Teaching and Learning Branch

Guidelines for Inclusion of Students with Disabilities and English Language Learners

August 2012

Use this document to plan for DCAS assessments to take place in the 2012–2013 school year.

Document No. 95-01/12/07/02

Guidelines for Inclusion of Students with Disabilities and English Language Learners

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OVERVIEW OF THE GUIDELINES FOR INCLUSION

Purpose

This document provides guidelines for making decisions about:

- The inclusion of students with disabilities (SWD), English language learners (ELL), and students who are classified as both (SWD/ELL);
- The provision of testing accommodations; 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 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 ACCESS English proficiency assessment, according to the Delaware and U.S. Department of Education definitions.

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 Guidelines for Inclusion. Students in temporary placements such as the Delaware Adolescent Program, Inc. (DAPI) should be tested using standard conditions or with accommodations as documented.

Monitoring the Implementation of the Guidelines for Inclusion

The Delaware Department of Education monitors the implementation of the Guidelines for students with disabilities 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.

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)
  – Helen Dennis, telephone 735-4090, e-mail hdennis@doe.k12.de.us
  – Lisa Alexander, telephone 735-4090, e-mail lalexander@doe.k12.de.us
- Questions about students with disabilities and about these Guidelines relating to students with disabilities
  – Brian Touchette, telephone 735-4210, e-mail btouchette@doe.k12.de.us
- Questions about English language learners and about these Guidelines relating to ELL students
  – Terry Richard, telephone 735-4210, trichard@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.

CHANGES AND CLARIFICATIONS

This document replaces the 2011–2012 Guidelines for Inclusion. The DCAS accommodations permitted in the 2012–2013 school year are described herein. Regardless of when the Individualized Education Program (IEP)/504 team meets and when accommodations are selected, these are the accommodations that are permitted for the DCAS assessments during the 2012–2013 school year.

Refer to the *Accommodations and Universal Design Features User's Guide* for technical information regarding the use and preparation for online accommodations.

Universal Designation for Accommodations

A column has been added to the Students with Disabilities Form and the English Language Learners form. The column is titled "Universal." The purpose of this column is to indicate which accommodations are also considered universal design elements and are in fact, available to all students, regardless of their status. All students who are not identified as students with disabilities or English Language Learners are permitted to use the accommodations that are marked with a "U" in this column. When used by non-identified students, these accommodations are not considered accommodations, nor is it possible to enter the accommodations into the DCAS-A database. Examples of universal accommodations include but are not limited to: use of the screen color change feature (#116), preferential seating (#303), individual testing (#304), and small group testing (#305). These options remain listed as accommodations in order to aid educators in their efforts to assure that SWD and ELL students are have access to these features during testing, as specified in their IEP, 504 plan, or ELL program.

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

When the IEP team, 504 committee, or ELL teacher selecting accommodations for a student 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 (if they are not already using it); and

- The date on which the student will begin using the accommodation on the DCAS.

This is important because students need to have adequate experience using an accommodation in their daily classroom experiences in order to use it effectively during the DCAS. In addition, knowing these dates will help you decide the date on which the new accommodations should be entered into the DCAS-Accommodations (DCAS-A) database.

When to Enter Newly Selected Accommodations in DCAS-A

DCAS accommodations should not be entered in the DCAS-A database until the student is ready to begin using them during their next DCAS administration. The test vendor captures the accommodations for which a student is registered, and any changes made to DCAS accommodations are sent nightly to the test vendor. If an accommodation is entered into DCAS-A more than three days before DCAS administration, the accommodation will be provided for the DCAS administration.

The date accommodations are entered in to DCAS-A is particularly important in the case of students who are switching from the DCAS to the DCAS-Alt1 or from the DCAS-Alt1 to the DCAS. If it is planned that a student will begin taking the DCAS-Alt1 in the fall of the coming school year, then do not enter Accommodation #500 until after the student's final spring DCAS

administration. Entering 500 too early will cause the wrong test opportunity to be made available to the student. ***Remember***, it is not permissible to switch between DCAS and DCAS-Alt1 between the student's fall administration and the beginning of the student's spring test administration. Refer to the policy regarding selection of DCAS/DCAS-Alt1 on page 16 for more information on when a student may switch assessments.

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).

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.

Technology Features for SWDs

Text-to-Speech Feature (#106 and #119)

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) and the "read aloud the passages" accommodation (#119). A student may not receive assistance from a human reader unless the student also has an accommodation for human reader (#105 and #117).

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.

Reading Aloud in the Absence of Human Reader Accommodation Is Prohibited

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 test in any language to a student who does not have the Human Reader Accommodation for that content area (Accommodations #105 and #117).

Screen and Print Color and Contrast (#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.

Students with Visual Impairment

There are various ways to accommodate students with visual impairments. There are five levels of zoom available to students in 2012–2013. 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).

1. A Braille test is available in paper form and will be shipped to schools with students who have Accommodation #101 (Braille).
2. The online zoom feature allows students to enlarge the test questions, graphics, or reading passages.
3. 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 recommended).
   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

This feature allows students to print out test questions (Accommodation #121) or reading passages (Accommodation #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.

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.*

Paper/Pencil Fixed-Form Version

Accommodation #123 (SWD) and #610 (ELL) provide for a separate paper/pencil version of the DCAS. 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.

Technology Features for ELLs

Text-to-Speech

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) and the "read aloud the passages" accommodation (#606). Students may NOT receive assistance from a human reader unless they also have an accommodation for human reader (#603, #609, and #711).

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. 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.

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:* 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." If your school or district would like to purchase additional licenses, you may access Cepstral.com or contact Helen Dennis at hdennis@doe.k12.de.us or 302-735-4090 to obtain the contact information for the sales contact at Cepstral.com.

Side-by-Side Spanish and English

This accommodation (#703) is available for mathematics, science, and social studies and provides each test item in English and Spanish on a single screen. 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.

Other Accommodations

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.

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.*

Reading Aloud by Human Reader Accommodation

A human reader may also be used if it is determined by the student's instructor to be necessary—Accommodation #603 (read the questions aloud) and Accommodation #609 (read the passages aloud). Using a human reader requires an individual administration.

Please note that no words, sentences, phrases, passages, numbers, or numerical expressions of any kind (except general directions) may be read aloud on any test in any language to a student who does not have the Human Reader Accommodation for that content area (Accommodations #105, #117, #603, #609, and #711).

Use of Human Reader vs. Text to Speech

Human reader accommodations and text-to-speech (TTS) accommodations are not considered to be the same and are not interchangeable. It is not permissible to do any of the following to a student's accommodations record without following the correct procedure for changing a student's accommodations, 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. 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 of the reading of text aloud to a student.

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

Paper/Pencil Fixed-Form Version

Accommodation #123 (SWD) and #610 (ELL) provide for a separate paper/pencil version of the DCAS. 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.

Arithmetic Tables

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

Yearly Schedule of DCAS and DCAS-Alt1 Testing Windows

See the complete test schedule on the DCAS portal under Educator Resources/General Resources for the start and end dates of each online and paper/pencil testing window for DCAS, DCAS-Alt1, high school End of Course tests, and for dates on which the practice tests are available.

ACCOMMODATIONS AND THE ONLINE TEST DELIVERY SYSTEM

The following are questions and answers about how accommodations will work with the online test delivery system.

When is the deadline for entering test accommodations in the DCAS Accommodations database?

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

How will the online test delivery system know what accommodations each student needs?

DOE will send accommodations data electronically to the testing contractor regularly. Enter the correct accommodation codes for each student in the DCAS Accommodations database at least three business days prior to the student's scheduled test.

Will the online test delivery system display the list of accommodations the student should have?

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

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

There are two categories of accommodations:

1. **Functional Accommodations***. Accommodations that must be delivered by the online system.* For example: Text-to-Speech and Spanish-English Side by Side.
2. **Non-Functional Accommodations***. Accommodations that are provided by the school.* For example: translator, enhanced lighting, or preferential seating.

Functional Accommodations

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

Can a functional accommodation be changed mid-test?

No accommodations can be changed mid-test. If a **functional** accommodation 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 will have to be stopped and rescheduled. The most frequent reason for this problem is that the accommodations were not verified in TIDE prior to the launch of the test and/or the missing accommodation was not entered into the student's DCAS Accommodations database record. The student's record in the DCAS 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 was discovered AFTER the student logged into a test, the change in accommodations will only be delivered once the test has been "**reset**." In order to reset a test, the school test coordinator must submit, via the Online System for Incidents, Exemptions, and Unique Accommodations (IEA), 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. *This can be avoided by verifying all accommodations 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 he/she will appear as "not tested."

List of Functional Accommodations

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)
126 – Masking tool

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)
805 – Masking tool

Non-Functional Accommodations

Can a non-functional accommodation be changed mid-test?

If the incorrect or missing accommodation falls into the category of non-functional accommodations, staff may proceed with the test providing the correct accommodations. As soon as possible, the DCAS Accommodations database must be updated to reflect the test accommodations 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 that were active in the vendor's TIDE database during the test administration, whether the student actually used those non-functional accommodations or not. Changes to the accommodations in DCAS-A **after the test has begun** will **not** be reflected in the test score record.

STUDENTS WITH DISABILITIES (SWD)

This section will guide Delaware educators through the decision-making process for participation in the Delaware Comprehensive Assessment System (DCAS) for students with disabilities. See Section III for information about students with disabilities who are also English language learners (SWD/ELL)—page 41.

Use of Student With Disabilities Form

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

Accommodation, Participation, and Exemption Decisions

All students with disabilities (SWDs) in grades 2 through 10 will participate in the DCAS unless included in the alternate assessment (DCAS-Alt1) using the guidelines for DCAS-Alt1 participation beginning on page 16.

All SWDs in grades 9 through 12 taking a course that is assessed by the DCAS End-of-Course (EOC) Assessments will participate in the DCAS EOC tests unless included in the DCAS-Alt1 using the criteria in the guidelines for DCAS-Alt1 participation beginning on page 17.

SWD/ELL students are discussed in Section III of these Guidelines—page 41.

Students with disabilities may receive accommodations on the DCAS only if they:

- Are eligible for services under the Individuals with Disabilities Education Act (IDEA) or Section 504; and

- 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 allowable on the DCAS 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 DCAS. Accommodation 550 indicates "no accommodations." If Accommodation 550 is selected, please remove all other accommodations.

The decision tree on page 18 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 on the Student With Disabilities Form and entered in the DCAS Accommodations database will be provided, offered, and available on the days of testing.

Student With Disabilities Form

Use this form to plan for DCAS assessments to be administered during the 2012–2013 school year. Accommodations must be entered in DCAS Accommodations database at least three business days prior to the scheduled test.

Student Name: _____ Student ID: _____ Date of Birth: _____

Implementation Date: _____ District Code: _____ School Code: _____ ☐ Special Education ☐ Section 504

Social Studies	Science	Math	Reading	Accommodation Code	Universal	**Presentation Accommodations**
				101		Presenting the test in Grade 1 and/or Grade 2 Braille (Paper-and-Pencil).
				123		Test is presented in fixed-form, paper-and-pencil booklet with scannable bubble form for 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.**
Not Available				135*		Test is presented in fixed-form online test. Fixed-form online test is offered during the limited period paper/pencil test window designated by DE Dept of Education. Appropriate for students taking the test in a small group to receive services from a sign-language interpreter simultaneously. **NOT AN ADAPTIVE TEST.**
				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 2012-2013 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.***
				104	U	Student uses visual magnification devices (provided by school or student).
				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 Accommodation #117 for human reader—reading aloud the reading passages.) See Appendix I for the Protocol for Reading Aloud.
				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. (See Accommodation #119 for presenting the reading passages via text-to-speech software.) Headphones are required.

*This accommodation is listed out of numerical order due to space and format issues.

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DCAS Students with Disabilities Form

Social Studies	Science	Math	Reading	Accommodation Code	Universal	Presentation Accommodations
				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 Accommodation #118 for presenting the reading passages via American Sign Language.) See Appendix L, Protocol for English to Sign Language Translator.
				108		Using assistive listening device, such as auditory trainer or classroom or personal amplification systems.
				109		Providing signed assistance for directions ONLY. Signed assistance may include English-to-ASL translator, oral interpreter, cued speech interpreter, or transliterator.
				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.)
				111		Chunking or highlighting information in passages in a standardized format for students who use American Sign Language.
				112		Refocusing student's attention to the test with use of intermittent verbal, picture symbol, signed, cued speech, or physical prompts.
				113		Using physical assistance from a test administrator, such as direct assistance with turning pages or navigating in electronic format. Consider also choosing Accommodation #214.
■		■		114		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.
■		■		115		Using arithmetic tables. (This includes **ONLY** whole numbers, addition, subtraction, multiplication, and division). See examples in Appendix E.
				116	U	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.

Accommodations must be entered at least 3 business days prior to the student's scheduled test. Verify accommodations in TIDE before launching an online test.

DCAS Students with Disabilities Form

Social Studies	Science	Math	Reading	Accommodation Code	Universal	Presentation Accommodations	
† Accommodations 117, 118, and 119 are <u>non-standard</u>. Student will count as a non-participant for AYP participation calculations and will be excluded from AYP calculations of % meeting the standard.			Non-standard accom.	117		† Human reader-reading passages. Reading aloud passages or texts for the reading test. Reader may read all allowable items or just items requested by student. See protocol for reading aloud the DCAS, Appendix I. Simplifying language is not allowed.	Accommodations #117, #118, and #119: The use of these accommodations for the Reading DCAS is restricted to the following conditions: 1. a.) The student has a specific disability that severely limits or prevents him or her from decoding text, or from comprehending decoded text, even after varied and repeated attempts to teach the student to do so (i.e., the student is a virtual non-reader, not simply reading below grade level), OR b.) the student was suddenly and recently classified as legally blind and has not had sufficient opportunity to learn to use Braille materials; AND 2. The student has access to printed materials only through a human reader, sign-language interpreter, or other electronic format during routine instruction.
			Non-standard accom.	118		† Providing English-to-ASL translator to sign passages or texts for the reading test (or using cued speech or oral interpreter). English-to-ASL translator may sign all allowable items or just items requested by student. See protocol for English to ASL translators, Appendix L.	
			Non-standard accom.	119		† Presenting the reading passages or texts for the reading test via text-to-speech software. Student chooses which parts of the test he/she would like the computer to read. The entire text may be read if student wishes. Recommend headphones.	
				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.	
				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.)**	
				122		Student may request one or more reading passages 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.)**	
				125		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.	
	NOT Available			126	U	During the online test student may use online masking tool to mask parts of the on-screen text or image to simplify the presentation.	
				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.	
						Response Accommodations	
				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.	

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DCAS Students with Disabilities Form

Social Studies	Science	Math	Reading	Accommodation Code	Universal	Response Accommodations, continued
				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).
				211		Student records responses to test questions directly in test booklet or dictates responses to a test administrator. Test administrator must transcribe responses onto paper DCAS bubble sheet.
				213		Provide graphic organizer to student to organize written responses (samples of permitted graphic organizers in Appendix K.)
				214		TA or other assistant provides physical assistance with questions requiring mouse manipulation.
				220		Respond to items via interactive whiteboard. NOTE: consider also Accommodation #110 (presenting items via interactive whiteboard).
Setting Accommodations						
				301	U	Enhanced or dimmed lighting.
				302	U	Providing special acoustics, such as buffers, noise canceling headphones, or earplugs.
				303	U	Using preferential seating such as arranging the seat close to the test administrator.
				304	U	Administering the test individually.
				305	U	Administering the test in a small group.
				306		Providing adaptive or special furniture or equipment.
Timing and Scheduling Accommodations						
				307		Student should be tested during the time of day that is best for the student, e.g., only morning.
Unique Accommodations						
				450		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 online system for requesting unique accommodations (directions and a worksheet are in Appendix).
Participation in DCAS-ALT1						
				500		The student meets the criteria in the alternate assessment Participation Guidelines (Appendix) and will participate in the DCAS-ALT1. Decision must be made before the deadline put forth in these *Guidelines for Inclusion* (page 17).
No Accommodations						
				550		No accommodations.

Accommodations must be entered three business days prior to the student's scheduled test. Verify Accommodations in TIDE before launching test.

Testing Conditions

Students with disabilities may test under the following conditions.

1. No accommodations.
2. With standard accommodations.
3. With non-standard conditions.
4. In the alternate assessment (DCAS-Alt1).
5. Exempt from the reading test—if the student is an SWD/ELL student and meets the criteria specified in this document and available for the DCAS administration.

Testing Condition 1:

Students may be tested with no accommodations. Note that students may elect to test with no accommodations even if accommodations are being used in the classroom.

Testing Condition 2:

The accommodations in testing condition 2 do not change the construct(s) of the assessments; therefore, the scores are comparable to scores earned by students who are tested with no accommodations (testing condition 1). Scores of students testing with these accommodations:

- Will be counted as participants in Adequate Yearly Progress (AYP) participation calculations;
- Will be included in AYP proficiency calculations; and
- Will be included in the calculation of the state's summary of DCAS statistics.

Testing Condition 3:

The accommodations in testing condition 3 change the construct(s) of the assessment; therefore, the test scores are not comparable to scores earned by students who are tested under testing conditions 1 and 2. Scores of students testing with these accommodations:

- Will be counted as non-participants in AYP participation calculations;
- Will not be included in AYP proficiency calculations;
- Will not be included in the calculation of the state's summary of DCAS statistics.

Testing Condition 4:

Under testing condition 4, students may be included in alternate assessment (DCAS-Alt1). 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 17. 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.

Testing Condition 5:

SWD/ELL students may receive an exemption (Accommodation #901) from the DCAS reading test if they meet the criteria on page 34. If a student receives an exemption, he or she is not required to take the reading DCAS.

Participation in the DCAS-Alt1

To include a student in the DCAS-Alt1, the student's IEP team must ensure that the student meets all the criteria. If it is determined that there is sufficient information to support ALL of the criteria below, the IEP team should document this decision on the student's current IEP and sign the Participation Guidelines (see Appendix F). 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 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.

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

If the student is administered the DCAS in the fall window, the student will not be able to participate in the DCAS-Alt1 until the following school year and will be required to participate in the DCAS in the mid-year and spring testing windows. If the student is administered the DCAS-Alt1 in the fall window, the student will not be able to participate in the DCAS until the following school year and will be required to participate in the DCAS-Alt1 in the spring testing window.

For the spring second grade assessments, the decision for which assessment the student should participate can be made during the 1st or 2nd grade year. It should be made in a timely manner to allow the student to participate in the spring 2nd grade assessment in either the DCAS (with or without accommodations) or the DCAS-Alt1.

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.

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

Figure 1. Decision Tree for Assessing Students with Disabilities

Reading, Mathematics, Science, and Social Studies

```
Is the student SWD        No      No SWD
(evaluation is          ───────▶  Accommodations
complete)?

     │ Yes
     ▼
Does the student meet    Yes     Does IEP team feel      Yes    Choose
the criteria for DCAS-  ───────▶ DCAS-ALT1 is          ──────▶ Accommodation 500
ALT1 participation?              appropriate? (make
                                 separate decision for
                                 each content area)
     │ No                           │ No
     ▼                              ▼
No   Student takes DCAS  ◀──────────

     │
     ▼
Does student have instructional and   No    No SWD
classroom assessment               ───────▶ accommodations
accommodations?

     │ Yes
     ▼
Gather information on student: What are the classroom          Choose appropriate assessment
accommodations?  What are accommodations on IEP/504 plan?  ──▶ accommodations. Be aware of which
**Review Teacher Tools #1-5 (Appendix M)**                    accommodations are **non-standard**.
**Review Fact sheet #6 (Appendix M)**
```

Presentation Accommodations

Non-Standard Content	Accommodation Code	Universal	Presentation Accommodations
	101		Presenting the test in Grade 1 and/or Grade 2 Braille (paper-and-pencil).
	123		Test is presented in fixed-form, paper-and-pencil booklet with scannable bubble form for responses. Test is offered each time the online test is offered for a two-week period designated by DE Dept of Education. **NOT AN ADAPTIVE TEST.**
	102		Presenting the test in larger print (defaults to 18.75 font for grades 3-10 and 22.5 font for grade 2, but sizes as large as 29 (grades 2 and 4-10) and 34 (grade 3) are also now available. 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.
	104		Using visual magnification devices (provided by school or student).
	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 Accommodation #117 for reading aloud the reading passages. See Appendix I for guidelines on reading aloud.
	106		Presenting the questions ONLY (including multiple-choice options) via text-to-speech software. (See Accommodation #119 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. Headphones are required.
	107		Providing signed assistance of test questions and multiple-choice options ONLY. Signed assistance may include presenting material on videotape, using an English-to-ASL translator, oral interpreter, cued speech interpreter, or transliterator. See Accommodation #118 for presenting the reading passages via American Sign Language. See Appendix L, Protocol for Sign Language Interpreter
	108	U	Using assistive listening device, such as auditory trainer or classroom or personal amplification systems.

Non-Standard Content	Accommodation Code	Universal	Presentation Accommodations
	109		Providing signed assistance for directions ONLY. Signed assistance may include English-to-ASL translator, oral interpreter, cued speech interpreter, or transliterator.
	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.) If using interactive whiteboard, consider also Accommodation #220 (responding to items via interactive whiteboard).
	111		Chunking or highlighting information in passages in a standardized format for students who use American Sign Language.
	112		Refocusing attention to test with use of intermittent verbal, picture symbol, signed, cued speech, or physical prompts.
	113		Using physical assistance from a test administrator such as direct assistance with turning pages or navigating in electronic format. Consider also choosing Accommodation #214.
	114		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. NOTE: The 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*. So, 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 there are fraction strips in an item already, fraction strips that a student can hold in his/her hand or manipulate on the desk could be provided (if the item has a picture of fraction strips, the ones provided should look exactly like, or extremely similar to, the strips in the item). If there are no fraction strips in an item already, then fraction strips may not be provided to the student for that item.[1]
	115		Using arithmetic tables. (This includes **ONLY** whole numbers, addition, subtraction, multiplication, and division.) See examples in Appendix E.
	116	U	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.

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[1] 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.

Non-Standard Content	Accommodation Code	Universal	Presentation Accommodations
READING	117		† Human reader – reading passages. Reading aloud passages or texts for the reading test. Reader may read all allowable items or just items requested by student. See protocol for reading aloud the DCAS, Appendix I. Simplifying language is not allowed.
READING	118		† Providing English-to-ASL translator to sign passages or texts for the reading test (or using cued speech or oral interpreter). English-to-ASL translator may sign all allowable items or just items requested by student. See protocol for English-to-ASL translators, Appendix L.
READING	119		† Presenting the reading passages or texts for the reading test via text-to-speech Software. Student chooses which parts of the test he/she would like the computer to read. The entire text may be read if student wishes. Recommend headphones.
	120		Teacher act 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.
	121		Student may request one or more test questions to be printed electronically from the online system for student to review on paper. High-speed printer recommended. **All printed test material must be shredded at end of test session. (TA must approve each print request.)**
	122		Student may request one or more reading passages to be printed electronically from the online system for student to review on paper. This applies to reading only. High-speed is printer recommended. **All printed test material must be shredded at end of test session. (TA must approve each print request.)**
	125		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.
NOT Available	126	U	During the online test student may use online masking tool to mask parts of the on-screen text or image to simplify the presentation.
	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.

† These accommodations are NON-STANDARD. Students will count as non-participants in AYP calculations and will be excluded from AYP proficiency calculations.

* Accommodations #117, #118, and #119:

The use of these accommodations for the Reading DCAS shall be <u>restricted</u> to the following conditions:

1. (a.) The student has a specific disability that severely limits or prevents him or her from decoding text, or from comprehending decoded text, even after varied and repeated attempts to teach the student to do so (i.e., the student is a virtual non-reader, not simply reading below grade level), OR (b.) the student was suddenly and recently classified as legally blind and has not had sufficient opportunity to learn to use Braille materials; AND

2. The student has access to printed materials only through a human reader, English-to-ASL translator, or other electronic format during routine instruction.

Policy: Use of Human Reader vs. Text to Speech

Human reader accommodations and Text-to-Speech (TTS) accommodations are not considered to be the same or interchangeable. It is not permissible to do any of the following to a student's accommodations record without following the correct procedure for changing a student's accommodations, 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 of the reading of text aloud to a student.

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

Response Accommodations

Non-Standard Content	Accommodation Code	Universal	Description
	209		Student uses word processor, including computer, alphasmart, Braille device, AAC device, and adaptive keyboard to respond to items. Internet access must be disabled. Any computer files generated must be deleted immediately after administration of the test.
	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)
	211		Student records responses to test questions directly on bubble sheet or dictates responses to a test administrator. Test administrator must transcribe responses onto paper DCAS bubble sheet.
	213		Provide graphic organizer to student to organize written responses (samples of permitted graphic organizers in Appendix K.)
	214		TA or other assistant provides physical assistance with questions requiring mouse manipulation.
	220		Responding to items via interactive whiteboard. Consider also Accommodation #110 (presenting items via interactive whiteboard).

Setting Accommodations

Non-Standard Content	Accommodation Code	Universal	Description
	301	U	Enhanced or dimmed lighting.
	302	U	Providing special acoustics, such as buffers, noise canceling headphones, or earplugs.
	303	U	Using preferential seating, such as arranging the seat close to the test administrator.
	304	U	Administering the test individually.
	305	U	Administering the test in a small group.
	306		Providing adaptive or special furniture or equipment.

Timing and Scheduling Accommodations

Non-Standard Content	Accommodation Code	Universal	Description
	307		Student should be tested during the time of day that is best for the student, e.g., only morning.

Unique Accommodations

Non-Standard Content	Accommodation Code	Universal	Description
	450		Unique accommodations specific to the individual student as determined by the IEP/504 team and approved by the DOE. The status (aggregation/non-aggregation) of the accommodation will be decided by the DOE. (The request must be made via the online system for requesting unique accommodations. Directions and a worksheet are in Appendix B.)

Requesting Unique Accommodations

Permission to administer a test under Unique Accommodations (Accommodation #450) must be requested via the Online System for Exemption Requests, Incident Reports, and Unique Accommodations (see Appendix B). Unique Accommodations are specific to the individual student as determined by the IEP team/504 committee and the status approved by the DOE. The Unique Accommodation Request must be submitted to DOE by the district's State Assessment Coordinator via the Incidents, Exemptions, and Unique Accommodations System no later than 30 days prior to the date on which the student is scheduled to be tested.

Note: The district's State Assessment Coordinator should also e-mail Helen Dennis, hdennis@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's State Assessment Coordinator.

If the request is submitted by the deadline, final decisions regarding the request will be communicated by the DOE to the district's State Assessment Coordinator at least one week prior to the test administration.

Participation in the DCAS-Alt1

Non-Standard Content	Accommodation Code	Description
	500	The student meets the criteria in the alternate assessment Participation Guidelines (Appendix F) and will participate in the DCAS-Alt1. **The decision to include in the DCAS-Alt1 must be made prior to the first day that the DCAS-Alt1 testing window opens**. For example, if a student is moved from the DCAS to the DCAS-Alt1, the IEP must document that determination *prior to the opening of the DCAS-Alt 1 fall window*.

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 language minority students who are English language learners (ELL).

Eligibility

Students are eligible to test with accommodations on all or part of the DCAS or be exempted from the reading test only if they have been formally identified as ELLs. See the formal criteria for identifying the ELL student below and on the following page.

The English Language Learner Accommodations Form (pages 30-32) must be completed and entered into the DCAS Accommodations database, and a copy placed in the student, district, or school file prior to the administration of the DCAS.

Students who have not been formally identified as ELL using these Guidelines and/or do not have ELL accommodations entered into the DCAS Accommodations database three business days prior to the administration of the DCAS are not eligible for any accommodations during the DCAS administration. The decision tree on page 40 provides guidance regarding the steps in the decision to provide testing condition 1, 2, 3, 5, or 6. The testing conditions are defined on page 33 of these Guidelines.

Parent Withdrawals From English as a Second Language or Bilingual Services

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, including but not limited to Accommodation #901 (exemption from the reading DCAS). Students must meet the criteria on page 34 in order to have Accommodation #901.

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

Criteria for Identifying the ELL Student

The criteria for identifying an ELL student are as follows:

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.

4) After all of 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.

5) 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.

6) 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.

7) Former ELL students who have been exited/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 home language survey must be administered 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 ACCESS test (reading, writing, listening, and speaking) is administered to students identified using the Home Language Survey.

The WIDA ACCESS test is an annual English language development assessment administered to all English language learners who have been identified through the Home Language Survey and W-APT diagnostic screener. For 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, the annual ACCESS test may be administered in lieu of the W-APT.

ACCESS Score reports provide several types of proficiency scores: listening, speaking, reading, writing, oral, literacy, and composite.

Within each of these types of proficiency scores, there are six performance levels:

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

Accommodation, Participation, and Exemption Decisions

All identified ELL students in grades 2-10 will participate in all DCAS <u>reading</u> tests or receive an exemption from the reading tests if they meet the criteria for an exemption on page 34. Fully English Proficient (FEP) students who have been exited/transitioned may <u>not</u> receive the exemption for recently arrived ELL students. Students who receive an ELL exemption are not required to take the reading DCAS. All ELL students in grades 2-10 will participate in the DCAS <u>mathematics</u> tests. All ELL students in grades 5, 8, and 10 will participate in the DCAS <u>science</u> tests. All ELL students in grades 4 and 7 will participate in the DCAS <u>social studies</u> tests.

All identified ELL students in grades 9 through 12 will participate in the End-of-Course (EOC) tests unless included in the alternate assessment (DCAS-Alt1) using the criteria outlined on page 17. Students may receive an exemption from the EOC English II test if they meet the criteria for an exemption on page 34 (FEP students may <u>not</u> receive the exemption for recently arrived ELL students). Students who receive an ELL exemption are not required to take the EOC English II test.

Absence, suspension, expulsion, transfer, illness, and withdrawal are treated in the same way for all students. These situations are not addressed by the Guidelines for Inclusion. Students in temporary placements, such as the Delaware Adolescent Program, Inc., should be tested under standard conditions or with accommodations identified by the ELL teacher.

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

For ELL students, an accommodation may not be introduced for the first time in the DCAS testing situation if the accommodation is not familiar to the student. For example, the accommodation of using a bilingual dictionary would not be appropriate if the student has not been taught how to use one.

Accommodations should be entered into the DCAS Accommodations database at least three business days before the student's scheduled test administration or when a change in the accommodation of a current student is made.

ELL students who reach a performance level of 5 on the ACCESS and are exited/transitioned are considered FEP and may not receive accommodations.

Group Size

Students receiving ELL accommodations may be assigned to groups as needed for testing, depending on their accommodations and what is required for ease of test administration. For example, if a school has only one student receiving Accommodation #709 in a particular

language and grade level, "Provide an interpreter/sight translator to translate <u>test questions</u> (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 in the same language, it may be appropriate to test the students in a group.

ELL Students Exited From ELL Services

Students who have been exited from services, e.g., FEP students, but who are still counted in the ELL cell for accountability purposes may not receive testing accommodations—this does not include parent withdrawals. Parent withdrawal ELL students and ELL students in the regular classroom are eligible to receive accommodations.

English Language Learner Accommodations Form
Accommodations Permitted During 2012–2013 DCAS
Documentation of Allowable Accommodations for Individual Student for Assessment

The DCAS Accommodations on this form **must** be entered into the DCAS Accommodations database three business days **PRIOR** to the student's scheduled DCAS administration. **These accommodations are permitted to be used during DCAS in the 2012–2013 school year.**

Student Name: _____ Student ID: _____ Date of Birth: _____

District Code: _____ School Code: _____ Grade: _____ Date Enrolled in U.S. Schools: _____

Most Recent Date Enrolled in U.S. Schools (for recent immigrants): _____

Social Studies	Science	Math	Reading	Accommodation Code	Universal	Description
						Direct Linguistic Support - English
				600		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.
				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.
				603		Human Reader (English) – test questions. 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.) See Protocol for Reading Aloud the DCAS in Appendix I.
				605		Student dictates to a test administrator in **ENGLISH** following the scribing protocol (Appendix A).
			non-standard	606		† Text-to-speech (English) – passages. Presenting the reading passages or texts for the reading test via text-to-speech software. Student chooses which parts of the test he/she would like the computer to read. The entire text may be read if student wishes. Headphones are required. Student must have W-APT score or ACCESS Composite English Proficiency Level less than 3. **The accommodation is non-standard. The student's score will not be included in AYP performance calculations. The student will count as a non-participant in AYP participation calculations.**

† The accommodation is non-standard. The student's score will not be included in AYP performance calculations. The student will count as a non-participant in AYP participation calculations.

Delaware Department of Education

English Language Learner Accommodations Form Accommodations Permitted During 2012–2013 DCAS

Social Studies	Science	Math	Reading	Accommodation Code	Universal	Description
						Direct Linguistic Support – English, continued
■	■	■	non-standard	609		† Human Reader (English) – reading passages. Presenting the reading passages or texts for the reading test via a human reader. The entire text may be read or just the parts requested by the student. <u>Student must have W-APT score or ACCESS Composite English Proficiency Level less than 3.</u> **The accommodation is non-standard. The student's score will not be included in AYP performance calculations. The student will count as a non-participant in AYP participation calculations.**
				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.
						Direct Linguistic Support - Native Language
				700		School provides a **printed** commercial word-for-word dual language dictionary. Use of a dictionary with definitions is not permitted.
				701		School provides an **electronic** commercial word-for-word dual language dictionary. Use of a dictionary with definitions is not permitted.
		■		703		Administering the English and Spanish versions of the test side by side. Not available for the reading test. It is recommended that the test administrator be proficient in Spanish. <u>Online test</u> is vertically stacked. All help screens, directions, etc. are in Spanish. If English is needed, test coordinator should print these in English and provide to student during testing.
				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.
				708		Provide interpreter/sight translator to translate **<u>DIRECTIONS ONLY</u>** into native language. Interpreter/test administrator **must** be proficient in native language. **See Appendix J.**
				709		Provide an interpreter/sight translator to translate **<u>test questions (including multiple-choice options)</u>** 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.

† The accommodation is non-standard. The student's score will not be included in AYP performance calculations. The student will count as a non-participant in AYP participation calculations.

English Language Learner Accommodations Form Accommodations Permitted During 2012-2013 DCAS

Social Studies	Science	Math	Reading	Accommodation Code	Universal	Description
						Direct Linguistic Support – Native Language, continued
				712		Reading, re-reading in **SPANISH** the test directions **ONLY**. Instructor may determine if reader reads all items or only items requested by student.
						Indirect Linguistic Support
				610		Offered in ENGLISH only. Test is presented in fixed-form, <u>paper-and-pencil</u> 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.**
Not Available				615		Offered in ENGLISH only. Test is presented in fixed-form, <u>online</u> test. Appropriate for students taking the test in a small group to receive services from a native-language interpreter simultaneously. Test is offered during the two-week paper/pencil window designated by DOE. **NOT AN ADAPTIVE TEST.**
■■■■■■■■■■				803		Student may request one or more reading passages 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.)**
				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.)**
NOT Available				805		During the online test student may use online masking tool to mask parts of the on-screen text or image to simplify the presentation
						Other
				900		Unique accommodations. **Request must be submitted online and approved by DOE. See Appendices B and D for instructions.**
■■■■■■■■■■				901		An exemption from the reading test or end-of-course English II test. Students in grades 2-12 enrolled in U.S. schools less than one year. Students are eligible if, as of the <u>final date of the test window</u>, 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 <u>365 days prior to the final date of the test window</u>). 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.

Testing Conditions

Students may test under the following conditions.

1. With no accommodations
2. With standard accommodations
3. With non-standard accommodations
4. In the alternate assessment (DCAS-Alt1)
5. Exemption from the reading test – if the student is an ELL student and meets the criteria specified in this document on page 34.

Testing Condition 1:

Students may be tested with no accommodations. Note that students may elect to test with no accommodations even if accommodations are being used in the classroom.

Testing Condition 2:

The accommodations in testing condition 2 do not change the construct(s) of the assessments; therefore, the scores are comparable to scores earned by students who are tested with no accommodations (testing condition 1). Scores of students testing with these accommodations:

- Will be counted as participants in AYP participation calculations;
- Will be included in AYP proficiency calculations;
- Will be included in the calculation of the state's summary of DCAS statistics.

Testing Condition 3:

The accommodations in testing condition 3 change the construct(s) of the assessment; therefore, the test scores are not comparable to scores earned by students who are tested under testing conditions 1 and 2. Scores of students testing with these accommodations:

- Will be counted as <u>non</u>-participants in AYP participation calculations;
- Will <u>not</u> be included in AYP proficiency calculations;
- Will <u>not</u> be included in the calculation of the state's summary of DCAS performance statistics.

Testing Condition 4:

Under testing condition 4, students may be included in the DCAS-Alt1. The student's IEP team must evaluate the possible inclusion of the student in each of the four parts of the DCAS: reading, mathematics, science, and/or social studies.

Students with disabilities may participate in the DCAS-Alt1 if they meet the criteria on page 17. 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.

Testing Condition 5:

SWD/ELL students may receive an exemption (Accommodation #901) from the DCAS reading test if they meet the criteria on page 34. If a student receives an exemption, he or she is not required to take the reading DCAS.

Criteria for Receiving an Exemption From the Reading Test or High School English II Test

If a student receives an exemption, he or she is not required to take the reading DCAS or the EOC English II test. The following are the criteria for receiving an exemption from the reading test or the EOC English II test (Accommodation #901):

- The student has not been transitioned or exited, e.g., FEP;

- It is the student's first year of enrollment in U.S. schools; and

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

An ELL student is considered to be in the first year of enrollment in U.S. schools under the following condition:

- 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.

Direct Linguistic Support Accommodations – English

Non-Standard Content	Accommodation Code	Universal	Description
	600		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.
	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.
	603		Human Reader (English) – test questions. 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.) See Protocol for Reading Aloud the DCAS in Appendix I.
	605		Student dictates to a test administrator in **ENGLISH** following the scribing protocol (Appendix A).
Reading	606		† Text-to-speech (English) – reading passages. Presenting the reading passages or texts for the reading test via text-to-speech software. Student chooses which parts of the test he/she would like the computer to read. The entire text may be read if student wishes. Headphones are required. Student must have a W-APT score or ACCESS Composite English Proficiency Level less than 3. The accommodation is non-standard. **The student's score will not be included in AYP performance calculations. The student will count as a non-participant in AYP participation calculations.**
Reading	609		† Human Reader (English) – reading passages. Presenting the reading passages or texts for the reading test via a human reader. The entire text may be read or just the parts requested by the student. Student must have a W-APT score or ACCESS Composite English Proficiency Level less than 3. The accommodation is non-standard. **The student's score will not be included in AYP performance calculations. The student will count as a non-participant in AYP participation calculations.**
	611	U	School provides a whisperphone, which student may use to read the test to herself/himself. Seating for students using this accommodation must be widely spaced apart so that reading does not disturb other students.

Direct Linguistic Support Accommodations – Native Language

Non-Standard Content	Accommodation Code	Universal	Description
	700		School provides a **printed** commercial word-for-word dual language dictionary. Use of a dictionary with definitions is not permitted.
	701		School provides an **electronic** commercial word-for-word dual language dictionary. Use of a dictionary with definitions is not permitted.
	703		Administering the English and Spanish versions of the test side by side. Not available for the reading test. It is recommended that the test administrator be proficient in Spanish. <u>Online test</u> is vertically stacked. All help screens, directions, etc., are in Spanish. If English is needed, test coordinator should print these in English and provide to student during testing.
	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.
	708		Provide interpreter/sight translator to translate <u>**DIRECTIONS ONLY**</u> into native language. Interpreter/test administrator <u>**must**</u> be proficient in native language. **See Appendix J.**
	709		Provide an interpreter/sight translator to translate <u>**test questions (including multiple-choice options)**</u> into native language. Instructor may determine that the translator must translate all items or only items requested by student. Interpreter/sight translator <u>**must**</u> be proficient in the native language. See Appendix J for the Protocol for Native Language Interpreter/Sight Translator.
	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		Reading, re-reading in **SPANISH** the test directions **ONLY**. Instructor may determine if reader reads all items or only items requested by student.

Indirect Linguistic Support Accommodations – Native Language

Non-Standard Content	Accommodation Code	Universal	Description
	610		Offered in ENGLISH only. Test is presented in fixed-form, multiple-choice only, paper-and-pencil booklet with scannable bubble form for responses. Test is offered each time the online test is offered for only a two-week period designated by the DOE. **NOT AN ADAPTIVE TEST.**
	803		Student may request one or more reading passages to be printed electronically from the online system for student to review on paper. Reading only. High-speed printer is recommended. All printed test material must be shredded at end of test session. (TA must approve each print request.)
	804		Student may request one or more test questions to be printed electronically from the online system for student to review on paper. High-speed printer is recommended. All printed test material must be shredded at end of test session. (TA must approve each print request.)

Other

Non-Standard Content	Accommodation Code	Universal	Description
	900		Unique accommodations. **Request must be submitted online and approved by DOE. See Appendices B and D for instructions.**
	901		An exemption from the reading test or high school end-of-course English II field test (students in grades 2-12 enrolled in U.S. schools less than one year. Students are eligible if, as of the date of the student's scheduled test, the student has been enrolled in U.S. schools for less than one year.)

Policy: Use of Human Reader vs. Text to Speech

Human reader accommodations and Text-to-Speech (TTS) accommodations are not considered to be the same or interchangeable. It is not permissible to do any of the following to a student's accommodations record without following the correct procedure for changing a student's accommodations, 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 of the reading of text aloud to a student.

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

Requesting Unique Accommodations

Permission to administer a test under Unique Accommodations (Accommodation #900) must be requested via the Online System for Exemption Requests, Incident Reports, and Unique Accommodations (see Appendix B). Unique Accommodations are specific to the individual student as determined by the IEP team or 504 committee and the status approved by the DOE. The district's State Assessment Coordinator via the Incidents, Exemptions, and Unique Accommodations System must submit the Unique Accommodation Request to DOE no later than 30 days prior to the date on which the student is scheduled to be tested.

Note: The district's State Assessment Coordinator should also email Helen Dennis, hdennis@doe.k12.de.us, at the Department of Education to inform DOE that a request has been submitted.
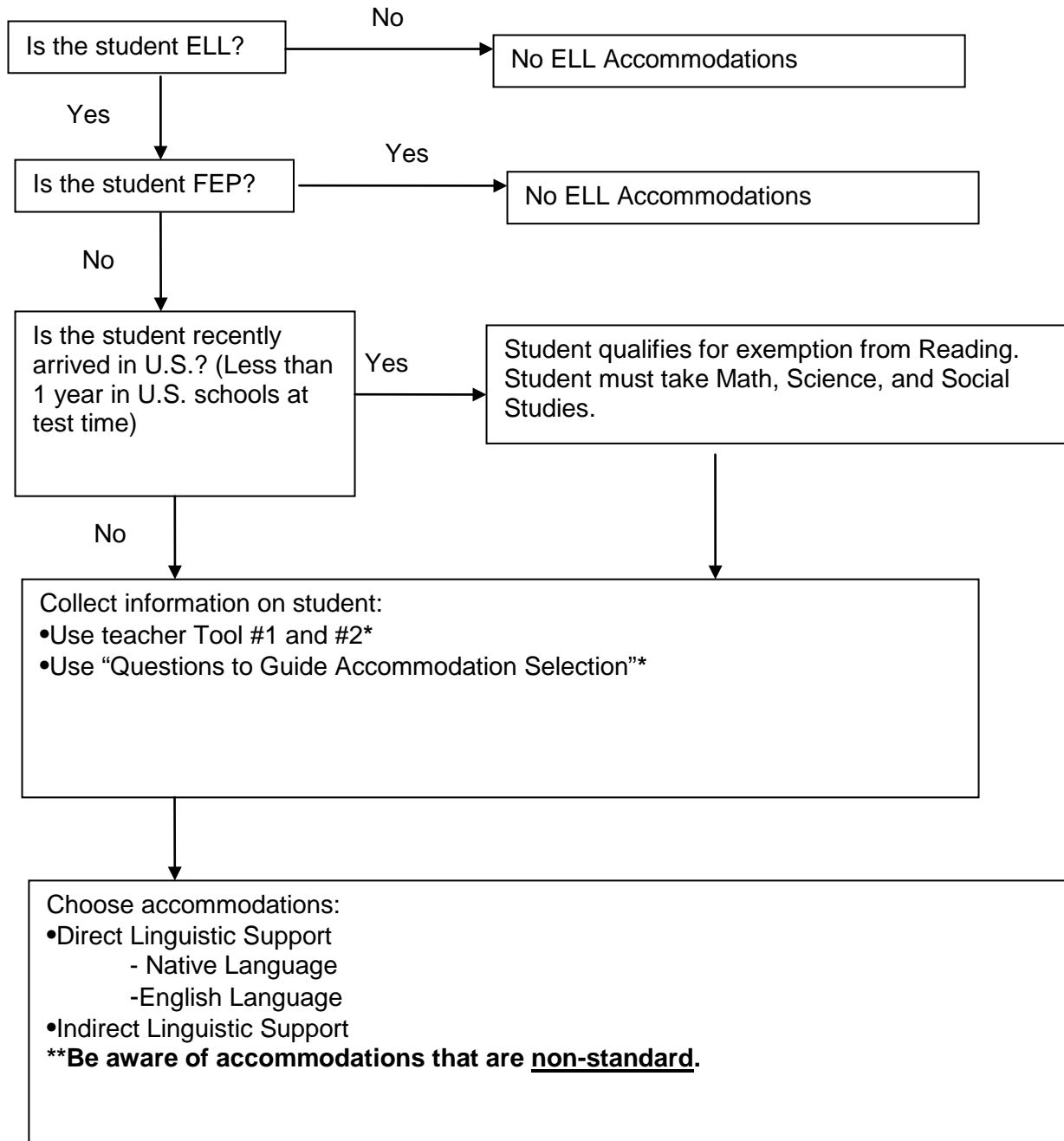
The deadline for submission of unique accommodations requests is the date that is 30 days prior to the scheduled date of a student's test

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

1. Approval of request;
2. Disapproval of request;
3. May indicate that, in order for a decision regarding approval to be made, more time is required for further review as needed. A date will be provided which will communicate the final decision to the district's State Assessment Coordinator.

If the request is submitted by the deadline, the DOE to the district's State Assessment Coordinator will communicate final decisions regarding the request at least one week prior to the test administration.

Figure 2. Decision Tree for Assessing English Language Learners

```
Is the student ELL? ──────No──────▶ No ELL Accommodations
        │
       Yes
        │
        ▼
Is the student FEP? ──────Yes──────▶ No ELL Accommodations
        │
        No
        │
        ▼
Is the student recently      Yes      Student qualifies for exemption from Reading.
arrived in U.S.? (Less than ────────▶ Student must take Math, Science, and Social
1 year in U.S. schools at             Studies.
test time)
        │
        No
        │
        ▼
Collect information on student:
•Use teacher Tool #1 and #2*
•Use "Questions to Guide Accommodation Selection"*
        │
        ▼
Choose accommodations:
•Direct Linguistic Support
        - Native Language
        -English Language
•Indirect Linguistic Support
**Be aware of accommodations that are non-standard.
```

* See Appendix N, A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment of English Language Learners, available under Special Populations at www.doe.k12.de.us/aab.

STUDENTS WITH DISABILITIES WHO ARE ALSO ENGLISH LANGUAGE LEARNERS

This section will guide Delaware educators through the decision-making process for participation in the DCAS for students with disabilities who are also English language learners (SWD/ELL). SWD/ELL students are those students who are formally identified as students with disabilities (SWD) and also formally identified as English language learners (ELL).

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.

Accommodations for SWDs and ELLs are listed on two separate forms. The group that is selecting accommodations for the SWD/ELL student should review both forms and the accompanying text. Both SWD and ELL accommodations must be entered into the DCAS Accommodations database.

Participation and Exemption Decisions

SWD/ELL students in grades 2 through 10 will participate in the DCAS unless they are included in the DCAS-Alt1 or they are granted an ELL exemption for reading.

All identified ELL students in grades 9 through 12 taking a course that is assessed by the DCAS end-of-course (EOC) assessments will participate in the DCAS EOC field tests unless included in the DCAS-Alt1 using the criteria outlined on page 17.

Exemptions for the DCAS **reading** tests may be granted to students who are both SWD and ELL (SWD/ELL) and are recently arrived in the United States using the criteria on page 34. Recently arrived SWD/ELL students shall <u>not</u> be exempt from **mathematics, science,** and **social studies**.

Eligibility for Accommodations

SWD/ELL students may test with accommodations or be exempt from DCAS if:

- They have been formally identified as English language learners by using the criteria in these Guidelines (see page 26); and

- They are eligible for services under IDEA or Section 504 or have an IEP or 504 plan and instructional program that include accommodations and/or assistive devices in the instructional process.

The decision trees on pages 18 and 40 give guidance on the steps in the decision regarding how to assess the student.

ELL students who are FEP and have been exited/transitioned out of ELL services may <u>not</u> receive ELL accommodations.

The English Language Learner Accommodations Form (page 30-32) and the Students with Disabilities Accommodations Form must be completed and entered into the DCAS Accommodations database, and copies placed in the student, district, or school file prior to the administration of the DCAS.

Students who are identified as SWD/ELL but withdrawn from ELL services by the parent or guardian are eligible for ELL accommodations.

Who Is NOT Eligible for Accommodations?

- **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 SWD accommodations during the DCAS administration.

- Students who are undergoing evaluation for ELL services but whose evaluation is not complete prior to the administration of the DCAS are NOT eligible for ELL accommodations during the DCAS administration.

- Students who have not been formally identified as ELL using these Guidelines and/or do not have an English Language Learner Accommodations form in the DCAS Accommodations database prior to the administration of the DCAS are not eligible for any ELL accommodations during the DCAS administration.

- 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 administration.

The decision tree on page 18 summarizes decision-making steps for determining how a student with disabilities will be assessed. The decision tree on page 40 summarizes the decision-making steps for determining how an ELL will be assessed.

Documented Accommodations Must Be Offered

The Department of Education expects that a student's accommodations on the Student With Disabilities Form and the English Language Learner Form and entered in the DCAS Accommodations database will be provided, offered, and available on the days of testing. Students sometimes refuse to use their accommodations during the DCAS administration; however, the school **must offer** the accommodations that have been documented.

A NOTE ABOUT TEST SECURITY

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, and some students are permitted to print out questions and/or reading passages during the test. 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 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., 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.

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.

APPENDIX A – SCRIBING PROTOCOL FOR DCAS

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 2012-13 DCAS 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. 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," 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 45-46 for guidelines specific to scribes for students who are deaf).
- Scribe will complete DCAS Test Administrator Training and sign all necessary forms.

Before the Test

- Scribe will complete DCAS 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 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 will use correct spelling.
- Scribes may not question or correct student choices.
- 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 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 transcribed into the response booklet. <u>See the school test coordinator for special handling of these responses.</u>
- 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.
- 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 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.
2. In the classroom, the staff use one language at a time and expect students to do the same.
3. 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.

4. 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 44) 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 response booklet. <u>See the school test coordinator for special handling of these responses.</u>
*   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 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, fill out the Students with Disabilities Unique Accommodations Worksheet (Appendix C) or the English Language Learner Unique Accommodations Worksheet (Appendix D).

2. Go to the DOE home page, http://www.doe.k12.de.us. Scroll down to "Information Suites." Click on "DOE Single Sign-On."

3. Your browser will be directed to the DOE Single Sign-On Page. Enter your username and password.

4. Then, click on the link "DCAS Online System for Reporting Special Exemptions, Incidents, and Unique Accommodations (DCAS-IEA)."

5. Once the STC has logged into the Online System, click on "Unique Accommodation (ELL)" or "Unique Accommodation (Spec Ed)" under "Create Request."

6. Fill out the online form using the information you wrote on the Students with Disabilities Unique Accommodation Worksheet (Appendix C) or the English Language Learners Unique Accommodation Worksheet (Appendix D). Be sure to click on each of the tabs to enter the required information. When you have entered all the information, click "Submit."

7. 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 by the DCAS SWD Accommodations Advisory Committee or the DCAS ELL Accommodations Advisory Committee. A date will be provided by which the final decision will be communicated to the district's State Assessment Coordinator.

APPENDIX C – DELAWARE COMPREHENSIVE ASSESSMENT SYSTEM

Students with Disabilities Unique Accommodation Worksheet

The School Test Coordinator in the Online System must submit the information on this worksheet for Incidents, Exemptions, and Unique Accommodations. **Use this to plan for the 2012-2013 DCAS.**

The information on this worksheet should be submitted via the Online System for Incidents, Exemptions, and Unique Accommodations at least 30 days in advance of the date the student is to be tested. Do NOT mail or FAX this form to DOE.

District _____

School _____

Grade _____ Date _____

Test Window: Fall 2012 ☐   Winter 2013 ☐   Spring 2013 ☐

☐   Yes, I am sure there are no accommodations listed in the Guidelines for Inclusion that might be used instead of the unique accommodation requested.

Student Tab

First Name _____   Last Name _____

Student ID _____

Details Tab

This accommodation is requested for the following content area(s):
☐ Reading   ☐ Mathematics   ☐ Science   ☐ Social Studies

Description and Additional Information Tab

Describe the Unique Accommodation being requested with any additional information to justify the request:

_____

_____

_____

_____

_____

_____

Do you plan to submit additional materials to DOE support your request?   ☐ Yes ☐ No

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

USPS:
Delaware Department of Education
Exceptional Children Workgroup
ATTN: Unique Accommodations
401 Federal Street, Suite 2
Dover, DE 19901

State Mail:
Delaware Department of Education
Exceptional Children Workgroup
ATTN: Unique Accommodations
State Mail Code: D370B

APPENDIX D – ENGLISH LANGUAGE LEARNERS UNIQUE ACCOMMODATION WORKSHEET

Side 1

The School Test Coordinator in the Online System must submit the information on this worksheet for Incidents, Exemptions, and Unique Accommodations. **Use this form to plan for the 2012–2013 DCAS.**

The information on this worksheet should be submitted via the Online System for Incidents, Exemptions, and Unique Accommodations at least 30 days in advance of the date the student is to be tested. Do NOT mail or FAX this form to DOE.

District _____

School _____

Grade _____   Date _____

Test Window: Fall 2012 ☐   Winter 2013 ☐   Spring 2013 ☐

☐   Yes, I am sure there are no accommodations listed in the Guidelines for Inclusion that might be used instead of the unique accommodation requested.

Student Tab

First Name _____   Last Name _____

Student ID _____

Details Tab

This accommodation is requested for the following content area(s):

☐ Reading   ☐ Mathematics   ☐ Science   ☐ Social Studies

NOTE: To request an accommodation that is not already listed on the ELL Accommodation form, use Accommodation #900. A justification must accompany the request.

Profile Tab

Date student entered the Delaware Public Schools: _____

How many years has student been in Delaware? _____

Did the student have a break in Delaware education? ☐ Yes ☐ No

If so, how long? _____

Where did the student go during this break? _____

Was the student schooled during this break? ☐ Yes   ☐ No

Delaware Department of Education

English Language Learners Unique Accommodation Worksheet
Side 2

Use this form to plan for the 2012-2013 DCAS.

Skills & Scores Tab

Describe the student's native language and/or English skills:

_____

_____

What are the ACCESS proficiency levels?

Speaking _____ Listening _____ Reading _____

Writing _____ Composite: _____ Tier Level _____

Describe the student's ability in the following areas:

Math _____

Reading _____

Science _____

Social Studies _____

Performance Tab

Has the student been retained in one or more grades? ☐ Yes ☐ No – Which grades? _____

Has the student been recommended for further evaluation for special education?
☐ Yes ☐ No

Description and Additional Information Tab

Specify the accommodation being requested with any additional information to justify the request:

_____

_____

_____

_____

_____

_____

_____

The information on this worksheet should be submitted in the Online System for Incidents, Exemptions, and Unique Accommodations at least 30 days prior to the student's scheduled test administration. Do NOT mail or FAX this form to DOE.

APPENDIX E – ARITHMETIC TABLES

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

Delaware Department of Education

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 2012–2013 School Year DCAS-Alt1.

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

ASL: American Sign Language

AYP: Adequate Yearly Progress

DCAS: Delaware Comprehensive Assessment System

DCAS-Alt1:   Delaware Comprehensive Assessment System-Alternate

DOE: Department of Education

ELL: English Language Learner

EOC: End of Course

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

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 – PROTOCOL FOR SIMPLIFYING LANGUAGE/PARAPHRASING DIRECTIONS

Accommodations #601 and #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 <u>directions</u>. 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 <u>not</u> 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 <u>directions only</u> 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.

After a Test

- Do not discuss test items or responses with others.
- Participate in the evaluation process (discussion of how well the accommodation worked).

APPENDIX I – PROTOCOL FOR READING ALOUD THE DCAS (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.

Remember that reading aloud the reading **passages** is a non-standard accommodation (#117 and #609). Students who receive this accommodation will count as non-participants in calculations of participation and will be excluded from calculations of proficiency rates in Adequate Yearly Progress.

Students with disabilities: Make sure the reader knows whether the student has Accommodation **#105** (reading directions and questions) or Accommodation **#117** (reading the reading passages on reading test) or both accommodations.

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.)
117. Human reader – reading passages. Reading aloud passages or texts for the reading test. Reader may read all allowable items or just items requested by student. (Simplifying language is not allowed.)

English language learners: Make sure the reader knows whether the student has Accommodation **#604** (reading directions), Accommodation **#603** (reading questions), or Accommodation **#609** (reading the reading passages on reading test) or some combination.

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.)
609. Human Reader (English) – reading passages. Presenting the reading passages or texts for the reading test via a human reader. The entire text may be read or just the parts requested by the student. Student must have ACCESS Composite English Proficiency Level less than 3. The accommodation is non-standard. The student's score will not be included in AYP performance calculations. The student will count as a non-participant in AYP participation calculations.
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 (do not read passages aloud unless student has Accommodation #117, #609, or a unique accommodation which allows it),
- Review the guidelines for reading mathematical expressions and numbers.
- Make sure the reader is given ample access to water.
- Remind students to take their time and answer all questions completely.
- 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.
- Read all words that appear on the page.
- Read all directions including example questions.
- 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.

After a Test

The reader must:

- Not discuss test items or responses with others.

- Participate in the evaluation process (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 expression 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

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 ELL accommodations:

Accom-modation	Description	Required or Recommended
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
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

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.

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[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/.

- 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 little or no formal education.

Before a Test

The interpreter/sight translator:

- Will complete DCAS 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 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 (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).
- The student and interpreter/sight translator should each have a copy of the test (if paper/pencil).

During a Test

- 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 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.
- Avoid voice inflection which may be seen as a clue.
- If not a certified Delaware educator, the test administration must be supervised by a certified Delaware educator (see the Test Coordinator's Handbook).

After a Test

- Do not discuss test or responses with others.
- Participate in the evaluation process (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/ .

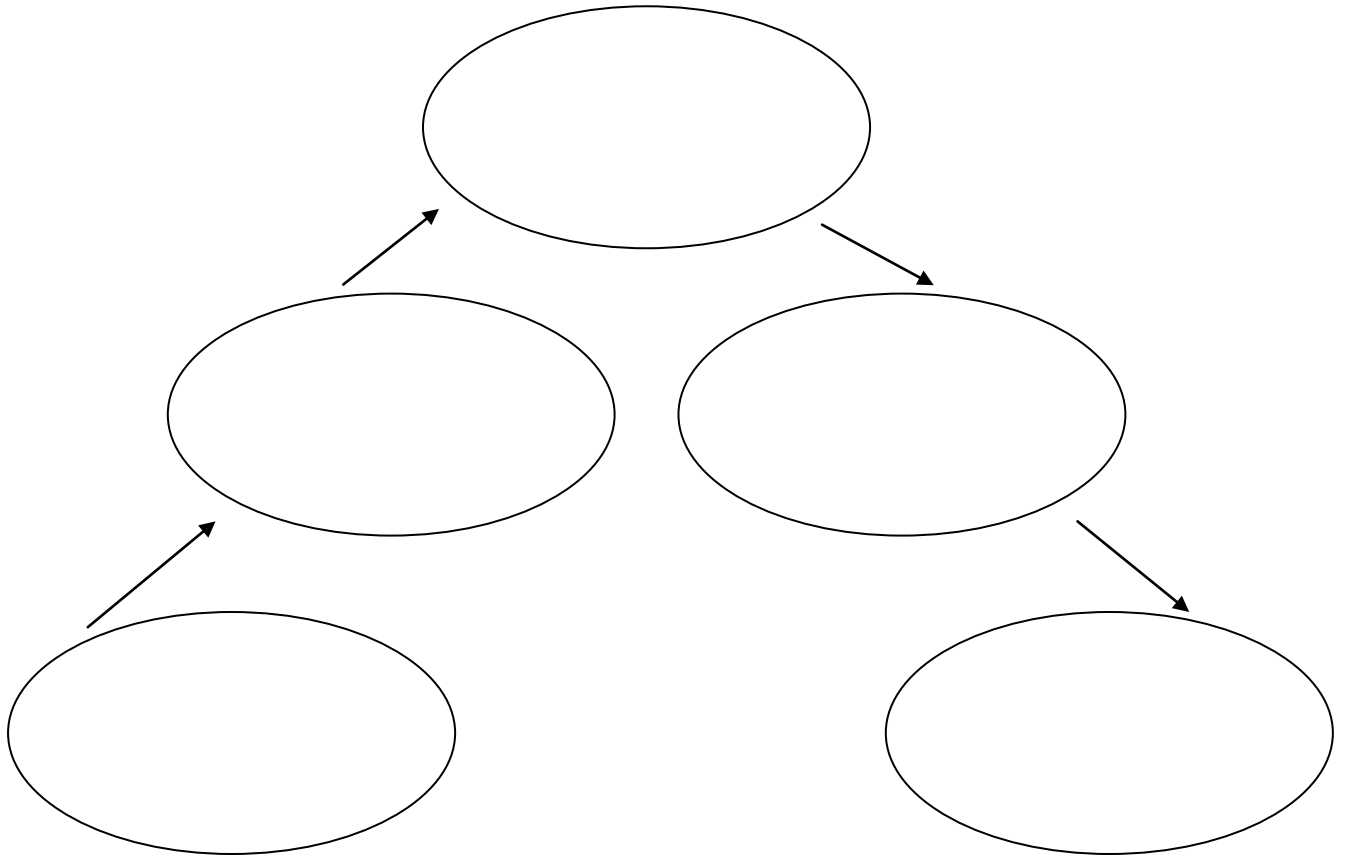# APPENDIX K – GRAPHIC ORGANIZERS

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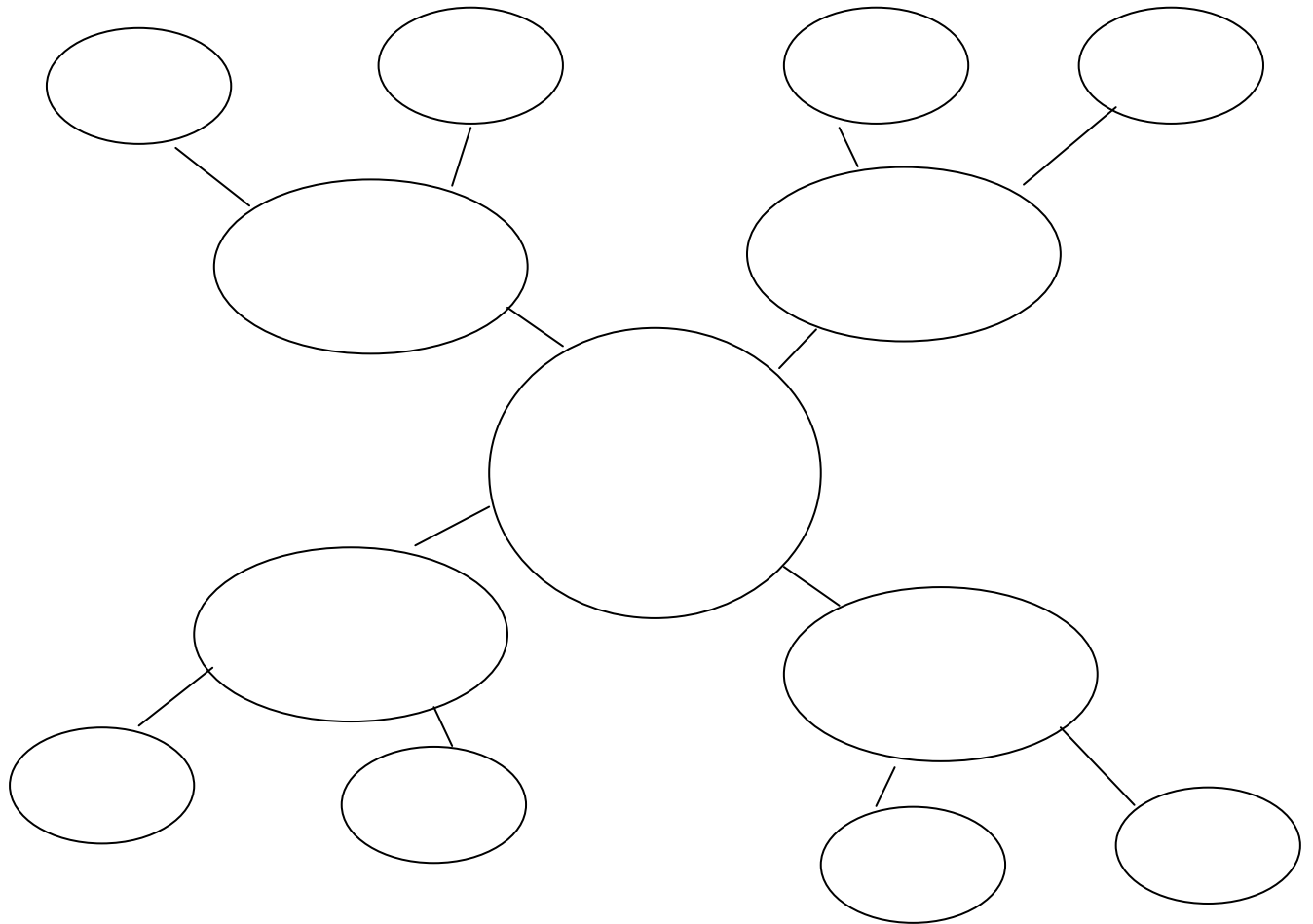
Modifications to this graphic organizer:

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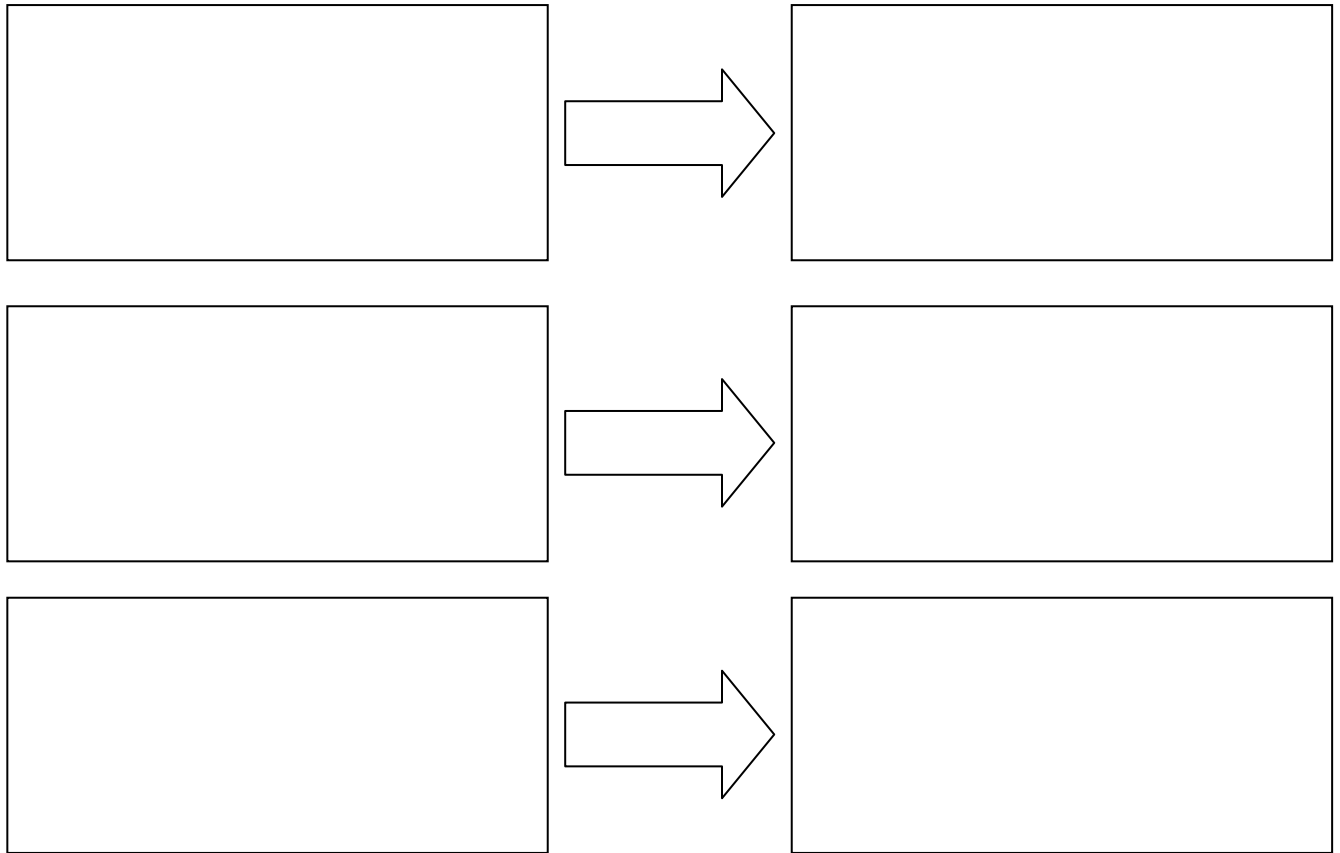- You may NOT add any words or directions or symbols.

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

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 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.

Delaware Department of Education

APPENDIX L – PROTOCOL FOR ENGLISH-TO-ASL TRANSLATORS

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.

118. Providing an English-to-ASL translator to sign passages or texts for the reading test (or using cued speech or oral interpreter). English to ASL translator may sign all allowable items or just items requested by student.

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:

- Will complete DCAS Test Administrator Training and sign all necessary forms *if he is serving as Test Administrator **AND** English-to-ASL translator.*
- Will not be required to complete DCAS Test Administrator Training but will sign all necessary forms *if he is 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.
- Be sure to verify whether the student is to have the directions and questions signed only (Accommodation #107) or the directions, questions, and reading passages (Accommodations #107 and #118) signed.

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 fingerspelled.
- 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 (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 – ACCOMMODATIONS MANUAL FOR STUDENTS WITH DISABILITIES

A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment of Students with Disabilities

Available at: http://www.doe.k12.de.us/aab/Report_and_documents/Special_Populations.shtml

APPENDIX N – ACCOMMODATIONS MANUAL FOR ENGLISH LANGUAGE LEARNERS

A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment of English Language Learners

This document will be available at:
http://www.doe.k12.de.us/aab/Report_and_documents/Special_Populations.shtml