ELLs MUST be formally identified for BOTH types of services; both types are needed by the student. Some of the resources previously available only to ELLs on the DCAS are now available to ELLs on the DCAS ALT1. Many of these students require difficult-to-administer accommodations, such as the provision of a sight translator/interpreter. Specific guidance for implementation is available to those providing the sight translator/interpreter accommodation in Appendix J – Protocol for Native Language Interpreter/ Sight Translator on DCAS, EOC, and DCAS-ALT1.

The DCAS ALT1 accommodations form can be found beginning on page 40. Notes regarding specific accommodations begin on page 71.

Figure 2. DCAS ALT1 Accommodations Tracking



ACCESS and ACCESS ALT

ACCESS and ACCESS ALT are the English Language Proficiency assessments used to monitor the language acquisition of English Language Learners in Delaware schools. These assessments fulfil Delaware's obligation to meet USED's requirements under Title III of Elementary and Secondary Education Act. ACCESS and ACCESS ALT are administered when the student enters Delaware schools and also at the beginning and end of each school year until the student is fully proficient in English.

ACCESS is the "general" assessment, or the assessment administered to most ELLs. The ACCESS ALT is the "alternate" assessment, administered to ELLs who are also students with significant cognitive disabilities. Many of the students who take the ACCESS ALT are also students who take the DCAS ALT-1, but there is no requirement that ELL students who take one ALT assessment must also take the other ALT assessment. Participation criteria for students taking the ACCESS ALT are in Appendix O.

Both the ACCESS and the ACCESS ALT may be taken with or without accommodations. Only students with disabilities who are also ELLs qualify for accommodations on the ACCESS and ACCESS ALT. The available accommodations are intended to mitigate the student's disabilities but not to change the constructs of Listening, Speaking, Writing, and Reading. The list of accommodations available is the same for both tests. The accommodations are listed on the Accommodations and Supports Form.

For more information on ACCESS and ACCESS ALT, contact your District ELL supervisor or go to the following link: http://www.wida.us/assessment/

SECTION III. STUDENTS WITH DISABILITIES (SWD)

This section will guide Delaware educators through the decision-making process for participation in the statewide assessments for students with disabilities. See Section V for information about students with disabilities who are also English language learners (SWD/ELL)—page 33.

Use of the Accommodations and Supports Form

The Accommodations and Supports Form is not intended to replace the "Accommodations and Modifications, Supports, and Services" section of the Individualized Education Program (IEP).

Eligibility

Students who have been formally identified as special education students under the Individuals with Disabilities in Education Act or under section 504 of the Americans with Disabilities Act are eligible to test with accommodations or supports on all or part of the Smarter (ELA/Math) and DCAS(Science/Social studies), or DCAS ALT-1. Formally identified students with disabilities who are also formally identified as English language learners are also eligible to test with accommodations on the ACCESS or ACCESS ALT assessments or to be exempt from the Smarter ELA or DCAS ALT-1 ELA assessments if they meet the criteria on page 31.

Accommodation, Participation, and Exemption Decisions

All students with disabilities (SWDs) in grades 3 through 11 will participate in the DESSA under one of the test conditions listed in the next section, "Testing Conditions".

All identified students with disabilities will participate in the following:

- A reading assessment in grades 3-8 and 11
  - all Smarter reading, writing, and listening (ELA) tests, or
  - DCAS ALT-1 reading test, or
  - Receive an exemption from ELA testing if they meet the criteria for an exemption on page 31.
- A mathematics assessment in grades 3-8 and 11
  - Smarter mathematics tests, or
  - DCAS ALT-1 mathematics test
- A science assessment in grades 5, 8, and 10
  - DCAS science test, or
  - DCAS ALT-1 science test
- A social studies test in grades 4 and 7
  - the DCAS social studies tests, or
  - DCAS ALT-1 social studies test
- The U.S. History EOC test if they are enrolled in a High School U.S. History course for credit

Students with disabilities may receive accommodations on statewide assessments only if they:

- Are eligible for services under the Individuals with Disabilities Education Act (IDEA) or Section 504; or
- Have an Individualized Education Program (IEP) or 504 plan and instructional program that includes accommodations and/or assistive devices in the instructional process.

Students are eligible for the test accommodations and supports allowable on the statewide assessments that are also in their IEP or 504 plan. Students who have been formally identified through the IEP or 504 process but do not have accommodations or assistive devices documented in their plans are not eligible for any accommodations during the statewide assessments. Accommodation 550 indicates "no accommodations." If accommodation 550 is selected, all other accommodations should be deleted from the Assessment Accommodations database.

The decision tree on page 25 summarizes decision-making steps for determining the testing condition under which a student will be assessed.

The Department of Education expects that a student's accommodations and supports on the Accommodations and Supports Form and entered in the Assessment Accommodations database will be available, offered, and provided on the days of testing.

Testing Conditions

Students with disabilities may test under the following conditions. The decision regarding selection of testing condition can be made separately for each content area.

1. On the DCAS (Science/Social Studies), EOC, or Smarter Assessments (ELA/Math)
   a. With no accommodations
   b. With accommodations
2. On the DCAS ALT-1 Assessment
   a. With no accommodations
   b. With accommodations
3. Exempt from the reading test (Smarter or DCAS ALT-1) if the student is an SWD/ELL student and meets the criteria specified in this document

All SWDs taking a U.S. History course (for credit towards high school graduation) will participate in the DCAS EOC U.S. History test unless included in the DCAS-Alt1 using the DCAS ALT1 participation criteria in Appendix F (page 96). Participation in other DCAS EOC Assessments (Algebra II and Integrated Math III) is optional.

Testing Condition 1a:

Students may take the DCAS (science/social studies) and Smarter Assessments (ELA/Math) with no accommodations or supports. Note that students may elect to test with no accommodations or supports even if accommodations and/or supports are being used in the classroom.

Testing Condition1b:

Students may take the DCAS (science/social studies) and Smarter Assessments (ELA/Math) with accommodations and/or supports.

Testing Condition 2:

Under testing conditions 2a and 2b, students may be included in alternate assessment (DCAS Alt-1). The student's IEP/504 team must evaluate the possible inclusion of the student in each of the four parts of the DCAS—reading, mathematics, science, and social studies.

Students with disabilities may participate in the DCAS-Alt1 if they meet the criteria on page 23. The scores for students testing with this assessment will be included in the calculations of the state's summary of DCAS-Alt1 results. Students will receive an individual score report.

a) Students may take the DCAS ALT-1 (Reading, Math, Science, Social Studies) with no accommodations. Note that students may elect to or IEP teams may determine that the student can test with no accommodations even if accommodations are being used in the classroom.

b) Students may take the DCAS ALT-1 (Reading, Math, Science, Social Studies) with accommodations. Note that students may elect to or IEP teams may determine that the student can test with no accommodations even if accommodations are being used in the classroom.

Testing Condition 3:

SWD/ELL students may receive an exemption from taking any reading test if they meet the criteria on page 31.

If the student is receiving an exemption from the Smarter Reading, Listening, and Writing tests, then Accommodation #9.01 should be entered for these content areas in the Assessment Accommodation database. If a student receives this exemption, he or she is not required to take the Smarter reading, listening, and writing tests.

If the student is receiving an exemption from the DCAS ALT-1 Reading test, then Accommodations #500 and #901 should be entered for the reading content area in the Assessment Accommodations database. If a student receives this exemption, he or she is not required to take the DCAS ALT-1 Reading test.

Participation in the DCAS-Alt1

The DCAS-Alt-1 is the alternate assessment for students with significant cognitive disabilities. This assessment is administered to approximately 1% of all students assessed in Smarter English language arts and mathematics and DCAS science and social studies. The achievement of students in the DCAS-Alt1 is based on alternate achievement standards. Alternate achievement standards allow the use of a different scoring system. Students who participate in the DCAS-Alt1 are working on the same academic standards as their peers; however, they are working on these standards in less complex ways.

To include a student in the DCAS-Alt1, the student's IEP team must ensure that the student meets all the criteria on page 96. If it is determined that there is sufficient information to support ALL of the criteria, the IEP team should document this decision on the student's current IEP and sign the DCAS ALT-1 Participation Guidelines (see Appendix F). Students who do not meet all of the criteria will participate in the Smarter Assessments (ELA/Math) and DCAS (science/social studies), with or without accommodations.

Documentation

The IEP team must clearly document in the student's IEP the basis for its decision. School staff must support the inclusion decision by using current and longitudinal data, such as:

- Performance data across multiple settings in the areas of academics, communication, cognition, social competence, recreation or leisure, domestic community living, and vocational skills.
- Behavioral observations in multiple settings.
- Adaptive behavior.
- Continuous assessment of progress on IEP goals and objectives.

Such documentation will verify that the student meets the criteria listed below.

Criteria

The following are the participation guidelines for inclusion in the DCAS-Alt1. The student's record must have sufficient data to support ALL of the following.

Criterion #1: Evidence of Significant Cognitive Disabilities

Student's levels of cognitive skills and adaptive behavior are such that extensive modifications are required in order to access the general curriculum.

Criterion #2: Intensity of Instruction

Student requires extensive direct instruction and/or extensive supports to accomplish the application and transfer of skills to school, home, work, and community environments.

Criterion #3: Curricular Outcomes

The student requires extensively modified instruction focusing on a less complex application of skills in order to access the Delaware Content Standards. Due to this change in complexity, the student would not be able to complete all graduation requirements and will graduate with a Certificate of Completion.

Criterion #4: Exclusions

The decision to include the student in the DCAS-Alt1 is NOT based on the following:

1. Existence of an IEP
2. Specific categorical label
3. Educational placement
4. English language learner status
5. Socioeconomic or cultural differences
6. Excessive or extended absences
7. Disruptive behavior
8. Student's reading level
9. The expectation that the student will not perform well on the DCAS

Switching Between the General and the Alternate Assessments

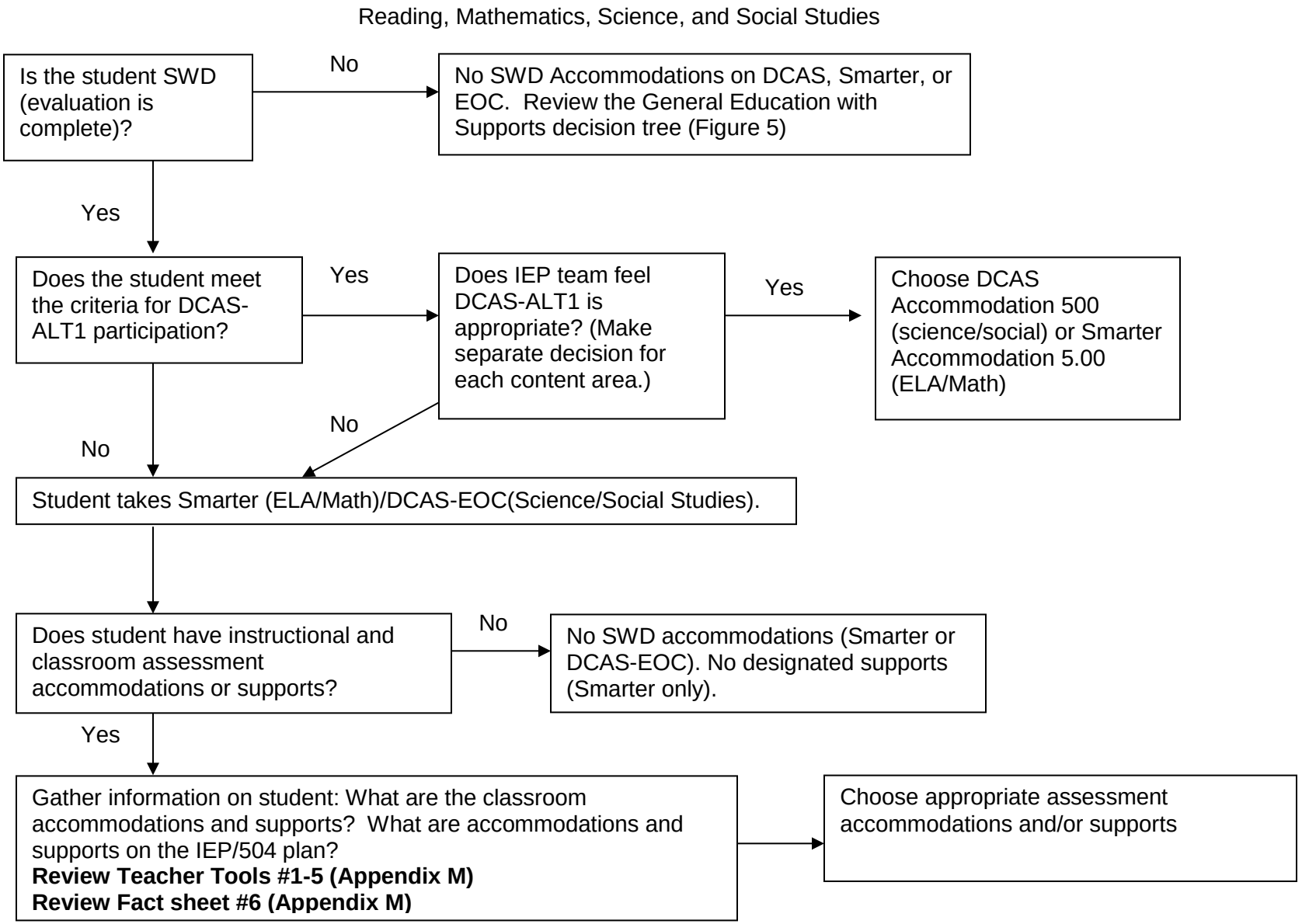
The decision to change a student's participation from Smarter/DCAS to the DCAS-Alt1 must be made and entered into Assessment Accommodations prior to the opening of the DCAS-Alt 1 spring test window. For example, if a student is moved from the Smarter/DCAS to the DCAS-Alt1, the IEP team must document that determination in the IEP and in Assessment Accommodations database, prior to the opening of the DCAS-Alt 1 spring window. If the student is moving from the DCAS-Alt1 to Smarter/DCAS, the IEP team must document that determination in the IEP and in DCAS-A prior to the opening of the DCAS spring window.

If the student is administered the **DCAS** (science/social studies) or **Smarter** (ELA/Math) in the spring window, the student will not be able to participate in the corresponding **DCAS-Alt1** content area test until the following school year. If the student is administered the **DCAS-Alt1** in the spring window, the student will not be able to participate in the corresponding content area test in **DCAS** (science/social studies) or **Smarter** (ELA/Math) until the following school year.

For students who transfer from out-of-state, the decision should be made in a timely manner to ensure that the student can participate in the most appropriate assessment within the given school year.

The Participation Guidelines must be signed when the decision to have the student participate in the DCAS-Alt1 is made.

Figure 3. Decision Tree for Assessing Students with Disabilities



SECTION IV. ENGLISH LANGUAGE LEARNERS (ELLS)

This section will guide Delaware educators through the decision-making process for participation in the Delaware Comprehensive Assessment System (DCAS) for students who are English language learners (ELL).

Eligibility

Students who have been formally identified as ELLs are eligible to test with accommodations or supports on all or part of the Smarter (ELA/Math) and DCAS (Science/Social studies), or DCAS ALT-1, or be exempted from the Smarter or DCAS ALT-1 ELA tests. See the formal criteria for identifying the ELL student below and on the following page.

Criteria for Identifying the ELL Student

The formal process for identification of English language learners requires several steps:

1) The completion of the district/charter Home Language Survey through which the presence of languages other than English in the home are pre-screened.

2) The administration of the WIDA W-APT diagnostic screener or the WIDA MODEL for Kindergarten students to establish English language proficiency levels. The WIDA website includes the grading/scoring rubric at: http://www.wida.us/.

3) The results of the WIDA W-APT and WIDA MODEL tests are entered into the DELSIS data system and the student's Limited English Proficient status is changed to "Yes" to complete the process.

After these steps are completed, the student is formally identified as ELL and will maintain this status until he/she becomes fully English proficient (FEP) and exits/transitions out of the ELL program.

ELL students are not eligible for exit/transition out of the ELL program until student reaches a level of Tier C: 5.0 on the annual WIDA ACCESS test.

ELL students who reach a Tier C: 5.0 score are ***eligible*** for exit/transition, but individual domain scores in reading, writing, speaking, and listening as well as the composite proficiency level should be reviewed by the district/charter ELL Coordinator and all factors considered before the student is exited/transitioned.

Former ELL students who have been exited or transitioned are federally required to have a two-year monitoring period during which time they may be reclassified as active ELL and returned to the ELL program.

Home Language Survey

The school district must administer the home language survey upon enrollment to all new students entering Delaware schools, regardless of the date or academic term of their arrival. A student who speaks a language other than English as their native language, but who also speaks English, may still have insufficient academic language to be successful without the additional instruction offered through a bilingual/dual language or ESL program. A district's

enrollment packet must include a home language survey form asking if a language other than English is spoken in the home or by the student. If the answer is "yes," the student must be tested using the W-APT or ACCESS (Assessing Comprehension and Communication in English State-to-State).

ACCESS (Assessing Comprehension and Communication in English State-to-State)

The WIDA ACCESS and ACCESS ALT tests are annual English language development assessments administered in the spring to all English language learners who have been identified through the Home Language Survey and W-APT diagnostic screener.

Students who arrive in the district/charter school during the annual ACCESS test window and for whom a Home Language Survey indicates that a language other than English is spoken at home, may be administered the annual ACCESS or ACCESS ALT test in lieu of the W-APT.

The WIDA ACCESS ALT test is a version of the ACCESS test that is designed for students with severe cognitive disabilities for whom the regular ACCESS test is not appropriate. Before students are selected to participate in the ACCESS ALT, the IEP team and ELL team should review the ACCESS ALT participation guidelines in Appendix O.

ACCESS and ACCESS ALT Score reports provide the following proficiency levels for listening, speaking, reading, writing, oral, literacy, and composite:

- Level 1 – Entering
- Level 2 – Beginning
- Level 3 – Developing
- Level 4 – Expanding
- Level 5 – Bridging
- Level 6 – Reaching

A student who scores at level 5 or 6 on ACCESS Tier C (also called FEP – Fully English Proficient) would be exited or transitioned from ELL services and would no longer receive ELL accommodations on the DCAS/EOC, but may still receive supports on the Smarter ELA/Math as a General Ed student.

A student's ACCESS or ACCESS ALT scores may inform the selection of an ELL student's accommodations and supports to be used on the DCAS, DCAS-ALT-1, and Smarter Assessments.

Both the ACCESS and ACCESS ALT may be taken with or without accommodations. See Section VI of this document for the Accommodations form and for procedural notes and clarifications about some accommodations. All accommodations for ACCESS and ACCESS ALT should be documented on the form during the IEP/504 meeting or ELL meeting. It is essential that special education staff and ELL staff communicate regarding dually identified students and their plans for taking assessments as part of DESSA.

Accommodation, Participation, and Exemption Decisions

All identified ELL students will participate in the following:

- A reading assessment in grades 3-8 and 11

  - all Smarter reading, writing, and listening (ELA) tests or
  - DCAS ALT-1 reading test or
  - Receive an exemption from ELA testing if they meet the criteria for an exemption on page 31.
- A mathematics assessment in grades 3-8 and 11
  - Smarter mathematics tests or
  - DCAS ALT-1 mathematics test
- A science assessment in grades 5, 8, and 10
  - DCAS science test or
  - DCAS ALT-1 science test
- A social studies test in grades 4 and 7
  - the DCAS social studies tests or
  - DCAS ALT-1 social studies test
- The U.S. History EOC test if they are enrolled in a High School U.S. History course for credit

Accommodations and supports should be entered into the Assessment Accommodations database at least three business days before the student's scheduled test administration of the DCAS (Science/Social Studies), EOC (Math/History), Smarter Assessments (ELA/Math), or DCAS ALT-1 assessments (ELA/Math/Science/Social Studies). This 3-day advance entry assures that accommodations will be available in the online system and that the student's record will be properly tagged with the correct accommodations.

The Accommodations and Supports Form (beginning on page 39) must be completed and entered into the Assessment Accommodations Database, and a copy placed in the student, district, or school file prior to test administration.

The Department of Education (DOE) requires that the accommodations and supports entered into the Assessment Accommodations database will be offered, available, and provided on the days of testing.

Fully English Proficient Students (FEP)

ELL students who reach a performance level of 5 on the ACCESS Tier C and are exited or transitioned are considered FEP no longer qualify for DCAS accommodations as an ELL student and no longer qualify for supports on the Smarter assessments. They may not receive supports on the Smarter ELA/Math unless they are identified as a General Education student receiving supports.

ELL Students who have scored PL5 and have been exited/transitioned out of ELL are no longer eligible for ELL accommodations on DCAS ALT-1; they are only eligible for accommodations related to their disabilities.

Fully English Proficient (FEP) students who have been exited or transitioned may not receive the exemption for recently arrived ELL students. Students who receive an ELL exemption are not required to take the Smarter ELA test.

Parent Withdrawals from English as a Second Language or Bilingual Service

Some students are evaluated and have received English as a second language (ESL) or bilingual services but are withdrawn from these services by their parent or guardian. This means that, although these students qualify for ESL or bilingual services, the parent or guardian chooses not to have the students continue to receive ESL or bilingual services.

If a student has been identified, but the parent or guardian withdraws the student from services, the student may still receive testing accommodations or supports, including but not limited to support 9.01 (exemption from the Smarter ELA test). Students must meet the criteria on page 31 in order to have support #9.01.

The decisions regarding which accommodations and supports should be given to a student should be made on an individual basis using the information in these Accessibility Guidelines.

Justifiable Rationale for Selection and Deletion of ELL Accommodations

Best practice dictates that an accommodation may not be introduced for the first time in a testing situation—it must be introduced during instruction and then only used during assessment after the student is comfortable using the accommodation. For example, the accommodation of using a bilingual dictionary would not be appropriate during testing if the student has not been taught how to use one and has not been practicing using a bilingual dictionary. On the cover page of the Accommodations and Supports Form, there is space to identify any new accommodations being used by the student and what sort of practice the student may need before the accommodation or support may be used on a test.

Accommodations and support decisions for ELL students must be made on an individual basis and must be based only on the following:

- information regarding the student's English Language Proficiency
- information regarding any student disabilities
- scores from student evaluations and assessments
- student's formative classroom evaluation information
- documented student observation
- documented student preference

Accommodations and support decisions for ELL students must NOT be made based on any of the following:

- a student's membership in a particular demographic group,
- a particular label that applies to a student, or
- concerns external to the student such as
    - school or district staffing issues,
    - cost to the district of providing the accommodation or support; or
    - other logistic or political concerns.

Testing Conditions

For DCAS, DCAS ALT-1, and Smarter, each of which measure the content areas as required in ESEA Title I, students may test under the following conditions: 1) on the general assessment, with or without accommodations or supports; 2) on an alternate assessment, with or without accommodations or supports, or 3) in the case of the ELA test, the recently arrived ELL student may be exempt.

The above conditions are listed below:

1. On the General Assessment – the DCAS (Science/Social Studies), EOC, or Smarter Assessments (ELA/Math)
    a. With no accommodations and/or supports
    b. With accommodations and/or supports
2. On the Alternate Assessment -- DCAS ALT-1 (student is ELL/SWD)
    a. With no accommodations
    b. With accommodations
3. Exempt from the reading test (Smarter or DCAS ALT-1) if the student is an SWD/ELL student and meets the criteria specified in this document on page 31.

The decision tree on page 32 provides guidance regarding the steps in the decision to provide testing condition 1a, 1b, 2a, 2b, or 3. The testing conditions are defined on page 30 of these Guidelines.

More detail on each testing condition and how each is documented, is provided below:

Testing Condition 1a:

Students may take the DCAS (science/social studies) and Smarter Assessments (ELA/Math) with no accommodations or supports. Note that students may elect to test with no accommodations or supports even if accommodations and/or supports are being used in the classroom.

Testing Condition1b:
Students may take the DCAS (science/social studies) and Smarter Assessments (ELA/Math) with accommodations and/or supports.

Testing Condition 2:

Under testing conditions 2a and 2b, SWD/ELL students may be included in the alternate assessment (DCAS Alt-1). The student's IEP/504 team must evaluate the possible inclusion of the student in each of the four parts of the DCAS—reading, mathematics, science, and social studies.

SWD/ELL students may participate in the DCAS-Alt1 if they meet the criteria on page 96. The scores for students testing with this assessment will be included in the calculations of the state's summary of DCAS-Alt1 results. Students will receive an individual score report.

a. Students may take the DCAS ALT-1 (Reading, Math, Science, Social Studies) with no accommodations. Note that students may elect to or IEP teams may determine that the student can test with no accommodations even if accommodations are being used in the classroom.
b. Students may take the DCAS ALT-1 (Reading, Math, Science, Social Studies) with accommodations. Note that students may elect to or IEP teams may determine that the

student can test with no accommodations even if accommodations are being used in the classroom.

Testing Condition 3:

SWD/ELL students may receive an exemption from taking any reading, writing, or listening test if they meet the criteria on page 31 (below).

If the ELL student is exempt from the Smarter Reading, Listening, and Writing tests, then Accommodation #9.01 should be entered for these content areas in the Assessment Accommodation database. If an ELL student receives this exemption, he or she is not required to take the Smarter reading, listening, and writing tests.

If the ELL student is exempt from DCAS ALT-1 Reading test, then Accommodation #500 and #901 should be entered for the reading content area in the Assessment Accommodations database. Accommodation 500 designate the DCAS ALT-1 as the appropriate test for the student and accommodation 901 marks the student as exempt as a recently arrived ELL student. If an ELL student receives this exemption, he or she is not required to take the DCAS ALT-1 reading test.

Criteria for Receiving an Exemption from the Smarter ELA Assessment or the DCAS ALT-1 ELA Test

If an ELL student receives an exemption, he or she is not required to take the Smarter ELL Assessment or the DCAS ALT-1 ELA assessment. Students receiving an exemption should have entered in the accommodations database either Smarter Support #9.01 or DCAS ALT-1 accommodation #901. The following are the criteria for receiving an exemption from these language arts tests:

1. The student has not been transitioned or exited, e.g., FEP;
2. It is the student's first year of enrollment in U.S. schools.

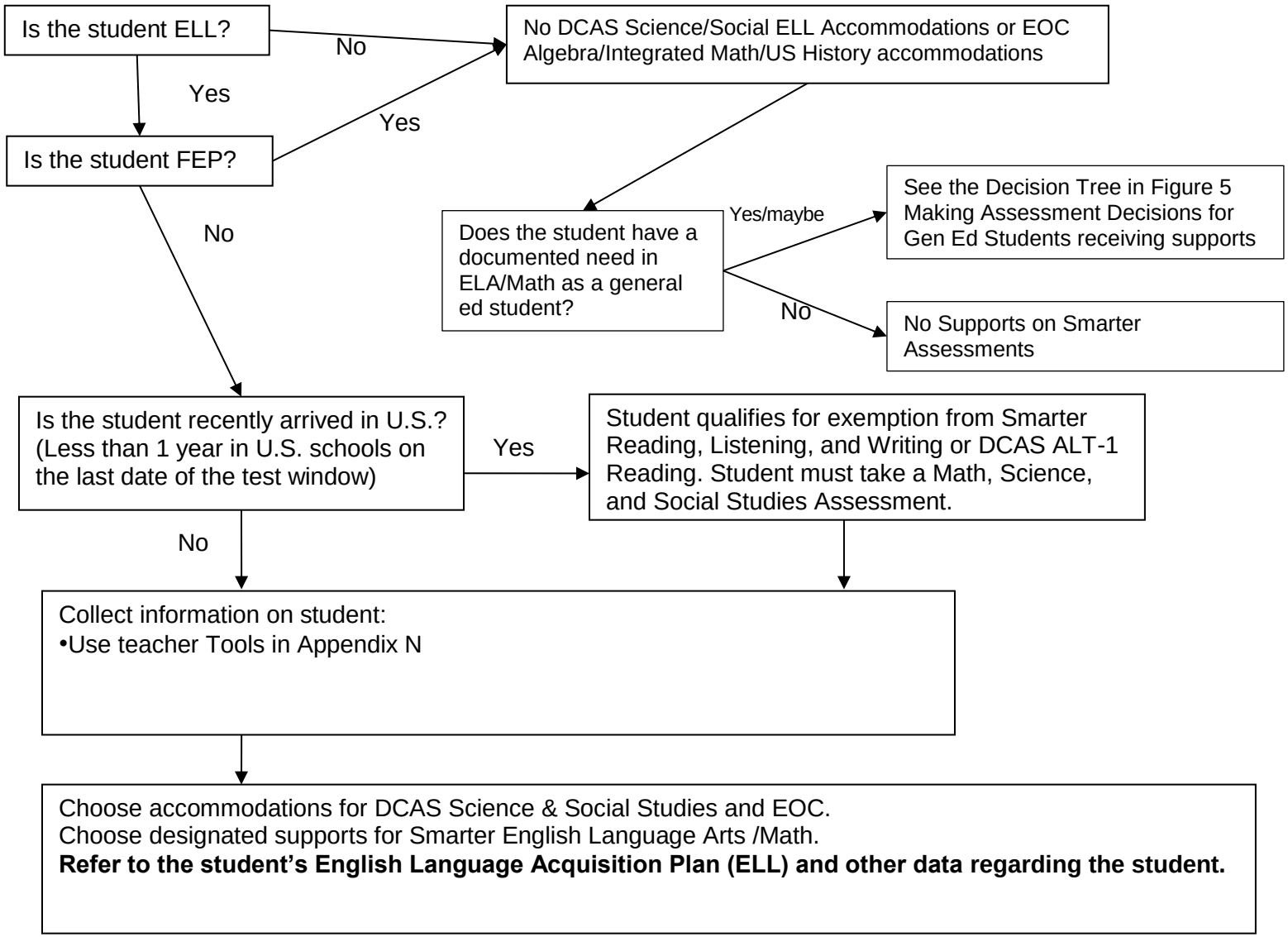
An ELL student is considered to be in the first year of enrollment in U.S. schools (or "recently arrived" if the student's "Immigrant date" (a field in the ELL database) is less than 1 year from the last day of the Smarter ELA test window or DCAS ALT-1 ELA test window (whichever test the student is to take).

What to enter in the "immigrant date" field in the ELL database if the student has entered and withdrawn from U.S. schools to leave the country multiple times: Enter the ***most recent*** date of enrollment in U.S. schools immediately preceded by at least a 90-day time period out of the U.S. which falls within the academic year (excludes June, July, and August) in the "immigrant date" field in the ELL database.

The decision to grant an exemption is made on an individual basis weighing the factors outlined in these Accessibility Guidelines.

The Department of Education expects that a student's accommodations and supports on the Accommodations and Supports Form and entered in the Assessment Accommodations database will be available, offered, and provided on the days of testing.

Figure 4. Decision Tree for Assessing English Language Learners



SECTION V. STUDENTS WITH DISABILITIES WHO ARE ALSO ENGLISH LANGUAGE LEARNERS

This section will inform the participation decision for students who are dually identified as students with disabilities and as English language learners (SWD/ELL). .

Identification of Dually Identified Students (SWD/ELL)

It is very important that all new students be screened as potential ELLs and that if students qualify for both ELL and SWD services, that they be provided both types of service. Students who receive both types of services may receive both types of accommodations and supports in the classroom and on state assessments. Educators in many parts of Delaware now frequently encounter students who have learning disabilities and who are also English Language learners. A smaller but growing group of students is the group of students with significant cognitive disabilities that are also English language learners.

See Sections III and IV of this document for information about the formal identification of students with disabilities and English language learners.

Eligibility for Accommodations

The decision trees on pages 25 and 32 give guidance on the steps in the decision regarding identification of and assessment of students with disabilities and English language learners, respectively.

Two groups of educators are involved in selecting instructional and testing accommodations for an SWD/ELL student—the IEP team or 504 Committee and the ELL instructional team. It is recommended that these two groups consult each other, stay in contact, and/or meet as one group to ensure the most informed and appropriate testing accommodations for the student. When the two groups meet in isolation, they may make contradictory decisions about accommodations that cause logistical and preparation problems for the student and the instructors.

Students who are dually identified as SWD/ELL, but withdrawn from ELL services by the parent or guardian, are eligible for ELL accommodations despite the parent's withdrawal from services.

Participation and Exemption Decisions

Students who are dually identified must take content area tests in reading, mathematics, science, and social studies to measure academic achievement and must also take tests in reading, writing, speaking, and listening to measure English language acquisition.

To measure academic achievement, students take either the general tests: Smarter (ELA/Math) and DCAS (Science/Social Studies) or the alternate tests: DCAS ALT-1. The decision regarding whether to take the general test or the alternate test is made separately for each individual content area. SWD/ELLS may be eligible for an exemption from language arts testing if they are recently arrived (see page 31).

There is no requirement that students who take the DCAS ALT-1 must also take the ACCESS ALT, or vice versa. These decisions are made individually for each student.

Students in grades 3-8 and 11 will participate in Smarter Assessments (ELA/Math) unless they are included in the DCAS-Alt1 or they are granted an ELL exemption for Smarter ELA or DCAS ALT-1 ELA. SWD/ELL students in grades 5, 8, and 10 will participate in the DCAS Science and students in grades 4 and 7 will participate in the DCAS Social Studies. See page 20 for more information about participation decisions.

All identified SWD/ELL students taking a U.S. History course (for credit towards high school graduation) will participate in the DCAS EOC U.S. History test, unless included in the DCAS-Alt1 using the criteria outlined on page 96. Participation in the End of Course tests for Integrated Math III and Algebra II is optional at the state level, but may be mandated by the school or district.

To measure English language acquisition, these students take either the general test: ACCESS or the alternate test: ACCESS ALT. Students are required to take tests of English language acquisition as new registrants and in the fall and spring of each school year until they no longer qualify for ELL services.

The Accommodations and Supports Form (beginning on page 38) must be completed for each SWD/ELL student and entered into the Assessment Accommodations database. Copies should be placed in the student, district, or school file prior to the administration of the test.

Accommodations and supports for SWDs and ELLs are listed on the same form. The group(s) selecting accommodations and supports for the SWD/ELL student should review both ELL and SWD accommodations and supports and any accompanying text. Both SWD and ELL accommodations and supports must be entered into the Assessment Accommodations database.

The Department of Education expects that a student's accommodations and supports on the Accommodations and Supports Form and entered in the Assessment Accommodations database will be available, offered, and provided on the days of testing.

SECTION VI. GENERAL EDUCATION STUDENTS RECEIVING SUPPORTS

Students in this category, "General Education Students Receiving supports" are eligible to receive supports on the Smarter English Language Arts and Mathematics assessments. This group of students is NOT eligible to receive accommodations on Smarter, DCAS (science and social studies) or EOC (U.S. History, Algebra II, Integrated Math III). This category of students is not eligible for participation in the DCAS ALT-1 assessment.

Criteria for Identifying a Student as a General Education Student Receiving Supports

Who can identify students?

It is recommended that ***more than one educator*** participate in the identification of each student who needs supports as well as the selection of supports for the student.

Which students can be identified?

Educators should consider students who are **struggling and at-risk**. Students who are currently **receiving interventions** through the Response to Intervention (RTI) program or have been **referred to the school's problem-solving team**, may benefit from supports. Additionally, students who have **physical injuries** such as a broken arm may be in need of a support like scribing. See Table 2 on page 9 for more information on qualifications for supports.

How should designated supports be selected?

Educators should consider the student's ***documented*** needs. To select supports that match the student's documented needs, educators should refer to **data** about student's performance with and without the support. The data may be **observational** or based on the student's performance on a curriculum-based **measurement**. Educators should ask – how does the student perform with and without the support? Does the support benefit the student?

In addition to reviewing student data, educators must ***consider whether the support is being used during classroom instruction***. Supports should be familiar to the student and used regularly, not only on the assessment. Taking the practice test is a good opportunity for students to try out different supports and to talk with the teacher about whether the support was helpful.

PLEASE NOTE: ***more supports are not necessarily better for the student***. Some supports could make the test harder depending on student's needs. It is important for support selection to be customized to the student's needs.

Also, educators should consider each student individually and ***refrain from assigning supports on a blanket basis***. For example, an educator should not assign all of his/her students a particular accommodation in the assumption that a designated support benefits all students.

Testing Conditions

"General Ed students receiving supports" may test under the following condition during Smarter:

The testing conditions 1a and 1b are discussed in greater detail below:

Testing Condition 1a:

Students may take the Smarter Assessments (ELA/Math) with no accommodations or supports. Note that students may elect to test with no accommodations or supports even if accommodations and/or supports are being used in the classroom.

Testing Condition1b:
Students may take the Smarter Assessments (ELA/Math) with supports.

How to Formally Document a General Education Student Receiving Supports in the Pupil Accounting and Accommodations Systems

Follow these three steps after identifying a student to receive supports on the Smarter assessments as a general education student:

1. Log in to ESchool
2. Go to the 504 screen.
3. Flag the student "Y" as a general education student receiving supports.
4. Wait overnight for the student's data to "roll up" to DELSIS.
5. Enter the student's supports in the Assessment Accommodations database.

Please contact your Eschool support contact with any questions regarding data entry.

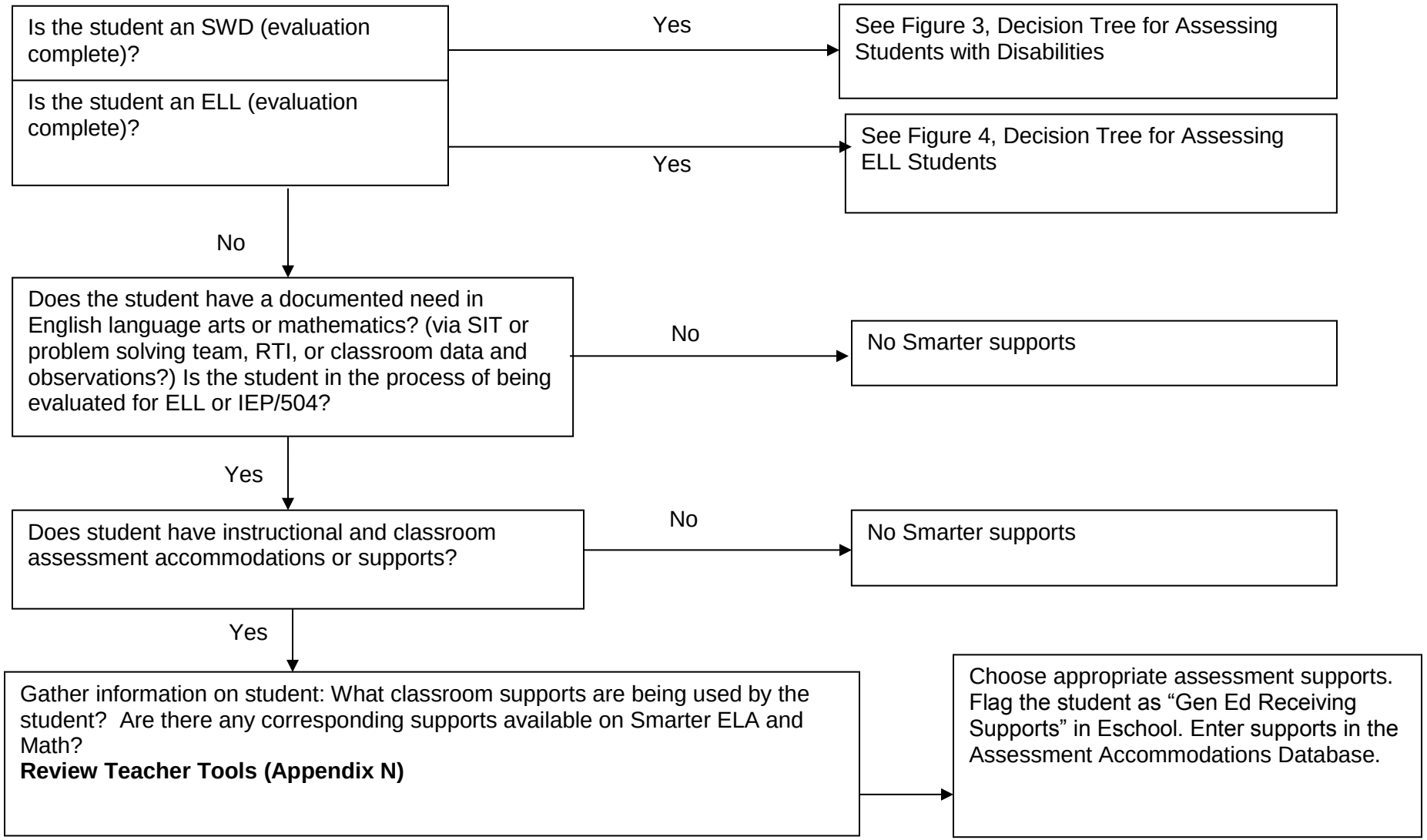
After a student has been selected to receive supports on the Smarter assessments as a general education student, the student must be flagged as a member of this group in ESchool and DELSIS before the supports can be entered in the Assessment Accommodations database. If you try to enter the student's supports in the Assessment Accommodations database before completing steps 1-4, then you will receive an error message stating that the student is not eligible for accommodations or supports.

A decision tree illustrating the process of identifying students and selecting supports is shown in Figure 5. Decision Tree for Assessing General Education Students with Supports on Smarter ELA and Math on page 37.

The form needed to review, select, and document designated supports for a student can be found on pages 40. Notes regarding specific supports can be found beginning on page 71.

The Department of Education expects that a student's accommodations and supports on the Accommodations and Supports Form and entered in the Assessment Accommodations database will be available, offered, and provided on the days of testing.

Figure 5. Decision Tree for Assessing General Education Students with Supports on Smarter ELA and Math



SECTION VII. ACCOMMODATION AND SUPPORT FORMS AND PROCEDURAL NOTES

Forms:

1. Designated Supports and Accommodations Form for DCAS, DCAS ALT-1, Smarter, ACCESS, and ACCESS ALT
2. Smarter Assessment Text to Speech/Human Reader Passages Verification Form

Designated Supports and Accommodations Forms for Smarter, DCAS, DCAS ALT-1, ACCESS, and ACCESS ALT

COVER PAGE

Smarter – Page 40 DCAS ALT-1 – Page 47 DCAS – Page 49
ACCESS ALT– Page 59 ACCESS – Page 64

Student Name: _____ DOB _____

Date Completed: _____ Student Grade_____ Student ID_____

School: _____ District: _____

List below any accommodations or supports that have been selected, for which the student needs additional practice or preparation to use the accommodation or support with fluency on the relevant assessment. Describe what practice or preparation is needed:

Accommodation Code/Description	Assessment/Content	What practice/preparation is needed?

DESIGNATED SUPPORTS AND ACCOMMODATIONS FORM FOR SMARTER

Short Description	Grades permitted	English Language Arts	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Zoom (Default print size – embedded)	3,4,5,6,7,8,11			1.15		A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the Zoom In button. The student can click the Zoom Out button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test (from 1.5X to 3.0X default size), the print size must be set for the student in the Test Information Distribution Engine (TIDE, or state's comparable platform), or set by the test administrator prior to the start of the test. This is the only feature that test administrators can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Color contrast (on-screen) - embedded	3,4,5,6,7,8,11			3.01		Enable students to adjust screen background or font color based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Masking-embedded	3,4,5,6,7,8,11			3.02		Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Text-to-speech for items - embedded	3,4,5,6,7,8,11			3.03	Page 71 to 72	Text is read aloud to the student via embedded text-to-speech technology. Student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	Smarter	IEP, 504, ELL, Gen Ed receiving supports

Short Description	Grades permitted	English Language Arts	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Translated test directions - embedded	3,4,5,6,7,8,11	X		3.04	Page 73	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language. Available for the following languages and dialects: Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, Ukrainian.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Translations (glossaries) - embedded	3,4,5,6,7,8,11	X		3.05	Page 73	Translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary. Available for the following languages and dialects: Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, Ukrainian.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Translations (stacked) - embedded	3,4,5,6,7,8,11	X		3.06		Stacked translations are a language support. Stacked translations are available for some students; stacked translations provide the full translation of each test item above the original item in English. Available for Spanish/English.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Turn off any universal tools - embedded	3,4,5,6,7,8,11			3.07		Disabling any universal accessibility tools that might be distracting or which students do not need to use, or are unable to use.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Bilingual dictionary - nonembedded	3,4,5,6,7,8,11			4.01		A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Color Contrast (printed) - nonembedded	3,4,5,6,7,8,11			4.02		Test content of online items may be printed with different colors.	Smarter	IEP, 504, ELL, Gen Ed receiving supports

Short Description	Grades permitted	English Language Arts	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Color overlays - nonembedded	3,4,5,6,7,8,11			4.03		Color transparencies are placed over a paper based assessment.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Magnification - nonembedded	3,4,5,6,7,8,11			4.04		The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device. Magnification allows increasing the size to a level not provided for by the Zoom universal tool.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Human Reader - items - nonembedded	3,4,5,6,7,8,11			4.05		Items are read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual. All or portions of the content may be read aloud.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Scribe - nonembedded support	3,4,5,6,7,8,11			4.06		For ELA non-writing items and math items. Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the Smarter Balanced Test Administration Manual. Also see Appendix A2 – Smarter Scribing Protocol.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Separate Setting - non embedded	3,4,5,6,7,8,11			4.07		Test location is altered so that the student is tested in a setting different from that made available for most students.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Translated test directions – non embedded		X		4.09		Test vendor provides a PDF of directions translated in each of the languages currently supported. Bilingual adult can read to student.	Smarter	IEP, 504, ELL, Gen Ed receiving supports

Short Description	Grades permitted	English Language Arts	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Translations (glossaries) - nonembedded	3,4,5,6,7,8,11	X		4.08		For Math items. Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and include the English term and its translated equivalent.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Paper Pencil, including paper braille. (pending approval)	3,4,5,6,7,8,11			4.10		Test is presented in a fixed form, paper/pencil format. To be used only when "print on demand" is not practical due to student's testing location or student's access needs. Includes the use of a hand-held calculator in the case of math.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Alternate assessment in ELA/Math	3,4,5,6,7,8,11			5.00		Student does not take Smarter ELA/Math. Instead they take DCAS ALT1 for ELA and or Math.	Smarter	IEP or dual identified IEP and ELL (no 504)
American Sign Language (ASL) - embedded	3,4,5,6,7,8,11			5.01		ELA Listening and Math items are translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Listening items only.	Smarter	IEP, 504
Refreshable Braille - embedded	3,4,5,6,7,8,11			5.02		A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth code is available for math.	Smarter	IEP, 504
Closed captioning - embedded	3,4,5,6,7,8,11			5.03		Printed text that appears on the computer screen as audio materials are presented.	Smarter	IEP, 504

Short Description	Grades permitted	English Language Arts	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Text-to-speech for reading passages - embedded - by permission only	3,4,5,6,7,8,11			5.04	Page 69 & 71 to 72	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	Smarter	IEP, 504
Abacus - nonembedded	3,4,5,6,7,8,11	X		6.01		This tool may be used in place of scratch paper for students who typically use an abacus.	Smarter	IEP, 504
Alternate response - nonembedded	3,4,5,6,7,8,11			6.02		Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, Filter Keys, adapted mouse, touch screen, head wand, and switches.	Smarter	IEP, 504
Calculator (for calculator items only) - nonembedded	3,4,5,6,7,8,11	X		6.03		A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.	Smarter	IEP, 504
Multiplication Table (grade 4 and up) - nonembedded	4,5,6,7,8,11	X		6.04		A paper-based single digit (1-9) multiplication table will be available from Smarter Balanced for reference.	Smarter	IEP, 504
Print on Demand - non embedded	3,4,5,6,7,8,11			6.05		Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in TIDE, or state's comparable platform. For those students needing a paper copy of one or more items, the Smarter Balanced Help Desk (1-866-815- 7246) must be contacted by the school or district coordinator to have the accommodation set for the student.	Smarter	IEP, 504

Short Description	Grades permitted	English Language Arts	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Read aloud - passages	3,4,5,6,7,8,11 with approved form		X	6.06	See page 69	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual. All or portions of the content may be read aloud. Students may use only if an approved Smarter TTS Verification form is on file at DOE.	Smarter	IEP, 504
Scribe -nonembedded Accom	3,4,5,6,7,8,11			6.07		Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the Smarter Balanced Test Administration Manual. Also see Appendix A2 – Smarter Scribing Protocol	Smarter	IEP, 504
Speech to Text	3,4,5,6,7,8,11			6.08		Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.	Smarter	IEP, 504
Noise Buffers	3,4,5,6,7,8,11			6.09		Ear mufflers, white noise, and/or other equipment used to block external sounds	Smarter	IEP, 504
Streamlining (pending approval)	3,4,5,6,7,8,11			7.01		An alternate, more linear display of item and stimulus. Needed for Braille (5.02), Spanish (3.06)	Smarter	IEP, 504, ELL, Gen Ed receiving supports

Short Description	Grades permitted	English Language Arts	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Permissive Mode (pending approval)	3,4,5,6,7,8,11			7.02		Permissive Mode must be selected if accommodations requiring additional software is to be used, i.e. Speech to Text software (6.08), ZoomText (magnification) software (4.04), or other software to support Alternate Response (6.02) accommodation.	Smarter	IEP, 504, ELL, Gen Ed receiving supports
Exemption from Smarter Reading, Listen & Write	3,4,5,6,7,8,11			9.01		Students who qualify as recently arrived ELL students who are also students who would otherwise take the Smarter Reading, Listening, and Writing tests may be exempt from these tests.	Smarter	ELL or dual identified IEP and ELL or 504 and ELL
ELL Exemption from Smarter Reading, Listening, Writing	2-12			9.01	Note page 75	An exemption from the reading/writing/listening tests. Students in grades 2-12 enrolled in U.S. schools less than one year. Students are eligible if, as of the final date of the test window, the student has been enrolled in U.S. schools for less than one year (the date entered in the "immigrant date" field in the ELL database is less than 365 days prior to the final date of the test window). An Ell student is considered to be in the first year of enrollment in U.S. schools if the student is new to the U.S., OR, if the student has entered and withdrawn from U.S. schools to leave the country multiple times, the ***most recent*** date of enrollment in U.S. schools is immediately preceded by at least a 90-day time period out of the U.S. and which falls within the academic year (excludes June, July, and August) in the "immigrant date" field in the ELL database.	Smarter	ELL or Dual Identified ELL/504 or ELL/IEP

ACCOMMODATIONS FORM FOR DCAS ALT-1

Short Description	Grades permitted	Social Studies	Science	Mathematics	ELA reading	Accom. /Suppt. code	notes	Description	Test	Groups available to
Exemption from DCAS ALT-1 Reading	3,4,5,6,7,8,9,10, 11	X	X	X		901		Students who qualify as recently arrived ELL students who are also students who would otherwise take DCAS ALT-1 Reading may be exempt from the DCAS ALT-1 Reading.	DCAS ALT-1	dual identified IEP and ELL
Substitution of response cards	3,4,5,6,7,8,9,10, 11					1000		Teacher may substitute actual object, tactile picture, or picture symbol for response card.	DCAS ALT-1	IEP
Presentation of response cards	3,4,5,6,7,8,9,10, 11					1010		Teacher may present the response cards in vertical orientation, to left or right of midline, on an eye gaze board, or other, as long as the order of the answer options remains the same as the original horizontal presentation.	DCAS ALT-1	IEP
Large print	3,4,5,6,7,8,9,10, 11					1020		Teacher enlarges the materials to have larger print and/or graphics.	DCAS ALT-1	IEP
Magnification device	3,4,5,6,7,8,9,10, 11					1030		Teacher uses a magnification device to create enlarged materials or Student views the materials through a magnification device.	DCAS ALT-1	IEP
American Sign Language Presentation	3,4,5,6,7,8,9,10, 11					1040		Teacher presents/interprets the materials into American sign language instead of speaking and reading aloud. Teacher should review materials prior to the test administration for optimal interpretation.	DCAS ALT-1	IEP

Short Description	Grades permitted	Social Studies	Science	Mathematics	ELA reading	Accom. /Suppt. code	notes	Description	Test	Groups available to
Braille & tactile graphics	3,4,5,6,7,8,9,10, 11					1050		Test is presented in Braille and or tactile graphics for the student. Teacher of the Visually Impaired works with the DVI Materials Center to produce the materials as needed for the student. Contact DOE as early as possible to notify which grade band test kit must be brailed.	DCAS ALT-1	IEP
Translator/ Interpreter -items - into native language	3,4,5,6,7,8,9,10, 11					1500		A translator site translates/interprets the test questions and answer options and associated graphics into the student's native language. Translator/interpreter should review materials under secure conditions prior to test administration for optimal interpretation.	DCAS ALT-1	Must have both IEP + ELL. Not available to 504 +ELL.
Translator/ Interpreter –reading passages - into native language	3,4,5,6,7,8,9,10, 11					1510		A translator site translates/interprets the reading passages and associated graphics into the student's native language. Translator/interpreter should review materials under secure conditions prior to test administration for optimal interpretation. See Appendix J for protocol for Interpreter.	DCAS ALT-1	Must have both IEP + ELL. Not available to 504 +ELL.
Provide translation of construct-irrelevant words	3,4,5,6,7,8,9,10, 11					1520		A translator site translates/interprets the non-construct relevant words into the student's native language. Translator/interpreter should review materials under secure conditions prior to test administration for optimal interpretation. See Appendix J for protocol for Interpreter.	DCAS ALT-1	Must have both IEP + ELL. Not available to 504 +ELL.
Provide definition of construct-irrelevant words	3,4,5,6,7,8,9,10, 11					1530		Test administrator provides definitions of non-construct-relevant words in the test materials during test administration.	DCAS ALT-1	Must have both IEP + ELL. Not available to 504 +ELL.

ACCOMMODATIONS FORM FOR DCAS

Short Description	Grades permitted	Social Studies	Science	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Braille & tactile graphics	4,5,7,8-12			EOC only	101		Presenting the test in Grade 1 and/or Grade 2 Braille (Paper-and-Pencil only) Not available for grade 2 practice test.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Paper/pencil - SWD	4,5,7,8-12			EOC only	123		Test is presented in fixed-form, paper-and-pencil booklet with form for recording responses. Test is offered each time the online test is offered for only a limited period designated by DE Dept of Education. **NOT AN ADAPTIVE TEST.**	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Large print	4,5,7,8-12			EOC only	102		Presenting the test in larger print (defaults to 18.75 font for grades 2 and 4-10 and 22.5 font for grade 3, but sizes as large as 29 (grades 2 and 4-10) and 34 (grade 3) are also now available in the 2013-2014 school year. For the largest font sizes, an extra-large screen with high resolution is recommended. ***If student requires larger print than available in the online test computer screen, you may do one of the following: 1) items may be printed using Accommodation 121 and/or 122 and enlarged on a photocopier, item by item as the student takes the test; 2) the test may be projected onto a wall or screen using Accommodation 110; 3) an extra-large computer screen may be used; 4) ZoomText software may be used.***	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Visual Magnification Devices	4,5,7,8-12			EOC only	104	U	Student uses visual magnification devices (provided by school or student).	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP

Short Description	Grades permitted	Social Studies	Science	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Human reader - items SWD	4,5,7,8-12			EOC only	105		Human Reader - questions. Reading, re-reading of test questions, multiple-choice options ONLY. IEP/504 team may determine that reader may present all allowable items or just items requested by student. **(Simplifying language is not allowed.)** See Appendix I for the Protocol for Reading Aloud.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Text-to-speech items SWD	4,5,7,8-12			EOC only	106		Presenting the questions ONLY (including multiple-choice options) via text-to-speech software. Student chooses which parts of the test he/she would like the computer to read. All the questions may be read if student wishes. Headphones are required.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Signed items - SWD	4,5,7,8-12			EOC only	107		Providing signed assistance of test questions and multiple-choice options ONLY. English to ASL translator may sign all allowable items or just items requested by student. Signed assistance may include presenting material on videotape, using an English-to-ASL translator, oral interpreter, cued speech interpreter, or transliterator. See Appendix L, Protocol for English to Sign Language Translator.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Assistive listening device	4,5,7,8-12			EOC only	108		Student uses assistive listening device, such as auditory trainer or classroom or personal amplification systems.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP

Short Description	Grades permitted	Social Studies	Science	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Signed directions	4,5,7,8-12			EOC only	109		Providing signed assistance for directions ONLY. Signed assistance may include English-to-ASL translator, oral interpreter, cued speech interpreter, or transliterator.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Instructions and items on overhead projector/whiteboard	4,5,7,8-12			EOC only	110		Presenting instructions and test questions (including multiple-choice options) via an overhead projector and transparencies; or presenting instructions and test questions by projecting online test onto screen or wall, or using interactive whiteboard. (Transparencies must be shredded after testing is complete.) NOTE: If using interactive whiteboard, consider also Accommodation #220 (responding to items via interactive whiteboard.)	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Chunking/highlighting	4,5,7,8-12			EOC only	111		Chunking or highlighting information in passages in a standardized format for students who use American Sign Language.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Refocusing attention	4,5,7,8-12			EOC only	112		Refocusing student's attention to the test with use of intermittent verbal, picture symbol, signed, cued speech, or physical prompts.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Physical assistance from TA	4,5,7,8-12			EOC only	113		Using physical assistance from a test administrator, such as direct assistance with turning pages, recording answers for the paper-pencil test (**scribing**) or navigating in electronic format. Consider also choosing Accommodation #214.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Math manipulatives	9-12	X	X	EOC only	114	Notes see page 74	Using an abacus, cubes, and other like manipulatives. Also, using three-dimensional representations of pictures in the test such as supplying real coins when a picture of coins is presented.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP

Short Description	Grades permitted	Social Studies	Science	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Arithmetic Tables	9-12	X	X	EOC only	115		Using arithmetic tables. (This includes **ONLY** whole numbers, addition, subtraction, multiplication, and division). See examples in Appendix E.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Templates	4,5,7,8-12			EOC only	116		Using templates (may include graph paper, acetate color sheets, or other markers—not graphic organizer.) During online test, student may change the color and contrast of the screen and print. This is not a graphic organizer; see Accommodation #213 for graphic organizer.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
TA acts as ASL to English Dictionary	4,5,7,8-12			EOC only	120		Test Administrator acts as an "ASL-to-English" dictionary for student, finger-spelling words for students, upon request, when responding to short answer questions. Test administrator must not sign in such a way as to "clue" or give away the answer to a question.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Print on demand items - SWD	4,5,7,8-12			EOC only	121		Student may request one or more test questions to be printed electronically from the online system for student to review on paper. **All printed test material must be shredded at end of test session. (TA must approve each print request.)**	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Hand Held calculator	9-12	X	X	EOC only	125		Mathematics only. Student may use a hand-held calculator instead of or in addition to the online calculator during the online test. This includes special calculators for students with visual or other impairments.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Whisperphone - SWD	4,5,7,8-12			EOC only	130	U	School provides a whisperphone, which student may use to read the test to himself. Seating for students using this accommodation must be widely spaced apart so that reading does not disturb other students.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP

Short Description	Grades permitted	Social Studies	Science	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Word processor or similar device	4,5,7,8-12			EOC only	209		Student uses word processor, including computer, alphasmart, Braille device, AAC device, and adaptive keyboard. Internet access must be disabled. Any computer files generated must be deleted immediately after administration of the test.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Student Dictates typed responses	4,5,7,8-12			EOC only	210		Student dictates responses to short answer items (typed responses) to a test administrator following the scribing protocol. Responses can be signed or verbal and can be recorded by audio or videotaping. (See scribing protocol in Appendix A).	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Student dictates Multiple choice responses	4,5,7,8-12			EOC only	211		Student dictates responses to multiple choice questions to a test administrator or records answers directly in test booklet. Test administrator enters responses into the online DCAS or transcribes answers onto a bubble sheet. For use with online test or paper/pencil test. See Scribing Protocol in Appendix A.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Graphic organizer	4,5,7,8-12			EOC only	213		Provide graphic organizer to student to organize responses (samples of permitted graphic organizers in Appendix K.)	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Mouse manipulation - TA	4,5,7,8-12			EOC only	214		TA or other assistant provides physical assistance with questions requiring mouse manipulation.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Respond via whiteboard	4,5,7,8-12			EOC only	220		Respond to items via interactive whiteboard. NOTE: consider also Accommodation #110 (presenting items via interactive whiteboard).	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP

Short Description	Grades permitted	Social Studies	Science	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Modified lighting	4,5,7,8-12			EOC only	301	U	Enhanced or dimmed lighting.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Modified acoustics	4,5,7,8-12			EOC only	302	U	Providing special acoustics, such as buffers, noise canceling headphones, or earplugs.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Preferential seating	4,5,7,8-12			EOC only	303	U	Using preferential seating such as arranging the seat close to the test administrator.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Individual administration	4,5,7,8-12			EOC only	304	U	Administering the test individually.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Small group administration	4,5,7,8-12			EOC only	305	U	Administering the test in a small group.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Adaptive furniture or equip	4,5,7,8-12			EOC only	306		Providing adaptive or special furniture or equipment.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Best time of day	4,5,7,8-12			EOC only	307		Student should be tested during the time of day that is best for the student, e.g., only morning.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP

Short Description	Grades permitted	Social Studies	Science	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Unique accommodation	4,5,7,8-12			EOC only	450	Notes page 74	Unique accommodations specific to the individual student as determined by the IEP/504 team and approved by the DOE. The status (standard/non-standard) of the accommodation will be decided by the DOE. The request must be made via the Assessment Request System (directions and a worksheet are in Appendix B).	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Take DCAS ALT instead of DCAS science and/or social	4,5,7,8, 10				500		The student meets the criteria in the alternate assessment Participation Guidelines (Appendix F) and will participate in the DCAS-ALT1. Decision must be made before the deadline put forth in these *Accessibility Guidelines.*	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
No accommodations - SWD	4,5,7,8-12			EOC only	550		No accommodations.	DCAS	IEP, 504, or Dual Identified ELL/504 or ELL/IEP
Text-to-speech: items (ELL)	4,5,7,8-12			EOC only	600	Note page 38	Presenting the questions ONLY (including multiple-choice options) via text-to-speech software. (See Accommodation #606 for presenting the reading passages via text-to-speech software.) Student chooses which parts of the test he/she would like the computer to read. All the questions may be read if student wishes. If on-screen text is English (all content areas), only then program reads in English. If on-screen text is Spanish (math, science, and social studies), then program reads in Spanish. Headphones are required.	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP
Simplify directions in English	4,5,7,8-12			EOC only	601		**Simplifying or paraphrasing** test administration **directions ONLY** in **English.** Test administration directions include any directions that are in the script and are NOT associated with any one specific test item, options, or reading passage.	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP

Short Description	Grades permitted	Social Studies	Science	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Human Reader items English - ELL	4,5,7,8-12			EOC only	603	Note page 38	Provide a human reader to READ or re-read aloud **test questions (including multiple-choice options)** in English. Instructor may determine that the human reader should read aloud all allowable items or only items requested by student. (Simplifying language is not allowed.) See Protocol for Reading Aloud the DCAS in Appendix I.	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP
Student dictates in English	4,5,7,8-12			EOC only	605		Student dictates to a test administrator in **ENGLISH** following the scribing protocol (Appendix A).	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP
Whisperphone (ELL)	4,5,7,8-12			EOC only	611	U	School provides a whisperphone, which student may use to read the test to himself. Seating for students using this accommodation must be widely spaced apart so that reading does not disturb other students.	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP
Printed word to word dictionary	4,5,7,8-12			EOC only	700		School provides a **printed** commercial word-for-word dual language dictionary. Use of a dictionary with definitions is not permitted.	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP
Electronic word to word dictionary	4,5,7,8-12			EOC only	701		School provides an **electronic** commercial word-for-word dual language dictionary. Use of a dictionary with definitions is not permitted.	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP
Side-by-side English/Spanish	4,5,7,8-12			EOC only	703		Administering the English-Spanish (stacked) test. It is recommended that the test administrator be proficient in Spanish. Online only (no paper/pencil available). All help screens, directions, etc. are in Spanish. If help screens, directions, etc. are needed in English, the test coordinator should print these in English (from the DCAS portal) and provide to the student during testing.	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP

Short Description	Grades permitted	Social Studies	Science	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Simplify directions in native Language	4,5,7,8-12			EOC only	705		Simplifying or paraphrasing test **directions ONLY** in native language. (Directions that are NOT part of a test question or reading passage may be simplified/paraphrased.) Interpreter/test administrator must be proficient in the native language. Simplifying or paraphrasing of test questions and reading passages on the reading test are not permitted. See Appendix H.	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP
Interpret/translate directions only	4,5,7,8-12			EOC only	708		Provide interpreter/sight translator to translate **DIRECTIONS ONLY** into native language. Interpreter/test administrator **must** be proficient in native language. **See Appendix J.**	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP
Interpret/translate test questions	4,5,7,8-12			EOC only	709		Provide an interpreter/sight translator to TRANSLATE **test questions (including multiple-choice options)** into native language. Instructor may determine that the translator must translate all items or only items requested by student. Interpreter/sight translator **must** be proficient in the native language. See Appendix J for the Protocol for Native Language Interpreter/Sight Translator.	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP
Human Reader - items - Spanish ELL	4,5,7,8-12			EOC only	711	Note page 71	Provide a human reader to READ or re-read aloud **test questions (including multiple-choice options)** in Spanish. Instructor may determine if reader will read all items or only those requested by the student. **Must also select Accommodation #703 to get the English/Spanish stacked test from which to read.**	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP
Reading aloud test directions Spanish	4,5,7,8-12			EOC only	712		Reading, re-reading in **SPANISH** the test directions **ONLY**. Instructor may determine if reader reads all items or only portions of directions requested by student.	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP

Short Description	Grades permitted	Social Studies	Science	Mathematics	Accom. /Suppt. code	notes	Description	Test	Groups available to
Paper/pencil - ELL	4,5,7,8-12			EOC only	610		Offered in ENGLISH only. Test is presented in fixed-form, paper-and-pencil booklet with scannable bubble form for responses. Test during a two-week window designated by DOE, within each of the larger testing windows. **NOT AN ADAPTIVE TEST.**	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP
Print on demand items - ELL	4,5,7,8-12			EOC only	804		Student may request one or more test questions to be printed electronically from the online system for student to review on paper. **All printed test material must be shredded at end of test session. (TA must approve each print request.)**	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP
Unique accommodation-ELL	4,5,7,8-12			EOC only	900	Note page 74	Unique temporary testing conditions. **Request must be submitted online and approved by DOE. See Appendices B and D for instructions.**	DCAS	ELL or Dual Identified ELL/504 or ELL/IEP

ACCOMMODATIONS FORM FOR ACCESS ALT

Short Description	Grades permitted	ELA Speaking	ELA Writing	ELA Listening	ELA reading	Accom. /Suppt. code	notes	Description	Test	Groups available to
Translate directions into native lang.	K-12					1510		Translation of directions into native language	ACCESS ALT	dual identified IEP/504 and ELL
Sign directions to student	K-12					1520		Sign directions to students	ACCESS ALT	dual identified IEP/504 and ELL
Explain directions	K-12					1530		Explanation of directions in English and/or native language	ACCESS ALT	dual identified IEP/504 and ELL
Repeat directions	K-12					1540		Repeat directions	ACCESS ALT	dual identified IEP/504 and ELL
Teacher marks directions	K-12	X				1550		Use directions that have been marked by teacher	ACCESS ALT	dual identified IEP/504 and ELL
Read aloud test in English	K-12	X		X	X	1580		Oral reading of test in English	ACCESS ALT	dual identified IEP/504 and ELL

Short Description	Grades permitted	ELA Speaking	ELA Writing	ELA Listening	ELA reading	Accom. /Suppt. code	notes	Description	Test	Groups available to
Student highlights in test booklet	K-12	X				1610		Use of highlighters (yellow only) by student* in test booklet text only; must not be used in answer area	ACCESS ALT	dual identified IEP/504 and ELL
Use marker to mark place	K-12	X				1620		Use of marker to maintain place	ACCESS ALT	dual identified IEP/504 and ELL
Large print	K-12					1630		Large Print	ACCESS ALT	dual identified IEP/504 and ELL
Low vision aids/magnification device	K-12					1640		Low vision aids or magnification device	ACCESS ALT	dual identified IEP/504 and ELL
Sound amplification/noise buffer	K-12					1650		Audio amplification device or noise buffer	ACCESS ALT	dual identified IEP/504 and ELL
Student reads aloud to self	K-12	X				1660		Student reads questions or responses aloud to self	ACCESS ALT	dual identified IEP/504 and ELL
Student reads aloud to self- records on tape	K-12	X	X	X		1670		Student reads questions or responses aloud and records with tape recorder	ACCESS ALT	dual identified IEP/504 and ELL

Short Description	Grades permitted	ELA Speaking	ELA Writing	ELA Listening	ELA reading	Accom. /Suppt. code	notes	Description	Test	Groups available to
TA is familiar to student	K-12					1680		Test may be administered by school personnel familiar to student	ACCESS ALT	dual identified IEP/504 and ELL
TA is from special education staff	K-12					1690		Test may be administered by special education personnel	ACCESS ALT	dual identified IEP/504 and ELL
Non-school setting	K-12					1700		Test may be administered by school personnel in non-school setting, (e.g., home or hospital)	ACCESS ALT	dual identified IEP/504 and ELL
Separate room	K-12					1710		Test may be administered in a separate room	ACCESS ALT	dual identified IEP/504 and ELL
Small group administration	K-12					1720		Test may be administered by in a small group	ACCESS ALT	dual identified IEP/504 and ELL
Preferential seating	K-12					1730		Test may be administered with preferential seating	ACCESS ALT	dual identified IEP/504 and ELL
Individual administration	K-12					1740		Test may be administered Individually	ACCESS ALT	dual identified IEP/504 and ELL

Short Description	Grades permitted	ELA Speaking	ELA Writing	ELA Listening	ELA reading	Accom. /Suppt. code	notes	Description	Test	Groups available to
Test in study carrel	K-12					1750		Test may be administered In study carrel	ACCESS ALT	dual identified IEP/504 and ELL
Special lighting	K-12					1760		Test may be administered In space with special lighting	ACCESS ALT	dual identified IEP/504 and ELL
Special acoustics	K-12					1770		Test may be administered In space with special acoustics	ACCESS ALT	dual identified IEP/504 and ELL
Special furniture	K-12					1780		Test may be administered With special furniture for student	ACCESS ALT	dual identified IEP/504 and ELL
Special equipment or technology	K-12					1790		Test may be administered With equipment or technology that the student uses for other tests and school work (e.g., pencils adapted in size or grip, slant board or wedge)	ACCESS ALT	dual identified IEP/504 and ELL
Extra breaks	K-12					1800		More breaks as needed by student	ACCESS ALT	dual identified IEP/504 and ELL
Short-segment testing	K-12					1810		Short-segment testing (refers to administration of very brief sections of the test at a time, such as three or four items related to a common theme)	ACCESS ALT	dual identified IEP/504 and ELL

Short Description	Grades permitted	ELA Speaking	ELA Writing	ELA Listening	ELA reading	Accom. /Suppt. code	notes	Description	Test	Groups available to
Extra time within test day	K-12					1820		Extend testing time within same school day	ACCESS ALT	dual identified IEP/504 and ELL
Test over multiple days	K-12	X				1830		Extend testing sessions over multiple days	ACCESS ALT	dual identified IEP/504 and ELL
Computer, word processor or similar device	K-12	X		X	X	1840		Computer, word processor, or similar assistive device (spell check, grammar check, and dictionary/thesaurus must be turned off)	ACCESS ALT	dual identified IEP/504 and ELL
Student dictates to a scribe	K-12	X				1850		Scribes: all student responses must be transcribed verbatim, including spelling, punctuation, and paragraph breaks	ACCESS ALT	dual identified IEP/504 and ELL
Answer orally or point	K-12	X	X			1860		Answer orally, point to answer	ACCESS ALT	dual identified IEP/504 and ELL

ACCOMMODATIONS FORM FOR ACCESS

Short Description	Grades permitted	ELA Speaking	ELA Writing	ELA Listening	ELA reading	Accom. /Suppt. code	notes	Description	Test	Groups available to
Translate directions into native lang.	K-12					2510		Translation of directions into native language	ACCESS	dual identified IEP/504 and ELL
sign directions to student	K-12					2520		Sign directions to students	ACCESS	dual identified IEP/504 and ELL
explain directions	K-12					2530		Explanation of directions in English and/or native language	ACCESS	dual identified IEP/504 and ELL
repeat directions	K-12					2540		Repeat directions	ACCESS	dual identified IEP/504 and ELL
teacher marks directions	K-12	X				2550		Use directions that have been marked by teacher	ACCESS	dual identified IEP/504 and ELL
Read aloud test in English	K-12	X		X	X	2580		Oral reading of test in English	ACCESS	dual identified IEP/504 and ELL
Student highlights in test booklet	K-12	X				2610		Use of highlighters (yellow only) by student* in test booklet text only; must not be used in answer area	ACCESS	dual identified IEP/504 and ELL

Short Description	Grades permitted	ELA Speaking	ELA Writing	ELA Listening	ELA reading	Accom. /Suppt. code	notes	Description	Test	Groups available to
Use marker to mark place	K-12	X				2620		Use of marker to maintain place	ACCESS	dual identified IEP/504 and ELL
Large print	K-12					2630		Large Print	ACCESS	dual identified IEP/504 and ELL
Low vision aids/magnification device	K-12					2640		Low vision aids or magnification device	ACCESS	dual identified IEP/504 and ELL
Sound amplification/noise buffer	K-12					2650		Audio amplification device or noise buffer	ACCESS	dual identified IEP/504 and ELL
Student reads aloud to self	K-12	X				2660		Student reads questions or responses aloud to self	ACCESS	dual identified IEP/504 and ELL
Student reads aloud to self- records on tape	K-12	X	X	X		2670		Student reads questions or responses aloud and records with tape recorder	ACCESS	dual identified IEP/504 and ELL
TA is familiar to student	K-12					2680		Test may be administered by school personnel familiar to student	ACCESS	dual identified IEP/504 and ELL

Short Description	Grades permitted	ELA Speaking	ELA Writing	ELA Listening	ELA reading	Accom. /Suppt. code	notes	Description	Test	Groups available to
TA is from special education staff	K-12					2690		Test may be administered by special education personnel	ACCESS	dual identified IEP/504 and ELL
Non-school setting	K-12					2700		Test may be administered by school personnel in non-school setting, (e.g., home or hospital)	ACCESS	dual identified IEP/504 and ELL
Separate room	K-12					2710		Test may be administered in a separate room	ACCESS	dual identified IEP/504 and ELL
Small group administration	K-12					2720		Test may be administered by in a small group	ACCESS	dual identified IEP/504 and ELL
Preferential seating	K-12					2730		Test may be administered with preferential seating	ACCESS	dual identified IEP/504 and ELL
Individual administration	K-12					2740		Test may be administered Individually	ACCESS	dual identified IEP/504 and ELL
Test in study carrel	K-12					2750		Test may be administered In study carrel	ACCESS	dual identified IEP/504 and ELL

Short Description	Grades permitted	ELA Speaking	ELA Writing	ELA Listening	ELA reading	Accom. /Suppt. code	notes	Description	Test	Groups available to
Special lighting	K-12					2760		Test may be administered In space with special lighting	ACCESS	dual identified IEP/504 and ELL
Special acoustics	K-12					2770		Test may be administered In space with special acoustics	ACCESS	dual identified IEP/504 and ELL
Special furniture	K-12					2780		Test may be administered with special furniture for student	ACCESS	dual identified IEP/504 and ELL
Special equipment or technology	K-12					2790		Test may be administered with equipment or technology that the student uses for other tests and school work (e.g., pencils adapted in size or grip, slant board or wedge)	ACCESS	dual identified IEP/504 and ELL
Extra breaks	K-12					2800		More breaks as needed by student	ACCESS	dual identified IEP/504 and ELL
Short-segment testing	K-12					2810		Short-segment testing (refers to administration of very brief sections of the test at a time, such as three or four items related to a common theme)	ACCESS	dual identified IEP/504 and ELL
Extra time within test day	K-12					2820		Extend testing time within same school day	ACCESS	dual identified IEP/504 and ELL

Short Description	Grades permitted	ELA Speaking	ELA Writing	ELA Listening	ELA reading	Accom. /Suppt. code	notes	Description	Test	Groups available to
Test over multiple days	K-12	X				2830		Extend testing sessions over multiple days	ACCESS	dual identified IEP/504 and ELL
Computer, word processor, or similar device	K-12	X		X	X	2840		Computer, word processor, or similar assistive device (spell check, grammar check, and dictionary/thesaurus must be turned off)	ACCESS	dual identified IEP/504 and ELL
Student dictates to a scribe	K-12	X				2850		Scribes: all student responses must be transcribed verbatim, including spelling, punctuation, and paragraph breaks	ACCESS	dual identified IEP/504 and ELL
Answer orally or point	K-12	X	X			2860		Answer orally, point to answer	ACCESS	dual identified IEP/504 and ELL

Smarter ELA - Text to Speech/Human Reader (Passages) Verification Form (All Grades)

Directions: The text to speech (TTS) and human reader accommodations for reading passages, as with all accommodations, must be an integral component of the student's daily instruction. The IEP Team must verify that TTS or Human Reader is provided in the classroom to enable the student access to grade level content. Answering yes to all the questions below is required to request use of these accommodations. In grades 3-5 TTS (Passages) is not available – only Human Reader (Passages).

Date:_____
Student Name: Last _____ First_____
DELSIS ID #_____Birthdate_____
District_____School_____
Grade_____ School Contact's email _____

Indicate below the area(s) where in the IEP TTS or Human Reader is a documented instructional support.

- ☐ In the Data Considerations (including "Other Factors")
- ☐ In the Statement of Services (top of Goal Pages)
- ☐ As a Condition to the Student's Goal(s)
- ☐ On AIM Group A or Group B Access Verification Form (Please attach form to submission email)

1. Is there documentation that the student is unable to read grade level instructional materials used by other students at a sufficient rate and with adequate comprehension relative to same age peers?
   ☐ Yes ☐ No

2. Does the student require specialized formats and routine instructional support including TTS or Human Reader?
   ☐ Yes ☐ No

3. Does the student's IEP include reading goal(s) and/or braille reading goal(s)?
   ☐ Yes ☐ No

4. Does the student receive Accessible Instructional Materials (AIM)?
   ☐ Yes ☐ No

Signature/Title_____ Date:_____

Name (print) _____

Note: This documentation is to be kept in the student's file. This form must be scanned and emailed along with AIM form to Helen.dennis@doe.k12.de.us . DOE will respond within ten business days. Students may not be administered this accommodation without written approval from DOE.

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Procedural Notes for Accommodations and Supports

Text to Speech and Human Reader

Use of Human Reader vs. Text to Speech on DCAS and Smarter

Human reader and Text-to-Speech (TTS) are not considered to be the same or interchangeable. It is not permissible to do any of the following to a student's accommodations/support record without following the correct procedure for changing a student's accommodations/supports, i.e., convening an IEP team meeting or a 504 committee meeting, or the appropriate process for ELL accommodation selection:

- Switch a student currently registered for TTS to human reader;
- Switch a student currently registered for human reader to TTS;
- Add TTS for a student currently registered for human reader; or
- Add human reader for a student currently registered for TTS.

TTS is standardized, consistent, and devoid of the verbal cueing or emphasis that may accidentally or deliberately be employed by a human reader. In addition, a human reader may communicate information, intentionally or unintentionally, via body language or facial expression, that the TTS engine cannot. For these reasons, TTS is the preferred mode of providing an accommodation or support of the reading of items, reading passages, or other stimuli aloud to a student.

However, the DOE recognizes that TTS may not be practical or helpful for some small number of students with disabilities and English language learners for whom reading aloud portions of the test can be justified,. For these students, the human reader accommodations and supports have remained among the Smarter and DCAS accommodations and supports available to students.

Text-to-Speech – DCAS

Text-to-Speech (TTS) is a feature that allows the computer to read the test itself aloud to the student. This feature allows students to access the "read aloud the questions" accommodation in English and Spanish (#600). Students may NOT receive assistance from a human reader unless they also have an accommodation for human reader (#105, #117, #603, and #711).

Languages

Text-to-speech is available in English and Spanish on DCAS.

DCAS TTS in English

This feature allows students to access the "read aloud the questions" accommodation in all content areas (Accommodation #600) and the "read aloud the passages" on the reading test only (Accommodation #606). Headphones are required. Reading speed and voice

selection may now take place within the secure browser. It is no longer necessary to set these parameters in the Microsoft control panel prior to starting the DCAS secure browser. In 2014-15, the test vendor is distributing an English-Language voice to all districts. This voice must be installed on each machine individually. Most voice packages available in the school may be also used. If you would like to verify that a particular type of voice software will work with the DCAS, contact the DCAS Helpdesk at (877) 560-8331 or DCASHelpDesk@air.org.

DCAS TTS in Spanish

This feature allows students to access the "read aloud the questions" in mathematics, science, and social studies only (Accommodation #600). Headphones are required. Reading speed and voice selection may now take place within the secure browser. It is no longer necessary to set these parameters in the Microsoft control panel prior to starting the DCAS secure browser. ***Note:*** A Spanish-language voice package must be installed on the computer for this accommodation to operate in Spanish.

Spanish-Language Voice: In 2014-15, the test vendor is distributing a Spanish-Language voice to all districts called "Violeta." This must be installed on each machine. In previous years, DOE distributed a limited number of software licenses for a Spanish-language voice called "Marta," created by Cepstral.com. There are currently no further DOE plans for distributing additional licenses for "Marta."

Smarter Assessments and Text to Speech / Human Reader

Smarter TTS Languages

Text to Speech for test items and reading passages is scheduled to be available in English and Spanish for the 2014-15 school year. Check the Smarter Test Administration Manual for details on which languages are operational for each test administration.

Smarter TTS Reading Passages

On Smarter Assessments, the accommodations "Text to Speech for Reading Passages" and "Human Reader for Reading Passages" are only available for students in grades 6-8 and 11, not for grades 3-5 (an exception is made for students in grade 3-5 with visual impairment or blindness who are not yet proficient in Braille.) This is because the test in in grades 6-11 it is meant to test only comprehension while the test in grades 3-5 is a test of decoding and comprehension skills. Reading aloud the passage by human or by computer interferes with the valid measurement of a student's decoding skills.

In addition to limiting the use of these two accommodations to grades 6-8 and 11, use of the accommodation is restricted to students in these grades who have an approved "verification form" on file with DOE. The verification form documents that the student is using the accommodation on a daily basis and has a disability that make necessary the provision of this accommodation in order for the student to access print. The "Smarter ELA - Text to Speech/Human Reader (Passages) Verification Form" must be completed by school staff and submitted to DOE as directed on the form (see page 69). There are four basic requirements for the use of these accommodations in grades 6-11:

1. It is documented that the student is unable to read grade level instructional materials used by other students at a sufficient rate and with adequate comprehension relative to same age peers
2. The student requires specialized formats and routine instructional support including TTS/Human Reader
3. The student's IEP includes reading interventions and goal(s)
4. The student receives accessible instructional materials (AIM)

Students in grades 3-5 with visual impairment or blindness who are not yet proficient in Braille may also use these accommodations if they have a verification form on file with DOE. The form for these students is slightly different and is called the "Smarter ELA - Human Reader (Passages) Verification Form for Students in Grades 3 – 5* Who are Blind." For this category of student to receive these accommodations, the requirements are:

1. It is documented that the student is unable to read grade level instructional materials in braille at a sufficient rate and with adequate comprehension relative to same age peers.
2. The student requires specialized formats and routine instructional support including Human Reader.
3. The student's IEP includes braille instruction and goal(s).
4. The student receives accessible instructional materials (AIM).

Both of the Text to Speech/Human Reader Verification forms are on pages 69 and **Error! Bookmark not defined.** and are available for download from the DOE Assessment web page.

Reading Aloud in the Absence of Human Reader Accommodation Is Prohibited on Smarter, DCAS, and EOC

Remember that no words, sentences, phrases, passages, numbers, or numerical expressions of any kind (except general directions) may be read aloud by a person on any DCAS or Smarter test in any language to a student who does not have the Human Reader Accommodation for that content area (DCAS Accommodations #105, #603, and #711 Smarter Support #3.03).

Smarter Translations (Glossaries)

Smarter Translations (Glossaries) is available for the following languages and dialects: Spanish, Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, Ukrainian.

Smarter Translations (Stacked)

Smarter Translations (Stacked) is available for Spanish.

Math Manipulatives – DCAS and EOC

These notes apply to DCAS/EOC accommodation #114. In 2014-15, the only DCAS/EOC assessments that test math are the End of Course tests in Algebra II and Integrated Math III. No accommodation or support for Smarter Assessments is equivalent to DCAS #114.

The DCAS manipulatives accommodation is simply meant to allow test administrators to provide SWD students with 3-D representations of pictures that are already in a test item. If there are cubes in an item, the student might be given cubes for that item. If there are coins in an item, the student might be given coins for that item. For example: If fraction strips are provided to a student for an item that does not have fraction strips but only has the fractions themselves, then you are providing an important conceptual piece of information needed to answer the question that has not been provided to other students. Doing so would provide an advantage for the accommodated student and would change what the item measures for that student as compared to what the item would measure for another student. In this case providing fraction strips would not be permitted.

Arithmetic Tables for DCAS/EOC

Examples of acceptable arithmetic tables for use with DCAS Accommodation #115 have been provided in Appendix E.

Group Size – DCAS, EOC, and Smarter

Small group and individual test administrations are considered a part of the universal design of DCAS and Smarter. Any student who is identified or is not identified as a student with an IEP, a 504, or as an ELL student may take the DCAS or Smarter tests individually or in a small group if that setting is appropriate for the student(s).

Students receiving accommodations or supports on DCAS, EOC, or Smarter Assessments may be assigned to groups as needed for testing, depending on their accommodations or supports and what is required for ease of test administration. For example, if a school has only one student receiving Accommodation #709 (DCAS Science/social studies) in a particular language and grade level, “Provide an interpreter/sight translator to translate test questions (including multiple-choice options) into native language,” then it is appropriate for that student to have an individual administration. If there are multiple students requiring the same accommodation or support in the same language, it may be appropriate to test the students in a group.

Requesting Unique Accommodations: DCAS, EOC & Smarter

Permission to administer a test under Unique Accommodations (DCAS/EOC Accommodation #450, Smarter support #4.50) must be requested via the Assessment Request System (ARS) (see Appendix B). Unique Accommodations are specific to the individual student as determined by the IEP team/504 committee or ELL committee and the status must be approved by the DOE. The Unique Accommodation Request must be submitted to DOE by the District Test Coordinator via the ARS no later than 30 days prior to the date on which the student is scheduled to be tested.

Note: The District Test Coordinator should also e-mail Helen Dennis, Helen.dennis@doe.k12.de.us, at the Department of Education to inform DOE that a request has been submitted.

The deadline for submission of unique accommodations requests is the date that is 30 days prior to the scheduled date of a student's test.

Responses from DOE to requests for Unique Accommodations will occur within ten working days of submitting the request. The DOE will respond in one of three ways:

1. Approval of request;
2. Disapproval of request; or
3. Indication that, in order for a decision regarding approval to be made, more time is required so that the request can be further considered as needed. A date will be provided by which the final decision will be communicated to the District Test Coordinator.

If the request is submitted by the deadline, final decisions regarding the request will be communicated by the DOE to the District Test Coordinator at least one week prior to the test administration.

Communication between the IEP/504 Team and the ELL Program

If the student is SWD/ELL, it is recommended that an ELL teacher or ELL team member also be present to represent the needs of the ELL student when the IEP team or 504 committee convenes to select accommodations for students.

Definition of an ELL's First Year of Enrollment

An ELL student is considered to be in the first year of enrollment in United States' schools if the student is new to the United States, AND as of the final date of the test window, the student has been enrolled in U.S. schools for less than one year (the date entered in the "immigrant date" field in the ELL database is less than 365 days prior to the final date of the test window). This rule ensures that the student will be tested before the end of the window. It is not necessary to test the student early in the window—it is simply necessary to test the student before the end of the test window.

If the student has entered and withdrawn from U.S. schools to leave the country multiple times, enter the ***most recent*** date of enrollment in U.S. schools immediately preceded by at least a 90-day time period out of the U.S. which falls within the academic year (excludes June, July, and August) in the "immigrant date" field in the ELL database.

Text-to-Speech Feature (DCAS #106)

Text-to-Speech (TTS) is a feature that allows the computer to read the test aloud to the student. This feature allows students to access the "read aloud the questions" accommodation (#106). A student may not receive assistance from a human reader unless the student also has an accommodation for human reader (#105).

Headphones are required. ***Note:*** Reading speed and voice selection may now take place in within the secure browser. It is no longer necessary to set these parameters in the Microsoft control panel prior to starting the DCAS secure browser. Most voice packages available in the school may be used. If you would like to verify that your voice software will work with the DCAS, contact the DCAS Helpdesk at (877) 560-8331 or DCASHelpDesk@air.org.

Screen and Print Color and Contrast (DCAS #116)

This feature allows students to choose a background color other than white. If a student prefers one of the other color schemes when they log in, they must tell the Test Administrator (TA), who will make the switch. Students cannot change the color scheme without the TA's assistance.

Colorblindness and DCAS/EOC

Students with colorblindness will not encounter any color-related difficulty on the DCAS/EOC. DOE has made an effort to reduce the use of color to instances of necessity only. When color is used unnecessarily, only one color is used in a test item. Therefore, there is little or no need to distinguish one color from another and the ability to select the correct answer is not related to the student's ability to detect or distinguish colors.

The universal design feature and accommodation "screen color change" (accommodation #116) should be used with caution with students with colorblindness. There are green buttons and red buttons in some of the grid items. For colorblind students, certain screen colors may make it harder to see these buttons.

Students with Visual Impairment and DCA/EOC

There are various ways to accommodate students with visual impairments. There are five levels of zoom available to students in 2013–2014. The largest font sizes available are 34 (grade 3) and 29 (grades 2 and 4–10). The large print accommodation will still default to 22.5 (grade 3) and 18.75 (grades 2 and 4–10).

A Braille test is available in paper form and will be shipped to schools with students who have Accommodation #101 (Braille).

The online zoom feature allows students to enlarge the test questions, graphics, or reading passages.

If the zoom feature is not adequate for a student's visual needs, there are other ways to enlarge the test further:

a. Project the test onto a wall (individual administration required).
b. Run ZoomText software on the student's workstation.

c. Use a very large computer screen.
d. Choose the “large print accommodation”.
e. Adjust the resolution of the screen.
f. Print each question/passage from the online adaptive test and then view it in a visual magnification device.
g. Order a print version of the test and view it in a visual magnification device.

Print-On-Request Feature

DCAS/EOC

This feature, available on DCAS and Smarter, allows students to print out test questions (DCAS #121) or reading passages (DCAS #122) as they take the test, one by one. The student requests the page to be printed, and the TA approves each print request. For students who have difficulty scrolling or have problems viewing the screen, this accommodation may be helpful. A high-speed printer is suggested if using this accommodation. In Smarter, permission must be obtained by phone to implement the printing of test items. Test passages support may be entered

See also the link on the DCAS Portal under Educator Resources/General Resources, “DCAS Accommodations and Universal Design” to access the *Accommodations and Universal Design Features User’s Guide*.

Smarter

Before beginning an assessment with the print on demand accommodation, the test coordinator must call the Smarter help desk to obtain authorization to print test items. Authorization is not required to print reading passages.

Paper/Pencil Fixed-Form Version – DCAS/EOC

Accommodation #123 (SWD) and #610 (ELL) provide for a separate paper/pencil version of the DCAS and EOC. The test is fixed-form and multiple-choice only. It is offered for a two-week window, once during each of the testing windows. This version of the test is not adaptive.

Spanish and English Stacked– DCAS and Smarter

This accommodation (DCAS #703) (Smarter 3.06) is available for mathematics, science, and social studies and provides each test item in English and Spanish on a single screen. In DCAS, the “help” screens and error messages will appear in Spanish only, so make sure to provide a printed copy of the help screen in English to each student.

Word-to-word dictionaries - DCAS

Word-to-word dictionaries still need to be provided in print by the school. Translators also must be provided by the school. These accommodations cannot yet be addressed by the online test.

DCAS Accommodations and Universal Design Features User's Guide

See also the link on the DCAS Portal under Educator Resources/General Resources, "DCAS Accommodations and Universal Design" to access the *Accommodations and Universal Design Features User's Guide.*

A Note About Test Security for All DESSA Tests

The advent of online testing has improved test security. There are fewer hard copies of assessment materials to track, and the secure browser prevents the online test from being copied or shared with unauthorized persons.

However, Braille and paper versions of the test are still used in some cases, particularly in DCAS ALT-1 or other secure auxiliary materials, as in Smarter, and some students are permitted to print out questions and/or reading passages during tests like DCAS and Smarter. Measures must be taken to ensure that paper versions of the test are handled securely and printouts created during the test are shredded immediately following the test session.

In most cases, it is never appropriate for district or school personnel to photocopy, photograph, or duplicate test materials in any way or for any purpose. However, in order to provide certain accommodations, it is sometimes necessary for school personnel to create overhead slides of test questions or passages or to create enlarged images of test questions or passages (e.g., DCAS/EOC Accommodation #110 for students with disabilities.) Once these copies are created, they should be treated with the same care that all secure test materials are afforded. After administering the test, the test administrator and school test coordinator must ensure that all such materials are shredded (for DCAS/EOC) or returned to the test vendor (DCAS ALT-1). See your Test Administration Manual for detailed instructions on how to handle such materials.

All personnel involved in administering the testing accommodations to students or handling test materials must have completed the DCAS Test Administrator Training and Updates course and signed all necessary security forms.

APPENDICES

APPENDIX A1 – DCAS/EOC SCRIBING PROTOCOL

NOTE: Much of the text below refers to the scribing of text composed by a student ("During the Test" and "Student Edits to Responses.") The 2014-15 DCAS/EOC does not require students to compose any short answer or essay responses, but a scribe could be asked to scribe a student's multiple choice responses or responses to a grid question. The text below relating to sentences, capitalization, and punctuation has been retained in view of the future possibility that such test items may again become part of the testing program. **However, the sections on "Choosing a Scribe," "Before the Test," "Multiple Choice Questions," "Grid Questions," and "After the Test" are still highly relevant.**

Choosing a Scribe

- It is preferable for the scribe to be a familiar person, such as the teacher or teaching assistant who is typically responsible for scribing during regular instruction.
- For students who are deaf, the scribe must be fluent in receptive and expressive American Sign Language (ASL) and/or English (also see pages 24-16 for guidelines specific to scribes for students who are deaf).
- Scribe will complete DCAS/EOC Test Administrator Training and sign all necessary forms.

Before the Test

- Scribe will complete DCAS/EOC Test Administrator Training and sign all necessary forms.
- Scribes will review the Scribing Protocol.
- Students will review the Scribing Protocol.

During the Test

- Scribes will type or write exactly what is heard. Probing or clarifying questions are not allowed except in the case of classifiers for students using ASL.
- Scribes will not influence the content of the student's response in any way except with regard to spelling and capitalization.
- Scribes may not question or correct student choices.

Multiple Choice Questions

- Student will indicate which option the student believes is the correct answer. For example the student might say, "Click C." The scribe will click the selected answer but will show no reaction to the student's choice.

Grid Questions

- Student will direct the scribe to click on icons, drag icons from one place to another.
  - For example, "Click on the black square"
  - For example, "Drag the black square into the circle."
- When directing the scribe to put a point on a graph, the student will
  - point to the place on the graph where he/she desires the point to be; or

- provide the coordinates of the location to the scribe. For example, the student could say, “Place the point at point (3, -2).”

- When directing the scribe to draw a line from one point to another, the student may say,
  - “Draw a line from point (0,1) to point (5,4)” or
  - “Draw a line from here to here,” when pointing to the starting and ending points of the line.
- When directing the scribe to delete a point, line or drawing, the student may say, for example, “delete the line connecting point (0,1) and point (2,3),” or, “Delete the line going from here to here,” or, “Delete the box that is labeled ‘Box C’.”

Open Response Questions

(Currently there are no typed response items on the DCAS. However, this information remains in the Guidelines as a resource for administrators and classroom teachers and for possible use on future assessments.)

- Students will dictate sentences or paragraphs in the same manner used during instruction.
- Students are responsible for punctuation and may indicate punctuation in several ways.
  - A student may punctuate as they dictate. For example, when stating the sentence, “The cat ran.” the student will say, “The cat ran period.”
  - A student may dictate more than one sentence at a time and add punctuation after the fact when given the scribed sentences to proofread.
- Scribes will use correct spelling.
- Scribes can automatically capitalize in these cases:
  - Scribe should capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence. For example, if the student said, “The cat ran period. The cat jumped period.” The scribe would write “The cat ran. The cat jumped.”
  - The first word in any paragraph.
- Students must specify capitalization in these cases:
  - The first letter at the beginning of a sentence if the student has not indicated punctuation ending the previous sentence. For example, if the student said, “The cat ran. The cat jumped.” The scribe would write “The cat ran the cat jumped.”
  - Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.).
- A scribe may write, type, or use a laptop to record the student’s work. If the scribe types and prints out the student’s responses for a paper/pencil administration, the responses do not need to be entered into the online Data Entry Interface (DEI). See the school test coordinator or the DCAS portal instructions on using the DEI.
- If the student is using a tape recorder or videotape for later transcription by a scribe, it is advisable to have two people listen or view as a reliability check for accuracy. Any audio or video recording constitutes secure materials and must be handled according to the security policy and destroyed after the test window has closed.
- For an accuracy check, scribes may record the session on audio or videotape for playback.

- Scribes may draw a diagram or a picture described by the student if the student is unable to draw the diagram or picture.

Student Edits to Responses

- Scribe may NOT suggest edits to the student or influence the editing in any way except spelling and capitalization.
- Student MUST be given the opportunity to review his or her responses in the way that the student prefers:
  - Scribe may read back the dictation for proofreading to the student; or
  - Student may review the written or typed response on paper or on the computer screen.
- Students may proofread to add punctuation and may change any capitalization or spelling they wish even if it is incorrect.
- The student may dictate any changes to the scribe, including but not limited to wording or punctuation. The scribe will make those changes exactly as dictated by student.

After the Test

Scribe must:

- Refrain from discussing test questions or responses with others.
- Participate in the evaluation process (discussion of how well the accommodation worked).

Scribing Protocol for Students Having the DCAS/EOC Presented in American Sign Language (ASL)

Scribing Conditions for ASL Students

An ASL student who receives the scribing accommodation should meet the following conditions:

1. ASL and written English are the languages of instruction. Spoken English support is provided as needed for understanding and responses.

In the classroom, the staff use one language at a time and expect students to do the same.

In the IEP/504, if the scribe accommodation is listed, it is necessary to provide a clear rationale for using the accommodation.

a. If spoken English is used, the general scribe protocol is to be used.
b. If ASL is used, the scribing protocol for deaf students is to be used.

In the classroom, students who prefer to use spoken English will have opportunities to practice using both accommodations (spoken English scribe and ASL/English scribe).

If the student signs and talks simultaneously, the scribe will follow the general scribing protocol (page 80) instead.

Choosing a Scribe

- For students who are deaf, the scribe should be proficient in receptive and expressive American Sign Language (ASL) and English.
- It is preferable for the scribe to be a familiar person, such as the teaching assistant who is typically responsible for scribing during regular instruction.
- Scribe will complete DCAS Test Administrator Training and sign all necessary forms.

During the Test

Scribing Process

- The student will use ASL to explain their answers in the same manner used during instruction.
- The scribe will make conceptual translations from ASL to English.
- When translating, the scribe will use correct spelling and put punctuation and language conventions in the appropriate places.
- The student indicates when he/she is satisfied with the work.
- The student and scribe are to be familiar with the scribing process prior to testing.

General Process for Scribing

- A scribe may handwrite, type, or use a laptop to record the student's work. If the scribe types and prints out the student's responses, the responses do not need to be transcribed into the online Data Entry Interface (DEI). See the school test coordinator or the DCAS portal instructions on using the DEI.
- Student signs his/her answer first. Scribe takes notes.
- Scribe asks student to re-sign parts as needed.
- Scribe signs written answer back to student.
- Scribe makes changes per student correction or clarification.
- Scribe will restate the written ASL-English translation to the student.
- Student will indicate when he/she is ready to move on to the next question.
- Scribe can only ask clarifying questions about concepts or classifiers that are signed by the student.
- Scribes may not question or correct student answers.
- If the student chooses to respond in spoken English, or signs and talks simultaneously, the general scribe protocol will be used, and the scribe will write exactly what the student says—word for word. The student will be responsible for punctuation and capitalization.

Student Edits to Responses

- Scribe may NOT suggest edits to the student or influence the editing in any way except spelling and capitalization.
- Student MUST be given the opportunity to review his or her responses in the way that the student prefers:
  - Scribe may sign back the dictation for proofreading to the student; or
  - Student may review the written or typed response on paper or on the computer screen.
- Students may proofread to add punctuation and may change any capitalization or spelling they wish even if it is incorrect.
- The student may dictate or sign any changes to the scribe, including but not limited to wording or punctuation. The scribe will make those changes exactly as dictated by student.

After the Test

Scribe must:

- Refrain from discussing test questions or responses with others.
- Participate in the evaluation process (discussion of how well the accommodation worked).

APPENDIX A2 – SMARTER SCRIBING PROTOCOL

Scribing Protocol for Smarter Balanced Assessments

March 6, 2014

A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on Smarter Balanced Assessments as a **documented accommodation** for ELA writing, and a **designated support** for mathematics and ELA non-writing items. For information on documentation requirements and decision-making criteria for use of scribes and all other Smarter Balanced supports please see the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

Qualifications for Scribes

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with Smarter Balanced and state administration and security policies and procedures as articulated in Consortium and state test administration manuals, guidelines, and related documentation.

Preparation

- Scribes should read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on Smarter Balanced assessments.
- Scribes should review the Scribing Protocol for Smarter Balanced Assessments with the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

Smarter Balanced Assessment Consortium

General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.
- If not in a separate setting, the scribe should be situated near enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

Content-Area Specific Guidelines

English Language Arts	<u>Selected Response Items (Single and Multiple Answer)</u> • The student must point to or otherwise indicate his/her selection(s) from the options provided • Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item • The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item <u>Constructed Response Items (Short-Text)</u> • The scribe will write verbatim student responses on paper or on screen in an area occluded from student view. • The scribe will correctly spell all words as dictated.

Smarter Balanced Assessment Consortium

	• The scribe will not capitalize words or punctuate text. • The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*. • The student will proofread to add punctuation, capitalization, spacing, and make other edits. • The scribe will make student requested changes, even if incorrect. • The student will confirm the fidelity of the response. • The student will indicate to the scribe when he/she is ready to move to the next item. Long Essay (Full-Write) • The scribe will write verbatim student responses on paper or on screen in an area occluded from student view. • The scribe will correctly spell all words as dictated. • The scribe will not capitalize words or punctuate text. • The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*. • The student will proofread to add punctuation, capitalization, spacing, and other edits. • The scribe will make student requested changes, even if incorrect. • The student will confirm the fidelity of the response. • The student will indicate to the scribe when he/she is ready to move to the next item. • Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.
Mathematics	Selected Response Items (Single and Multiple Answer) • The student must point to or otherwise indicate his/her selection from the options provided. • The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question. • The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item. • Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edits what the scribe has written. Constructed/Equation Response Items • The student must point or otherwise direct the scribe in developing his/her response. • The scribe will input student work directly onscreen and in view of the student.

	• For responses requiring equations, the student must specify where to place figures and operands. • For responses requiring text, the scribe will correctly spell all words as dictated and conform to standard writing conventions. • For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits. • The scribe will make student requested changes, even if incorrect. • The student will confirm the fidelity of the response. • The student will indicate to the scribe when he/she is ready to move to the next item.

Post-Administration

- The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Consortium and state policies and procedures.

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Utah State Office of Education. (2013). *Scribe Accommodation Guidelines.* Retrieved from http://www.schools.utah.gov/: http://www.schools.utah.gov/sars/DOCS/assessment/usoescribeglines.aspx

West Virginia Department of Education . (December, 2013). *West Virginia Department of Education Office of Assessment and Accountability.* Retrieved from West Virginia Guidelines for Participation in State Assessments, 2013-2014: Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing: http://wvde.state.wv.us/oaa/pdf/ParticipationGuidelines.pdf

APPENDIX B – INSTRUCTIONS FOR SUBMITTING A UNIQUE ACCOMMODATION REQUEST

To submit a Unique Accommodation Request, the School Test Coordinator (STC) must follow these steps:

1. First, download and complete the Students with Disabilities Unique Accommodations Worksheet (See Appendix C) or the English Language Learner Unique Accommodations Worksheet (See Appendix D).
2. Log in to the DOE Identity Management System (IMS).

3. Then, click on the link “Assessment Request System (ARS).”

Once the STC has logged into the ARS, create a new Unique Accommodations request.

Fill out the online form using the information you used to complete the Students with Disabilities Unique Accommodation Worksheet or the English Language Learners Unique Accommodation Worksheet. Be sure to enter all required information. When you have entered all the information, click “Submit.”

The deadline for submission of unique accommodations requests is the date that is 30 days prior to the scheduled date of a student’s test.

Responses from DOE to requests for unique accommodations will occur within ten working days of the request’s submission. The DOE will respond in one of three ways:

1. Approval of request;
2. Disapproval of request; or
3. May indicate that in order for a decision regarding approval to be made, more time is required so that the request can be reviewed more carefully. A date will be provided by which the final decision will be communicated to the District Test Coordinator.

APPENDIX C –UNIQUE ACCOMMODATION/SUPPORT WORKSHEET

The School Test Coordinator must submit the information on this worksheet in the Assessment Request System.

Use this to plan for the 2014-2015 DCAS, Smarter and DCAS ALT-1.

The information on this worksheet should be submitted via the Assessment Request System at least 30 days in advance of the date the student is to be tested. Do NOT mail or FAX this form to DOE.

First Name:	
Last Name:	
Student ID:	
Request Type:	Unique Accommodation
District:	
School:	
Grade:	
Test Administration year, season:	(i.e. spring 2015)
Type:	Individual
Request Description:	
Assessment:	(Smarter, DCAS, EOC, or DCAS ALT-1)
Content area tested:	(ELA, Math, Science,Social Studies)
Person Type:	Student
Description of Unique Accommodation:	

If you wish to submit additional materials to support your request, mail them via USPS or state mail to:

USPS:
Delaware Department of Education
Office of Assessment
Helen Dennis
ATTN: Unique Accommodations
401 Federal Street, Suite 2
Dover, DE 19901

State Mail:
Delaware Department of Education
Office of Assessment
Helen Dennis
ATTN: Unique Accommodations
State Mail Code: D370B

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APPENDIX E – ARITHMETIC TABLES (DCAS/EOC)

The following may be used by students with disabilities who have Accommodation #115.

Addition Table

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15
6	6	7	8	9	10	11	12	13	14	15	16
7	7	8	9	10	11	12	13	14	15	16	17
8	8	9	10	11	12	13	14	15	16	17	18
9	9	10	11	12	13	14	15	16	17	18	19
10	10	11	12	13	14	15	16	17	18	19	20

Multiplication Table

12	0	12	24	36	48	60	72	84	96	108	120	132	144
11	0	11	22	33	44	55	66	77	88	99	110	121	132
10	0	10	20	30	40	50	60	70	80	90	100	110	120
9	0	9	18	27	36	45	54	63	72	81	90	99	108
8	0	8	16	24	32	40	48	56	64	72	80	88	96
7	0	7	14	21	28	35	42	49	56	63	70	77	84
6	0	6	12	18	24	30	36	42	48	54	60	66	72
5	0	5	10	15	20	25	30	35	40	45	50	55	60
4	0	4	8	12	16	20	24	28	32	36	40	44	48
3	0	3	6	9	12	15	18	21	24	27	30	33	36
2	0	2	4	6	8	10	12	14	16	18	20	22	24
1	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
x	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Multiplication Table, Alternative Format

x	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

APPENDIX F – DELAWARE COMPREHENSIVE ASSESSMENT SYSTEM, ALTERNATE ASSESSMENT (DCAS-ALT1) PARTICIPATION GUIDELINES

Side 1 of 2

Use this form to plan for the 2014–2015 School Year DCAS Alt-1.

Student Name:_____ Date of Birth:_____ School:_____

If it is determined that there is sufficient information to support ALL of the following criteria, the IEP team should document this decision on the student's current IEP and sign below. Students who do not meet all of the criteria will participate in the DCAS, with or without accommodations. The achievement of students in the DCAS-Alt1 (less than 1% of Delaware students) is based on alternate achievement standards. Students who participate in the DCAS-Alt1 are working on the same *Delaware Content Standards* as their peers; however, they are working on these standards in less complex ways.

NOTE: If a decision is made after the beginning of the fall DCAS-Alt1 window, the student will continue to participate in the DCAS for the remainder of the school year.

		Criterion #1: Evidence of Significant Cognitive Disabilities	
Agree	**Disagree**	Student's levels of cognitive skills and adaptive behavior are such that extensive modifications are required in order to access the general curriculum.	
		Criterion #2: Intensity of Instruction	
Agree	**Disagree**	Student requires extensive direct instruction and/or extensive supports to accomplish the application and transfer of skills to school, home, work, and community environments.	
		Criterion #3: Curricular Outcomes	
Agree	**Disagree**	The student requires extensively modified instruction focusing on a less complex application of skills in order to access the ***Delaware Content Standards***. Due to this change in complexity, the student would not be able to complete all graduation requirements and will graduate with a Certificate of Completion.	
		Criterion #4: Exclusions	
Agree	**Disagree**	The decision to include the student in the DCAS-ALT1 is NOT based on the following:	
		1. existence of an IEP; 2. specific categorical label; 3. educational placement; 4. English language learner status; 5. socio-economic or cultural differences ;	6. excessive or extended absences; 7. disruptive behavior; 8. student's reading level; or 9. the expectation that the student will not perform well on the DCAS.

IEP team members: My signature below indicates that I agree with the decision to participate in the DCAS-ALT1, which is based on alternate achievement standards, because ALL four criteria listed above have been met.

Delaware Comprehensive Assessment System, Alternate Assessment (DCAS-Alt1) Participation Guidelines

Side 2 of 2

(Parent/guardian(s))	(Date)
(Student)	(Date)
(Administrator/designee)	(Date)
(Teacher)	(Date)
(Other – please specify name and position)	(Date)
(Other – please specify name and position)	(Date)

APPENDIX G – LIST OF ACRONYMS AND ABBREVIATIONS

AAC Device:	Augmentative alternative communication device
ACCESS:	Assessing Comprehension and Communication in English State-to-State
ARS:	Assessment Request System
ASL:	American Sign Language
AYP:	Adequate Yearly Progress
DCAS:	Delaware Comprehensive Assessment System
DCAS-Alt1:	Delaware Comprehensive Assessment System-Alternate
DEI:	Data Entry Interface
DOE:	Department of Education
ELL:	English Language Learner
EOC2:	End of Course 2 tests (Integrated Math III, Algebra II, and U.S. History)
ESL:	English as a Second Language
FEP:	Fully English Proficient
GLE:	Grade-Level Expectation
IDEA:	Individuals with Disabilities in Education Act
IEP:	Individualized Education Program
SBAC:	Smarter Balanced Assessment Consortium
STC:	State Test Coordinator
SWD:	Student With Disabilities
SWD/ELL:	Student With Disabilities/English Language Learner
TA:	Test Administrator
TIDE:	Test Information Distribution Engine
TTS:	Text-to-Speech

APPENDIX H – DCAS/EOC PROTOCOL FOR SIMPLIFYING LANGUAGE/PARAPHRASING DIRECTIONS

Accommodations DCAS #601 and DCAS #705

601. Simplifying or paraphrasing test **directions ONLY** in English.

705. Simplifying or paraphrasing test **directions ONLY** in native language.

A "paraphraser" shall not inappropriately impact the content being measured.

Paraphrasing for the Delaware Comprehensive Assessment System (DCAS) shall be consistent with classroom instruction and includes repeating or rephrasing only the directions. Directions referred to are those that standalone and are not attached to any one particular test question. Directions that are clearly part of a test question are not to be paraphrased. This shall include breaking directions into parts or segments or using similar words or phrases, but it shall **not** include defining words or concepts or telling a student what to do first, second, etc. **Test questions and reading passages may not be paraphrased**.

Qualifications for a Paraphraser:

- Proficient in English and student's native language (if paraphrasing in native language).
- Familiar with the content standards and grade-level expectations (GLEs) in the content area.
- Able to speak clearly and at a normal pace with good pronunciation.
- Familiar with the vocabulary used in the test.
- Willingness to be patient and repeat directions and questions.
- If the simplifier/paraphraser is also the scribe, qualifications for both roles are required.
- Familiar with the United States K-12 public educational system.
- If the paraphraser is also a sight translator, qualifications for both roles are required.

Before a Test

- Paraphraser will complete DCAS Test Administrator Training and sign all necessary forms.
- Paraphraser must review security policy.
- If student is taking the paper-and-pencil version of the test, paraphrasers may review test directions only several days prior to testing.
- One paraphraser should be assigned to students for the entire assessment (it is preferred that the paraphraser be the same person each day of the assessment—stay consistent throughout test administration).
- The student and paraphraser should each have a copy of the directions.

During a Test

- Restate the directions with more appropriate vocabulary.

- Rather than reading directions verbatim, read these aloud in paraphrased, clarified, or simplified form.
- Do not alert the student to his/her mistakes during testing.
- Do not prompt the student in any way that would result in a better response or essay.
- Do not influence the student's response in anyway.
- Give special emphasis to words printed in boldface, italics, or capitals.
- Avoid voice inflection which may be seen as a clue (with the exception of words in bold, italics, or capitals, which are intended to be emphasized).

After a Test

- Do not discuss test items or responses with others.
- Participate in the evaluation process if school or district staff asks you to do so (discussion of how well the accommodation worked).

APPENDIX I – PROTOCOL FOR READING ALOUD THE DCAS/EOC (HUMAN READER)

This accommodation is not likely to be chosen very often for the DCAS now that the text-to-speech (TTS) feature is available in the online test. However, there may still be students for whom it is determined that a human reader is more appropriate than the TTS feature. A human reader may read aloud the online adaptive test or the fixed-form, multiple-choice only, paper version of the DCAS.

Note: The human reader accommodation and the TTS accommodation are not interchangeable and not considered to be the same accommodation. Only administer the human reader accommodation if the student is documented to receive the human reader accommodation. Students with TTS only may not receive assistance from a human reader.

Student must have at least one of the following accommodations:

105. Human Reader – questions. Reading, re-reading of test questions, multiple-choice options ONLY. IEP/504 team may determine that reader may present all allowable items or just items requested by student. (Simplifying language is not allowed.)

ELL students must have at least one of the following accommodations:

603. Human Reader (English) – test questions and options. Reading, re-reading in ENGLISH the test questions, including multiple-choice options. Instructor may determine that the reader should read all allowable items or only items requested by student. (Simplifying language is not allowed.)
711. Human Reader (Spanish) – test questions and options. Reading, re-reading, in SPANISH the test questions, including multiple-choice options. Mathematics, science, and social studies ONLY. Instructor may determine if reader will read all items or only those requested by the student. Must also select Accommodation #703.
712. Human Reader (Spanish) – directions. Reading, re-reading in SPANISH the test directions ONLY. Instructor may determine if reader reads all items or only items requested by student.

Qualifications of a Reader

- Able to read clearly and at a normal pace with good English pronunciation.
- Familiar with the vocabulary used in the test.
- Willingness to be patient and repeat directions and questions.
- If the reader is also the scribe, qualifications for both roles are required.
- Proficient in English (if reading in English).
- Proficient in Spanish (if reading in Spanish).
- Proficient in both English and Spanish (if reading in English and Spanish).

Before a Test

The reader must:

- Complete DCAS Test Administrator Training and sign all necessary forms.
- Become familiar with the terminology used in the test.
- Review the security policy.

- Verify which accommodations a student has,
- Review the guidelines for reading mathematical expressions and numbers.
- Have ample access to water, without having to leave the testing venue.
- Make sure there is one copy of the test for the student and one for the reader.

During a Test

The reader must:

- Not alert the student to his/her mistakes during testing.
- Not prompt the student in any way that would result in a better response or essay.
- Not influence the student's response in any way.
- Not try to solve problems or determine the correct answer as you read because this may result in an unconscious pause or change in inflection that could be misleading or disconcerting to the test taker.
- Keep the expression on his/her face neutral. Do not look at the student or smile or frown to indicate approval or disapproval.
- Not paraphrase, clarify, elaborate, or provide assistance, unless doing so complies with the correct provision of an additional accommodation the student is required to receive.
- Read all words that appear on the page.
- Read all directions including example questions.
- Read only the directions, and do not add to or re-phrase the directions.
- Repeat the entire paragraph or question if asked to repeat a question or paragraph, so as not to identify only important aspects.
- Give special emphasis to words printed in boldface, italics, or capitals.
- Always read all answer choices on a multiple-choice test before accepting an answer.
- Avoid voice inflection which may be seen as a clue (with the exception of words in bold, italics, or capitals, which are intended to be emphasized).

After a Test

The reader must:

- Not discuss test items or responses with others.
- Participate in the evaluation process if asked by the school or district test coordinator (discussion of how well the accommodation worked).

Guidelines for Reading Aloud Mathematical Expressions and Numbers

The following are guidelines for reading aloud mathematical expressions and numbers:

Mathematical expressions must be read precisely and with care to avoid misrepresentation for a student who has no visual reference. For math items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the entire question before reading it aloud to the test taker. Use technically correct yet simple terms and be consistent in the treatment of similar expressions. Some typical expressions and the manner in which they should be read follow:

(a) Lowercase letters that are juxtaposed should be read as a multiplication expression: e.g.,

xy should be read as "x times y,"

(b) Capital and lower-case letters should be differentiated because they can have different meanings in mathematical or scientific expressions e.g.,

R - 2y = 6 should be read as "Capital R minus two y equals six."

(c) **Simple numerical fractions should be read as fractions: e.g.,**

$\frac{5}{6}$ Should be read as "five sixths."

However, similar letter expressions can be read as one letter "over" another: e.g.,

$\frac{a}{b}$ Should be read as "a over b."

(d) To prevent confusion, complicated fractions (those that contain other mathematical operations) should be read as following e.g.,

$\frac{b+d}{c}$ Should be read as "a fraction with the quantity b plus d in the numerator over c in the denominator

OR a fraction with quantity b plus d close quantity over c.

If there is any question as to where the fraction ends, say "end fraction."

(e) Negative numbers should be read as "negative," e.g.,

-5 should be read as "negative five," not "minus five."

When a subtraction operation is involved, read the sign as "minus," e.g.,

x - 5 should be read as "x minus five."

(f) Expressions containing multiple mathematical operations should be read exactly as they appear. Expressions containing parentheses or brackets can be read in any of the following two ways:

Quantity, close quantity

Open parenthesis, close parenthesis (or bracket, close bracket)

If you use the term "quantity" in complicated expressions, announce where enclosed portions end by saying "close quantity," e.g.,

(2x - 6y) - 10 could be read

As "The quantity two x minus six y, close quantity, minus ten;"

OR as “open parenthesis, two x minus six y, close parenthesis, minus ten”

a (x - y) could be read as "a times open parenthesis, x minus y, close parenthesis."

OR “a times quantity x minus y, close quantity”

$a \times b^2$ or ab^2 could be read as "a times the square of b." OR “a times b squared”

Use pauses to audibly group sections of an expression together.

z + (-a) could be read as "z plus [PAUSE] open parenthesis [PAUSE]negative a, close parenthesis” OR “z plus the quantity negative a”

(g) If equations are used in the test you will be reading:

Since equations are a shorthand means of stating relationships between quantities, the reader's job is to translate this shorthand back into everyday English. Read equations in this order:

If the equation is numbered, read its number first.

Read the equation.

Give the meaning of each letter or symbol.

e.g.: Eq. 6-2 $E = mc^2$

E = energy in ergs

m = mass in grams

c = speed of light in cm./sec.

Read as "Equation six dash two. Capital E equals m times c squared. Capital E equals energy in ergs, m equals mass in grams, and c equals the speed of light in centimeters per second.

(h) The expression 4.5 should be read as, “four and five tenths.”

(i) The expression 4! should be read as, “Four factorial.”

(j) The expression $\sqrt{4}$ should be read as, “the square root of four.”

(k) The expression 4^3 should be read as, “4 to the power of 3.”

Adapted from:

Clapper, A.T., Morse, A.B., Thurlow, M. L., & Thompson, S. J. (2006). How to Develop State Guidelines for Access Assistants: Scribes, Readers, and Sign Language Interpreters. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

and

Educational Testing Services. Guidelines for a Test Reader retrieved May 1, 2008 from http://www.ets.org/portal/site/ets/menuitem.22f30af61d34e9c39a77b13bc3921509/?vgnextoid=d7f7be3a864f4010VgnVCM10000022f95190RCRD.

APPENDIX J – PROTOCOL FOR NATIVE LANGUAGE INTERPRETER/ SIGHT TRANSLATOR ON DCAS, EOC, AND DCAS-ALT1

What is an interpreter/sight translator?

"Sight translation is the spontaneous oral translation of test items and/or directions from English to an ELL's native language. That is, sight translation involves rendering printed English test materials orally in the learner's native language.

…Since sight translation is done spontaneously, no administration will be identical to any other administration, even when the same interpreter and non-English language are involved. That is, the same interpreter may interpret the text differently on two different occasions."[2]

Conditions under which an interpreter/sight translator can be used:

- Student has limited reading skills in English; and
- Student's native language listening proficiency is sufficient to benefit from an interpreter/ sight translator; and
- No print translation is available **or** student has low proficiency in reading and writing in the native language.

Interpreters/sight translators are required for the following DCAS and DCAS ALT1 ELL accommodations:

DCAS/EOC

Accom-modation	Description	Required or Recommended
DCAS/EOC 708	Provide interpreter/sight translator to translate **DIRECTIONS ONLY** into native language. Interpreter/test administrator **must** be proficient in native language. See Appendix J for the Protocol for Native Language Interpreter/Sight Translator.	Required
DCAS/EOC 709	Provide an interpreter/sight translator to translate **test questions (including multiple-choice options)** into native language. Instructor may determine that the translator must translate all items or only items requested by student. Interpreter/sight translator **must** be proficient in the native language. Reading passages may not be sight translated. See Appendix J for the Protocol for Native Language Interpreter/Sight Translator.	Required

See following page for DCAS-ALT1 accommodations.

[2] Stansfield, C. (2008). Sight translation of assessments. Prepared for the LEP Partnership, U.S. Department of Education. Rockville, MD: Second Language Testing, Inc. Retrieved November 12, 2008, from http://www.ncela.gwu.edu/spotlight/LEP/2008/.

DCAS-ALT1

Accom-modation	Description	Required or Recommended
DCAS-ALT1 1500	A translator site translates/interprets the test questions and answer options and associated graphics into the student's native language. Translator/interpreter should review materials under secure conditions prior to test administration for optimal interpretation. Interpreter/sight translator **must** be proficient in the native language.	Required
DCAS-ALT1 1510	A translator site translates/interprets the reading passages on the reading test into the student's native language. Translator/interpreter should review materials under secure conditions prior to test administration for optimal interpretation. Interpreter/sight translator **must** be proficient in the native language.	Required

Qualifications of interpreter/sight translator:

- Has at least a high school diploma (minimum level of education).
- Is proficient in student's native language and English.
- Has previous experience performing interpretation/sight translation from English to student's native language.
- Is able to speak clearly and at a normal pace with good pronunciation.
- Is knowledgeable of both American culture and the student's native country or geographic region.
- Is familiar with the United States K-12 public educational system.

Who should NOT be an interpreter/sight translator?

- Children and minors;
- Individuals with less than a high school diploma or the native country's equivalent.

Before a Test

The interpreter/sight translator:

- Will complete DCAS Test Administrator Training or DCAS ALT1 Test Administrator Training and sign all necessary forms *if he is serving as Test Administrator* ***AND*** *interpreter/sight translator.*
- Will not be required to complete DCAS or DCAS ALT1 Test Administrator Training but will sign all necessary forms *if he is serving* ***only*** *as interpreter/sight translator*.
- May have supervised access to a paper/pencil test up to four days prior to test administration (the review must be supervised by school or district assessment coordinator or designee).
- Must also meet qualifications for scribe if scribing.
- Must review security policy.
- Must be trained by the school test coordinator or designee in the expectations for test administrators.

- Should be assigned to one student for the entire assessment (it is preferred that the interpreter/sight translator be the same person each day—stay consistent throughout test administration).
- Should become familiar with the student before testing (if not already known to the student).

During a Test

- The student and interpreter/sight translator should each have a copy of the test (if paper/pencil)
- Do not alert the student to his/her mistakes during testing.
- Do not prompt the student in any way that would result in a better or worse response or essay.
- Do not influence the student's response in any way.
- Interpret/translate all directions including example questions.
- If asked to repeat a question or paragraph, repeat the entire paragraph or question so as not to identify only important aspects.
- Give special emphasis to words printed in boldface, italics, or capitals.
- Interpret/translate all answer choices on a multiple-choice test before accepting an answer. If student interrupts while response options are being read, ignore the response accept a response given after the options have all been read.
- Avoid voice inflection which may be seen as a clue (with the exception of words in bold, italics, or capitals, which are intended to be emphasized).
- If serving as test administrator ***and*** interpreter, the test administration must be supervised by a certified Delaware educator if the individual is not a certified Delaware educator (see the Test Administrator Manual and Test Security Policy).

After a Test

- Do not discuss test or responses with others.
- Participate in the evaluation process if asked by the school or district test coordinator (discussion of how well the accommodation worked).

Adapted from:

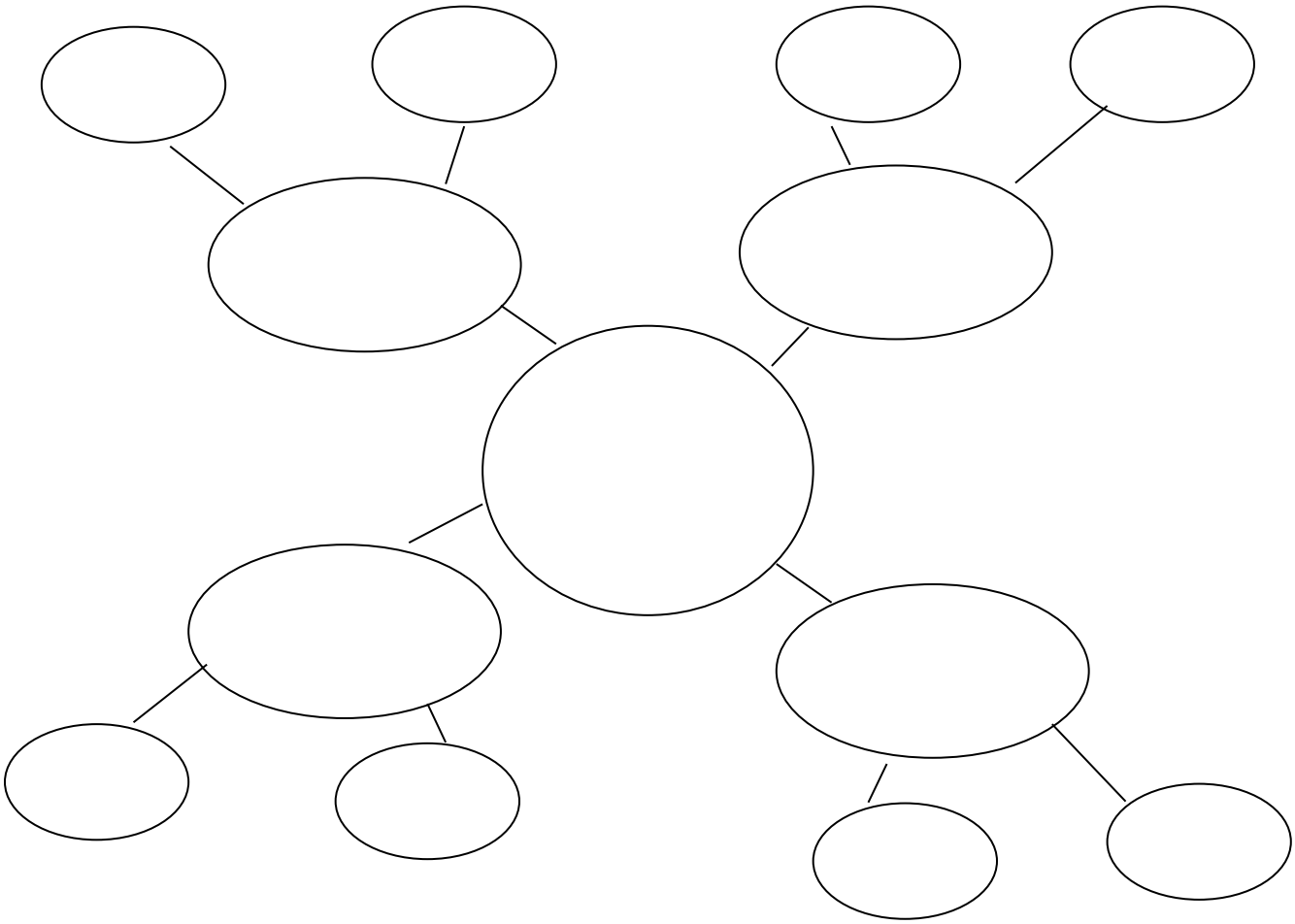
Clapper, A.T., Morse, A.B., Thurlow, M. L., & Thompson, S. J. (2006). How to Develop State Guidelines for Access Assistants: Scribes, Readers, and Sign Language Interpreters. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

and

Stansfield, C. (2008). Sight translation of assessments. Prepared for the LEP Partnership, U.S. Department of Education. Rockville, MD: Second Language Testing, Inc. Retrieved November 12, 2008, from http://www.ncela.gwu.edu/spotlight/LEP/2008/ .

APPENDIX K – DCAS/EOC GRAPHIC ORGANIZERS

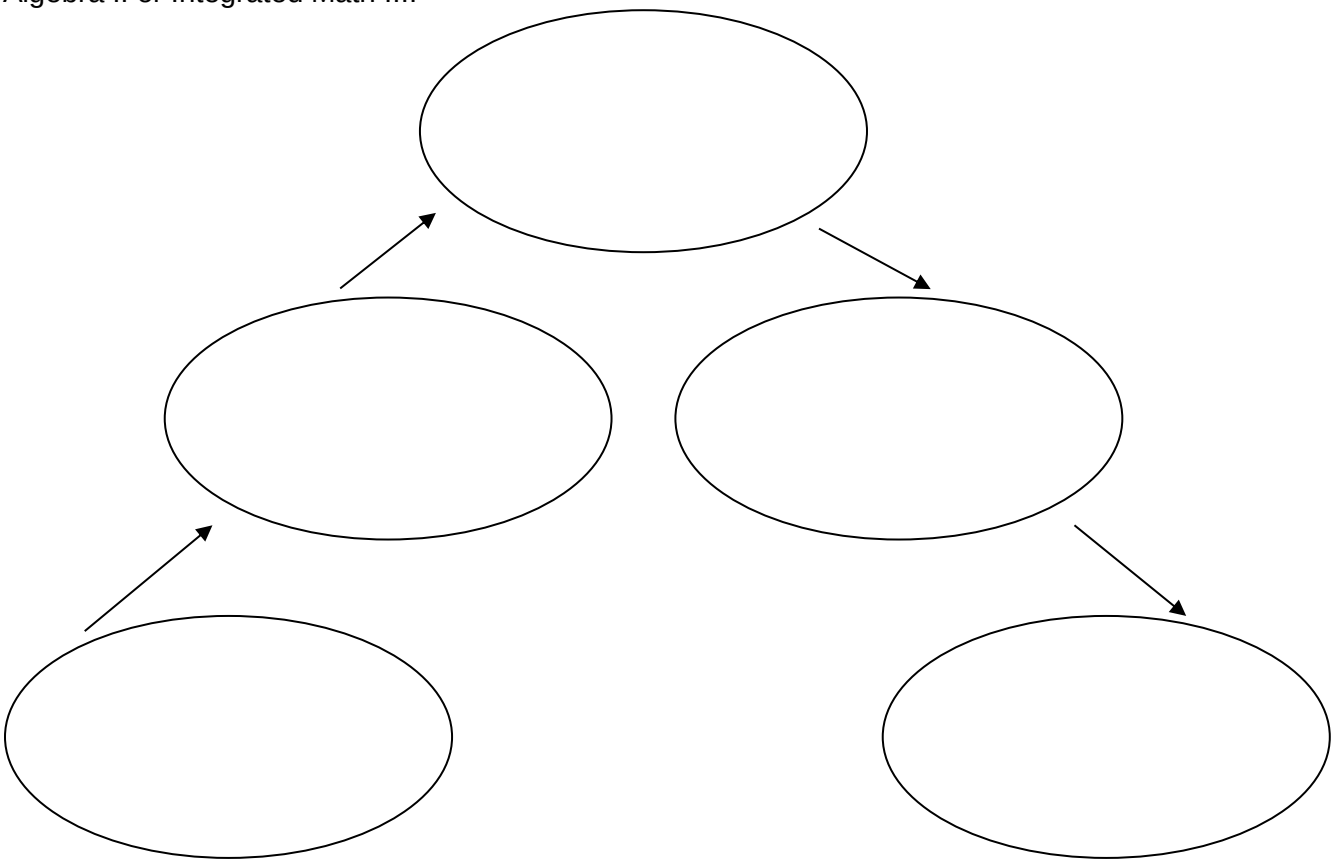
This is a graphic organizer that is permitted to be used by students with disabilities who have DCAS Accommodation #213 for DCAS Science or Social Studies or EOC tests.



Modifications to this graphic organizer:

- You may add circles and lines.
- You may enlarge or shrink the graphic organizer.
- You may NOT add any words or directions or symbols.

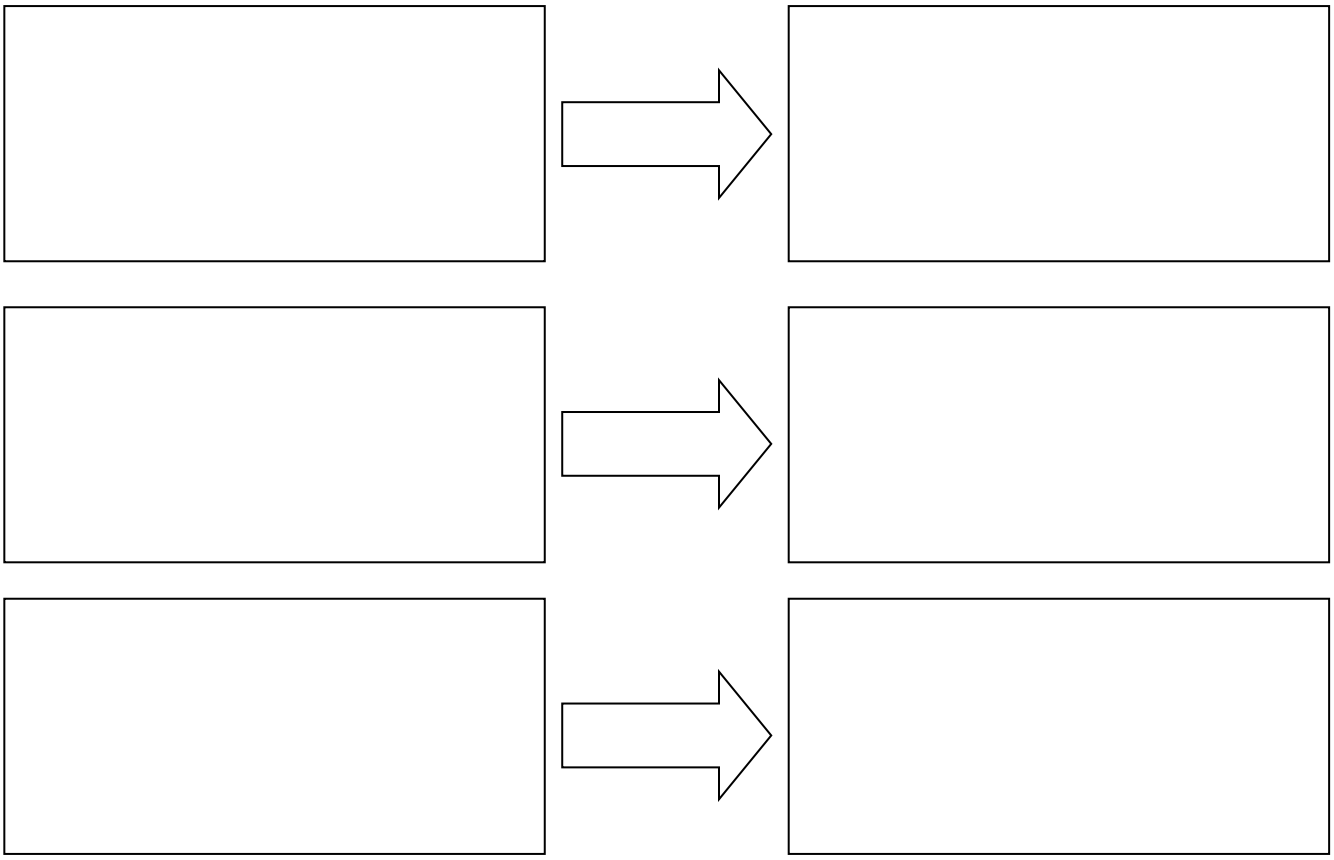
This is a graphic organizer that is permitted to be used by students with disabilities who have DCAS Accommodation #213 on DCAS Science or Social Studies or EOC U.S. History or Algebra II or Integrated Math III.



Modifications to this graphic organizer:

- You may add circles, arrows, and lines.
- You may enlarge or shrink the graphic organizer.
- You may NOT add any words or directions or symbols.

This is a graphic organizer that is permitted to be used by students with disabilities who have DCAS Accommodation #213.



Modifications to this graphic organizer:

- You may add boxes and arrows.
- You may enlarge or shrink the graphic organizer.
- You may NOT add any words or directions or symbols.

APPENDIX L – PROTOCOL FOR ENGLISH-TO-ASL TRANSLATORS FOR DCAS/ EOC

107. Providing signed assistance of test questions and multiple-choice options ONLY. English-to-ASL translator may sign all allowable items or just items requested by student. Signed assistance may include presenting material on videotape, using an English-to-ASL translator, oral interpreter, cued speech interpreter, or transliterator.

Qualifications of the English-to-ASL Translator

- Able to translate in the same method of sign language typically used by the student.
- Meets qualifications for scribe also if the English-to-ASL translator is also the scribe.
- Is familiar with the student, preferably.

Before a Test

The interpreter must:

- Complete DCAS Test Administrator Training and sign all necessary forms *if serving as Test Administrator* ***AND*** *English-to-ASL translator.*
- Sign all necessary forms *and will* not be required to complete DCAS Test Administrator Training *if serving* ***only*** *as English-to-ASL translator*.
- Become familiar with the test instructions and the terminology used in the test.
- Review the Test Security Policy in the DCAS Test Administration Manual.
- Review test materials up to four days prior to test administration under secure conditions supervised by the school test coordinator in order to prepare accurate interpretations of test materials (optional but preferred).
- Be assigned to one student for the entire assessment (it is preferred that the interpreter not be a different person on different test day—stay consistent throughout test administration).
- Practice signing and reading with non-test materials with the student before beginning the test..

During a Test

The school must provide:

- Good lighting in the room in which English-to-ASL translator will sign the test.
- If using the paper-and-pencil DCAS, two copies of the test—one for the interpreter and one for the student

The interpreter must:

- Not alert the student to his/her mistakes during testing.
- Not prompt the student in any way that would result in a better response or essay.
- Not influence the student's response in any way
- Not define words for students, provide context, or teach vocabulary or concepts during testing.

- Sign all passages and test items exactly as written except in cases when doing so would reveal an answer to a test question. When use of a sign would visually define the concept being tested (e.g., using the sign for parallel lines that demonstrates this concept visually), the term or concept must be finger-spelled.
- Allow student to take notes.
- Not paraphrase, clarify, elaborate, or provide assistance.

The interpreter may:

- Break passages within a section into segments for ease in signing and for student retention and comprehension.
- Videotape the test administration to ensure validity or for playback when students want questions repeated.

After a Test

The interpreter must:

- Sign the security certification.
- Not discuss test items or responses with others.
- Participate in the evaluation process if school or district staff asks you to do so (discussion of how well the accommodation worked).

Adapted from Clapper, A.T., Morse, A.B., Thurlow, M. L., & Thompson, S. J. (2006). How to Develop State Guidelines for Access Assistants: Scribes, Readers, and Sign Language Interpreters. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

APPENDIX M: DCAS ALT-1 TEST PROFILE CHARACTERISTICS FORM

Directions:
Use this form to keep track of the following test profile characteristics for DCAS ALT-1. These are not accommodations or supports, but characteristics of the student's testing profile. Share this information when the student changes teachers or schools. Keep a copy in the student's folder.

Make an X in the boxes to indicate that the test administrator should make adjustments to a student's test administration.

Student Name:_____ Date of Form:_____

Teacher Name:_____

Test windows in which this profile was last implemented:_____

	Reading	Mathematics	Science	Social Studies
Adaptation of response cards				
Cutting				
Laminating				
Velcro				
Special Paper				
Color Overlay				
Amplification				
Adaptive Lighting				
Adaptive Furniture/Seating				
Sensory Supports (e.g., headphones, weighted vest)				
Frequent Breaks				
Preferred Time of Day for Testing				
Communication Aids (Switch, Pointer, Assistive Augmentative Communication Device				

NOTES:

APPENDIX N1 – WORKSHEETS FOR STUDENTS WITH DISABILITIES

TOOL 1 *Accommodations from the Student's Perspective*

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 concept of an accommodation, providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now. Which is your best class?

_____

2. Explain what you do well in this class.

_____

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

3. Now ask yourself, "What class is hardest?"

_____

4. What's the hardest part of this class for you?

_____

The things you said were hardest are areas you need to work on during the school year. For example, you may 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.

Class List

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.

TOOL 2 *Parent Input in Accommodations*

Questions Parents Should Ask About Accommodations in Instruction and Assessments

About Instruction

• Is my child expected to reach regular or alternate achievement standards? Does this affect what types of accommodations are available to my child in instruction or on assessments?

• What accommodations does my child need to access and reach academic standards?

• Are there accommodations that could be allowed in instruction that are not currently being provided?

• Are there accommodations being used at home that could be used in instruction to help my child access and learn content or help in performing certain academic tasks?

• How can my child and I advocate to receive accommodations not yet provided in instruction?

• Are the accommodations my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase out or discontinue the use of a certain accommodation?

• How are the staff members who work with my child providing accommodations (across regular, special education, or other staff)?

About Assessment

• What are the tests my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?

• Are the accommodations allowed on state tests also provided for district tests?

• Can my child participate in part of an assessment with or without accommodations?

• If my child is not taking the general assessment, is it because the test is “too hard” or because the accommodation needed is not allowed on the assessment?

• Are there consequences for allowing certain changes to how my child participates in a test? How will my child’s test scores count?

• Do consequences of accommodations vary by type of test?

Questions for Instruction and Assessment

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

Are there too many or too few accommodations being provided?

What are my child's preferences for specific accommodations?

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

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

List other questions here.

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

TOOL 3 *Accommodations Use in the Classroom*

Use this chart to track different aspects of how a student uses an accommodation in your classroom. This will help inform decision making on assessment accommodations.

Student _____ *Date* _____

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

Questions	List Accommodation(s)				
1. Is it noted in student's IEP?					
2. For what task(s) is it used (e.g., task type* or content/standard)?					
3. Does the student use it for that task every time? Note how often.					
4. Is the need for it fixed or changing?					
5. Does the student use it alone or with assistance (e.g., paraeducator, peers)?					
6. Notes (e.g., does one accommodation seem more effective used with another on a task?).					

*How taking in or responding to information presented, solving or organizing information, specific content/standards being learned or assessed, etc.

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

TOOL 4 *After-Test Accommodations Questions*

Use this form after a test to interview a student about the provided accommodation(s): whether it was used, whether it was useful, and whether it should be used again. Also note any adjustments or difficulties experienced by the student in either how the accommodation was administered or in using the accommodation during the assessment.

*Student*_____ *Date* _____

Questions	Test Taken (List)			
Was the accommodation used?	Yes / No	Yes / No	Yes / No	Yes / No
Was the accommodation useful?	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accommodation? Are adjustments needed?	Yes / No	Yes / No	Yes / No	Yes / No
Should the accommodation be used again?	Yes / No	Yes / No	Yes / No	Yes / No

Student signature _____

Assistant signature (if applicable) _____

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

TOOL 5 *Assessment Accommodations Plan*

Student Information
Name: _____
Date of Assessment: _____
Name of Assessment: _____

Case Information
Special Education Teacher: _____
School Year: _____
Building/School: _____
General Education Teacher: _____

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

Accommodation	Date
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:

_____

_____

_____

Planners for this process (signatures):

_____

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

TOOL 6 *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 to make certain the student receives the correct test booklet. 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 student to list the necessary accommodations and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, _____,
(Student's name)

need the following accommodations to take part in this assessment:

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

_____
(Name of special education teacher, parent, principal, and/or related service provider)

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

_____ _____
(Student signature) (Date)

TOOL 7 *Logistics Planning Checklist*

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

Accommodations throughout the Academic Year	Y	N	NA
1. Accommodations are documented on student's IEP or 504 plan.	☐	☐	☐
2. Student uses accommodations regularly and evaluates use.	☐	☐	☐
3. A master accommodations plan/database listing assessment accommodation needs for all students tested is updated regularly.	☐	☐	☐
Preparation for Test Day			
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/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).	☐	☐	☐
6. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	☐	☐	☐
7. Trained readers, scribes, and sign language interpreters are arranged for individual 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			
9. All eligible students receive accommodations as determined by their 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, readers, scribes).	☐	☐	☐

12. Plans are made to replace defective equipment. ☐ ☐ ☐

Consideration after the Day of the Test

13. Responses are transferred to scannable answer sheets for students using special equipment and adapted test forms and response documents. ☐ ☐ ☐
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. ☐ ☐ ☐

TOOL 8 *Accommodations Journal for Teachers*

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 teacher or other staff member. Just think how much easier it would be for an IEP team to decide which accommodations to document on a student's IEP if the student came to the IEP meeting with a journal documenting all of these things:

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

In the spaces 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?

APPENDIX N2 – WORKSHEETS FOR ENGLISH LANGUAGE LEARNERS

TOOL 1 *Accommodations from the Student's Perspective*

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 concept of an "accommodation," providing examples as necessary. Also, provide a list of possible accommodations for English language learners to give the student a good understanding of the range of accommodations that may be available.

1. What parts of learning the English language are you good at (i.e., vocabulary, grammar, speaking, listening)?

_____

2. Tell me something in ESL class that you do well.

_____

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

3. What parts of learning English are hardest?

_____

4. Tell me something you do in ESL that is hard.

_____

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed reading the class textbook, taking tests, listening, 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 challenges you currently have related to learning English. Then look at a list of accommodations for English language learners. Next to each class, write down what accommodation(s) you think might be helpful for you.

_____

Challenge List

Things that are hard	Accommodations

This questionnaire was adapted to be ELL-responsive 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.

TOOL 2 *Accommodation Criteria*

Use this form to determine if the student is eligible for ELL-responsive instruction and assessment accommodations.

Student: _____ Date: _____

Person filling out the form: _____

Questions	Yes (please describe)	No
Can you comment on the student's overall oral English language proficiency and level of English literacy?		
Has the student taken the English language proficiency test? If so, what is the student's score?		
Are you aware of the language(s) the student speaks in his/her family? If so, please specify the language(s) and the level of the student's oral proficiency and literacy in the language(s).		
Has the student received prior formal education before coming to the U.S.? Have there been gaps or interruptions?		
Has the student spent time in English speaking schools prior to enrolling in this school? If so, how much time?		
Do you know how much time the		

Questions	Yes (please describe)	No
student has spent in your state? Are there mobility issues?		
Are you aware of the student's performance in other content areas and on other tests?		
Are there educational resources available to the student in his/her native language?		
Are you aware of any aspects of the student's home culture that may impact the accommodation selection process (taboos, gestures, kinesthetics, etc.)?		
Are there any other aspects of the student's characteristics that should be considered when selecting accommodations for the student?		

TOOL 3 *Parent Input in Accommodations*

Questions Parents Should Ask about Accommodations in Instruction and Assessments

About Instruction	About Accommodations
• What linguistic support does my child need to access and reach the academic standards?	• What are the tests my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?
• How can my child and I advocate to receive accommodations/linguistic support not yet provided in instruction?	• Are the accommodations allowed on state tests also provided for district tests?
• Are the accommodations/linguistic support my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase them out?	• Can my child participate in part of an assessment with or without accommodations?
• How are the various staff members who work with my child providing accommodations/linguistic support? (across regular, special education or other staff)	• Are there consequences for allowing certain changes to how my child participates in a test? How will my child's test scores count?
	• Do consequences of accommodations vary by type of test?

Questions for Instruction and Assessment

Is the need for each accommodation documented in my child's ELL plan?

Are there too many or too few accommodations being provided?

What are my child's preferences for specific accommodations?

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

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

Other questions you may have

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

TOOL 4 *Accommodation Use in the Classroom*

Use this chart to track different aspects of how a student uses an accommodation in your classroom. This will help inform decision making on assessment accommodations.

Student: _____ Date: _____

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

Questions	List Accommodation(s)				
1. Is it noted in student's ELL plan?					
2. For what task(s) is it used? (e.g., task type* or content/standard)					
3. Does the student use it for that task every time? Note how often.					
4. Does the student use it alone or with assistance? (e.g., aide, peers?)					
5. Notes: (e.g., does one accommodation seem more effective used with another on a task, etc.)					

*How taking in or responding to information presented, solving or organizing information, specific content/standards being learned or assessed, etc.

TOOL 5 *After-Test Accommodations Questions*

Use this form after a test to interview a student about the accommodation(s) provided, used, whether it was useful and whether it should be used again. Also note any adjustments or difficulties experienced by the student in either how the accommodation was administered or in using the accommodation during the assessment.

Student: _____
Date: _____
Accommodation used: _____

Questions	**Test Taken (List)**			
Was the accommodation used? Comments:	Yes / No	Yes / No	Yes / No	Yes / No
Was the accommodation useful? Comments:	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accommodation? (Are adjustments needed)? Comments:	Yes / No	Yes / No	Yes / No	Yes / No
Should the accommodation be used again? Comments:	Yes / No	Yes / No	Yes / No	Yes / No

Student signature _____

TOOL 6 Assessment Accommodations Plan

Student Information
Name: _____

Date of Assessment: _____

Name of Assessment: _____

Case Information
ESL/BilingualTeacher: _____

School Year: _____

Building/School: _____

General Education Teacher(s):_____

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

Accommodations	**Date Arranged**
1.	
2.	
3.	
4.	

Comments: _____

Person responsible for arranging accommodations and due date:

Person Responsible	**Due Date**	**Date Arranged**
1.		
2.		
3.		
4.		

Comments: _____

Room assignment for assessment: _____

Planners for this process (signatures): _____

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

TOOL 7 State Assessment Program

ELL Student: _____

Content Area	Participation in the Assessment Without Accommodations	Participation in the Assessment with Direct Linguistic Support Accommodations	Participation in the Assessment with Indirect Linguistic Support Accommodations	Comments

TOOL 8 *Logistics Planning Checklist*

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

Accommodations Throughout the Academic Year	Y	N	NA
17. Accommodations are documented by the teacher.	☐	☐	☐
18. Student uses accommodations regularly and evaluates use.	☐	☐	☐
19. A master accommodation plan/database listing assessment accommodation needs for all students tested is updated regularly.	☐	☐	☐

Preparation for Test Day			
20. Special test editions are ordered for individual students based on information contained in the master accommodation plan (e.g., audio tape, translated test versions).	☐	☐	☐
21. Test administrators/proctors receive a list of accommodations needs for students they will supervise (list comes from the master accommodations plan/database).	☐	☐	☐
22. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	☐	☐	☐
23. Trained readers and interpreters are arranged for individual students (with substitutes available).	☐	☐	☐
24. Special equipment is arranged and checked for correct operation (e.g., tape recorder).	☐	☐	☐

Accommodations on the Day of the Test			
25. All eligible students receive accommodations as determined by their teacher.	☐	☐	☐
26. Provision of accommodations is recorded by test administrator.	☐	☐	☐

27. Substitute providers of accommodations are available as need (e.g., interpreters, readers). ☐ ☐ ☐

28. Plans are made to replace defective equipment. ☐ ☐ ☐

Consideration After the Day of the Test

29. Responses are transferred to scannable answer sheets using special equipment and adapted test forms and response documents. ☐ ☐ ☐

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

31. Students who take make-up test receive needed accommodations. ☐ ☐ ☐

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

TOOL 9 Accommodations Journal for Teachers

One way to keep track of what accommodations work for an ELL 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 an ESL/bilingual teacher or other staff members. Just think how much easier it would be for an ELL team to decide which accommodations to document if the student kept a journal documenting all of these things:

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

In the spaces provided 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?

_____

_____

_____

_____

APPENDIX N3 – WORKSHEETS FOR GENERAL EDUCATION STUDENTS WITH DESIGNATED SUPPORTS

TOOL 1 Designated Supports from the Student's Perspective

Use this questionnaire to collect information about needed supports 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 concept of a designated support, providing examples as necessary. Also, provide a list of possible supports to give the student a good understanding of the range of supports that may be available.

1. Think about all the classes you are taking now. Which is your best class?

_____

2. Explain what you do well in this class.

_____

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

3. Now ask yourself, "What class is hardest?"

_____

4. What's the hardest part of this class for you?

_____

The things you said were hardest are areas you need to work on during the school year. For example, you may 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 designated support 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 supports. Next to each class, write down what support(s) you think might be helpful for you.

Continued on next page

Class List

Classes	Supports

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.

TOOL 2 ***Parent Input in Designated Supports***

Questions Parents Should Ask About Designated Supports in Instruction and Assessments

About Instruction

• What supports does my child need to access and reach academic standards?

• Are there supports that could be allowed in instruction that are not currently being provided?

• Are there supports being used at home that could be used in instruction to help my child access and learn content or help in performing certain academic tasks?

• How can my child and I advocate to receive supports not yet provided in instruction?

• Are the supports my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase out or discontinue the use of a certain support?

About Assessment

• How are the staff members who work with my child providing supports (across all staff)?

• What are the tests my child needs to take, what do they measure (e.g., academic standards), and for what purpose is each test given?

• Are the supports allowed on state tests also provided for district tests?

• Can my child participate in part of an assessment with or without supports?

Questions for Instruction and Assessment

Is the need for each support documented in my child's IST or IRT documentation?

Are there too many or too few supports being provided?

What are my child's preferences for specific supports?

If my child needs supports, how will they be provided?

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

List other questions here.

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

TOOL 3 *Use of Designated Supports in the Classroom*

Use this chart to track different aspects of how a student uses a support in your classroom. This will help inform decision making on assessment supports.

Student _____ *Date* _____

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

Questions	List Support(s)				
1. Is it noted in student's documentation?					
2. For what task(s) is it used (e.g., task type* or content/standard)?					
3. Does the student use it for that task every time? Note how often.					
4. Is the need for it fixed or changing?					
5. Does the student use it alone or with assistance (e.g., paraeducator, peers)?					
6. Notes (e.g., does one support seem more effective used with another on a task?).					

*How taking in or responding to information presented, solving or organizing information, specific content/standards being learned or assessed, etc.

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

TOOL 4 *After-Test Designated Support Questions*

Use this form after a test to interview a student about the provided support(s): whether it was used, whether it was useful, and whether it should be used again. Also note any adjustments or difficulties experienced by the student in either how the support was administered or in using the support during the assessment.

*Student*_____ *Date* _____

Questions	Test Taken (List)			
Was the support used?	Yes / No	Yes / No	Yes / No	Yes / No
Was the support useful?	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the support? Are adjustments needed?	Yes / No	Yes / No	Yes / No	Yes / No
Should the support be used again?	Yes / No	Yes / No	Yes / No	Yes / No

Student signature _____

Assistant signature (if applicable) _____

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

TOOL 5 *Assessment Supports Plan*

Student Information
Name: _____
Date of Assessment: _____
Name of Assessment: _____

Case Information
Special Education Teacher: _____
School Year: _____
Building/School: _____
General Education Teacher: _____

Assessment supports that student needs for this assessment and date arranged:

	Designated Support	Date
1.		
2.		
3.		
4.		

Comments
_____

_____

_____

Person responsible for arranging designated supports and due date:

	Person Responsible	Due Date
1.		
2.		
3.		
4.		

Comments:

_____

_____

_____

Room assignment for assessment:

_____

_____

_____

Planners for this process (signatures):

_____

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

TOOL 6 *Assessment Supports 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 supports (e.g., text-to-speech) need to be arranged several days before test day but should still be included on this list to make certain the student receives the correct supports. A similar form could be carried to class to remind teachers about daily supports. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the student to list the necessary supports and to present this list to the test administrator or teacher.

I, _____,
(Student's name)

need the following supports to take part in this assessment:

If I need more information about these supports, I can talk to:

_____
(Name of teacher, guidance counselor, parent, principal, and/or related service provider)

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

_____ _____
(Student signature) (Date)

TOOL 7 *Logistics Planning Checklist*

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

Supports throughout the Academic Year	Y	N	NA
1. Supports are documented on student's IEP or 504 plan.	☐	☐	☐
2. Student uses supports regularly and evaluates use.	☐	☐	☐
3. A master supports plan/database listing assessment supports needs for all students tested is updated regularly.	☐	☐	☐
Preparation for Test Day			
4. Test administrators/proctors receive a list of support needs for students they will supervise (list comes from master support plan/database).	☐	☐	☐
5. Adult supervision is arranged and test administrators receive training for each student receiving supports in small group or individual settings, including extended time (with substitutes available).	☐	☐	☐
6. Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	☐	☐	☐
7. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	☐	☐	☐
Designated Supports on the Day of the Test			
8. All eligible students receive supports as determined by their documentation.	☐	☐	☐
9. Provision of supports is recorded by test administrator.	☐	☐	☐
10. Substitute providers of supports are available as needed (e.g., interpreters, readers, scribes).	☐	☐	☐
11. Plans are made to replace defective equipment.	☐	☐	☐

Consideration after the Day of the Test

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

13. Students who take make-up tests receive needed supports. ☐ ☐ ☐

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

TOOL 8 *Designated Supports Journal for Teachers*

One way to keep track of what supports work for a student is to help the student to keep an accommodations journal. The journal lets the student be in charge and could be kept up to date through regular consultation with a teacher or other staff member. Just think how much easier it would be to decide which supports to document for a student if the student kept a journal documenting all of these things:

- supports used by the student in the classroom and on tests
- test and assignment results when supports are used and not used
- student's perception of how well a support works
- effective combinations of supports
- difficulties of support use
- perceptions of teachers and others about how the support appears to be working

In the spaces below, design and organize the use of a supports 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 assessment plan and instruction plan?

APPENDIX O – ACCESS ALT PARTICIPATION GUIDELINES

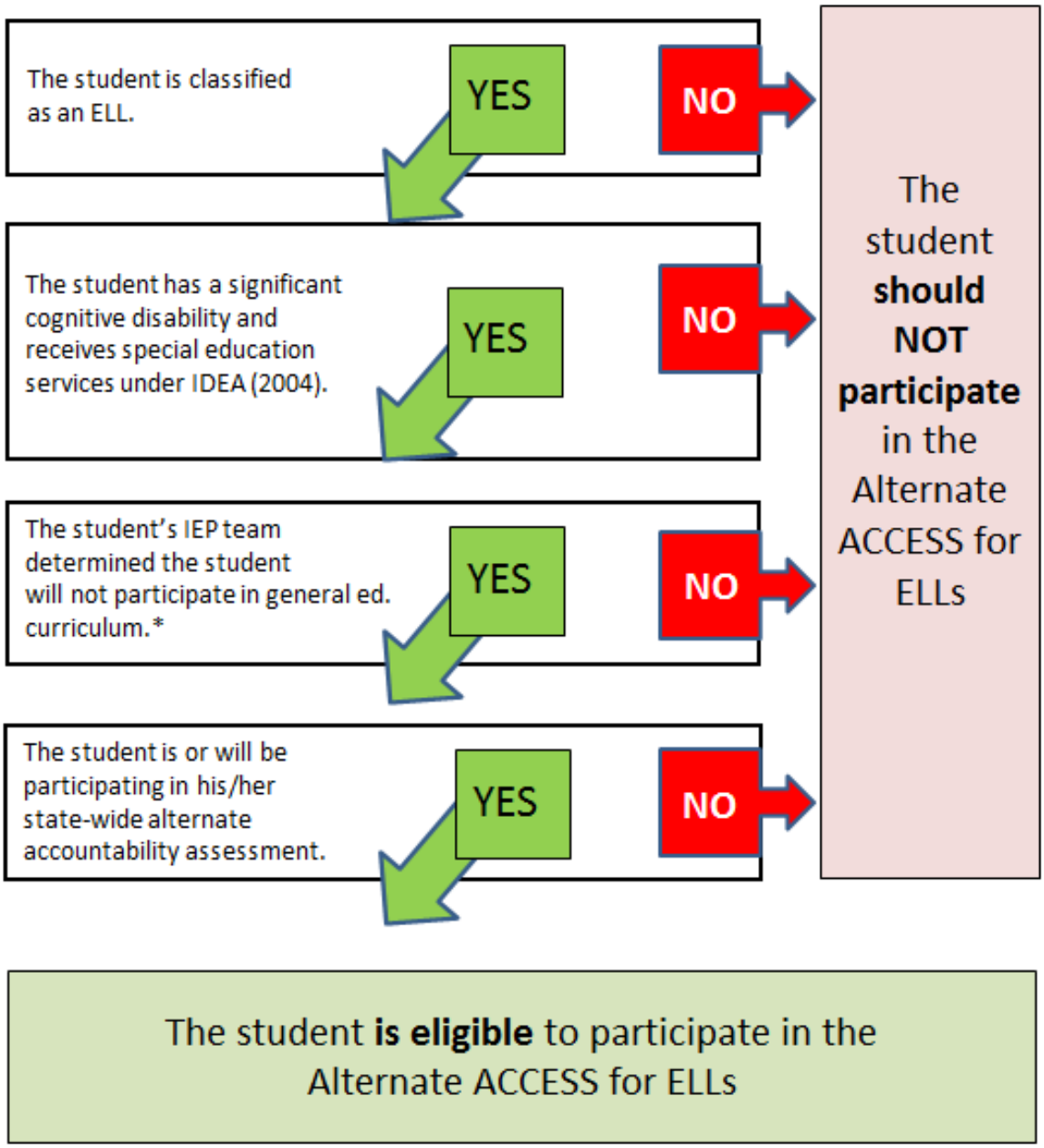
Participation Guidelines

- IEP teams decide whether students who are classified as ELLs with significant cognitive disabilities participate in the Alternate ACCESS for ELLs.
- The following criteria were designed to help IEP teams determine whether the Alternate ACCESS for ELLs is an appropriate test for students.
- All of the following participation criteria must be met to administer the Alternate ACCESS for ELLs to a student:

Participation Criteria	Yes	No	Explanation of Yes or No Response
The student is classified as an ELL.			
The student has a significant cognitive disability and receives special education services under IDEA (2004).			
The student's IEP team determined the student will not participate in the general education curriculum. • Accommodations and modifications within the general education curriculum were considered. • The decision to participate in alternate curriculum (if offered) is not primarily due to social, cultural, or economic factors. • The student's curriculum more closely reflects the Alternate Model Performance Indicators (AMPIs) than typical age or grade-appropriate benchmarks.			
The student is or will be participating in his/her state-wide alternate accountability assessment.			

*For more information, please visit: http://www.wida.us/assessment/alternateaccess.aspx

Alternate ACCESS for ELLs Participation Criteria Decision Tree



**(1)Accommodations and modifications within the general education curriculum were considered; (2)The decision to participate in alternate curriculum (if offered) is not primarily due to social, cultural, or economic factors; (3) The student's curriculum more closely reflects the Alternate Model Performance Indicators (AMPIs) than typical age or grade-appropriate benchmarks.*