

Virginia Department of Education

Students with Disabilities:

Guidelines for Special Test Accommodations

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Introduction

The purpose of this document is to provide a resource for educators and parents regarding the use of special test accommodations for students with disabilities. Special test accommodations are frequently referred to as test or assessment accommodations and sometimes, simply as accommodations. In this document, the terms, special test accommodations and test accommodations will be used interchangeably.

This document describes test accommodations that are permitted on state assessments and the selection process recommended for the Individualized Education Program (IEP) team and 504 Committee. Information on the procedures and conditions for administration of test accommodations is addressed in Appendix B of the *Virginia Standards of Learning Assessments Test Implementation Manuals*. These manuals must be reviewed carefully before test accommodations are provided to students with disabilities and are available on the Virginia Department of Education website at:
http://www.doe.virginia.gov/testing/test_administration/index.shtml#implementation_manuals.

Students with Disabilities: Guidelines for Special Test Accommodations

Test accommodations provide students with disabilities access to state assessments and a means to demonstrate their knowledge and skill on academic content. Test accommodations are changes in the administration of an assessment which result in an adjustment to how the test is presented or how the student responds to test items. Although test accommodations do not alter the content assessed or the meaning of the resulting scores, they do provide equal access to the assessment for students with disabilities. When used appropriately, test accommodations reduce or even eliminate the effects of a student's disability without impacting learning expectations or providing an unfair advantage.

Test accommodations may not alter, explain, simplify, paraphrase, or eliminate any test item, reading passage, writing prompt, or answer option. Further, test accommodations may not provide verbal or other prompts or suggestions that clue, hint at, or give away the correct response to the student. Any test accommodations based solely on the potential to enhance student performance beyond providing equal access are considered inappropriate and therefore, are not permitted.

Test accommodations must be related to the student's disability and based on the individual's needs. Generally, accommodations are the same for classroom instruction, classroom assessments, and state assessments. Although accommodations for instruction and assessments are integrally intertwined, it is critical to note that some accommodations may be appropriate for instructional use, yet inappropriate and not permitted for use on state assessments.

Test accommodations provided to students should adhere to the following principles:

- Accommodations should enable students to participate more fully in instruction and assessments to better demonstrate their knowledge and skills.
- Accommodations must be based upon individual student need and not upon the category of disability, level of instruction, or program setting.
- Accommodations must be justified and documented in the student's IEP or 504 Plan.
- Accommodations should be aligned with and part of daily instruction.
- Accommodations should not be introduced for the first time during the administration of a state assessment.
- Accommodations should foster and facilitate independence for students, not create dependence.
- Only accommodations listed in the *Virginia Standards of Learning Assessments Test Implementation Manuals* or approved by the Virginia Department of Education through the Special Assessment Accommodation Request process may be used on tests that are a part of the Virginia Assessment Program.

A Four Step Process for the Selection and Use of Test Accommodations¹

Step 1: Expect Students with Disabilities to Achieve Grade-Level Academic Content Standards

Legislation aimed at accountability and the inclusion of all students is designed to ensure equal access to grade-level content standards. Educators and parents should expect students with disabilities to participate in the general curriculum and learn grade-level academic content. Providing effective accommodations during instruction and assessments is critical to achieving this important expectation.

Step 2: Select State Assessment Options

To ensure students with disabilities are engaged in grade-level instruction and assessments, every IEP Team or 504 Committee member must be knowledgeable about the Standards of Learning (SOL) and state assessment options available to students with disabilities. Information on state assessment options available to students with disabilities is provided in *Students with Disabilities: Guidelines for Assessment Participation*. This document is available on the Virginia Department of Education website at <http://doe.virginia.gov/testing/participation/index.shtml>.

The SOL assessments must be considered by the IEP Team or 504 Committee before alternate/alternative assessments are considered. SOL tests are available in two formats: online and paper. All students are required to take the online version of the SOL tests with the exception of students who meet one of the criteria established for paper testing (see Appendix A of this document).

Although many students with disabilities will be able to access the SOL assessments without accommodations, others will require test accommodations to address their disabilities and individual needs.

Step 3: Select Accommodations for State Assessments

Test accommodations should be considered and discussed separately for each assessment required for the student's grade level or course. Only accommodations needed by the student, due to the disability, to access the assessment should be selected. They should not be broadly assigned across all assessments. Providing accommodations that are not required by the student to access the test may actually interfere with student performance and adversely impact student achievement as measured by assessments. IEP Teams and 504 Committees must consider the following:

- whether the recommended accommodations are necessary for the purpose of accessing the assessment;
- previous experience with and usefulness of the recommended accommodations; and

¹ Adapted from Christensen, L., Carver, W., VanDeZande, J., & Lazarus, S. (2011). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of students with disabilities (3rd ed.)*. Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.

- whether the recommended accommodations affect the integrity or security of the assessment. If an accommodation impacts test integrity or security, it is not permitted on state assessments.

When selecting accommodations for state assessments for a student, it is important to determine which accommodations are permitted for the specific assessment. Tables listing test accommodations for the Writing and Non-Writing assessments are provided in Appendix B of the *Virginia Standards of Learning Assessments Test Implementation Manuals*. The use of an accommodation that is not permitted is considered a testing irregularity which may result in invalidation of the student's score and may require re-testing. Accommodations not listed in the *Virginia Standards of Learning Assessments Test Implementation Manuals* may not be used for SOL testing without prior approval from the Virginia Department of Education through the Special Assessment Accommodation Request process. Additional information regarding this process is available on p. 19 of these guidelines.

Note: Some adjustments to testing conditions are available to all students, including students with disabilities. These adjustments are not considered accommodations. A list of adjustments available to all students is provided in *Appendix F* of this document.

Step 4: Administer Accommodations During State Assessments

Plan how and when the student will learn to use each new accommodation. Ensure that there is ample time for the student to learn to use the accommodation during instruction so that the student is familiar and comfortable with the accommodation when state assessments are administered. Students must be provided with practice in using the selected accommodations before they are used on any SOL assessment.

Planning for Testing

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the accommodations during SOL assessments must be determined. It is important to involve the appropriate personnel to assist with planning the logistics and providing the test accommodations.

School Test Coordinators are responsible for the overall test administration in their buildings and should be involved in planning for the provision of the accommodations. Prior to the day of a test, the School Test Coordinator should ensure Test Examiners and Proctors know what accommodations each student will be using and how to administer them properly. Procedures and conditions for administering the selected accommodations are located in the *Virginia Standards of Learning Assessments Test Implementation Manuals* and must be reviewed to ensure that accommodations are provided appropriately and testing irregularities and security breaches are avoided. Conditions provided within responses to Special Assessment Accommodation Requests must also be met.

The SOL Assessments *School Division Personnel Test Security Agreement* and Virginia General Assembly legislation specify regulations and guidelines that all testing staff must agree to and follow to ensure test security, standardization, and the ethical administration of assessments, as well as consequences for violation of those procedures. Test Examiners, Proctors, and all staff involved in test administration must adhere to these regulations and practices. Providing a student with an accommodation not documented in the student's IEP or 504 Plan, failing to provide a documented accommodation during a state assessment, and improper administration of an accommodation are considered testing irregularities which may result in invalidation of the student's score and may require re-testing. Refer to the *Virginia Standards of Learning Assessments Test Implementation Manuals* for specific information about testing irregularities and the reporting process.

Copies of the SOL Assessments *School Division Personnel Test Security Agreement* and the Virginia General Assembly legislation are located in Appendix A of the *Virginia Standards of Learning Assessments Test Implementation Manuals*.

Similarly, the Virginia Alternate Assessment Program (VAAP) and the Virginia Substitute Evaluation Program (VSEP) *School Division Personnel Test Security Agreement* specifies regulations and guidelines that all school division personnel who administer or assist with the administration of VAAP and VSEP assessments must agree to and follow. This includes school personnel involved in collection development, monitoring, and pre-scoring associated with these assessments. The security agreement must be signed by individual staff prior to working with VAAP and VSEP assessments, and the agreement does not replace the *Affidavit of Student Performance* that must be signed after the administration and included in each collection at the time of scoring. The VAAP and VSEP *School Division Personnel Test Security Agreement* is available in the *Implementation Manual* for each of these assessments.

Test Accommodations Permitted on State Assessments

Test accommodations are grouped in the following categories: time/scheduling, setting, presentation, and response. Time/scheduling accommodations address adjustments in the test schedule and may include accommodations such as breaks or testing during a selected timeframe within the school day. Setting accommodations address adjustments to the physical environment where the test would normally be administered to the student. Presentation accommodations include changes in the format of the test such as large-print or braille or adjustments in how test items are presented to the student. Response accommodations address how the student answers or completes the test items.

A complete list of accommodations is provided on the following page. Additional information about assessment accommodations can be found in the resources listed below which are available on the Virginia Department of Education website at <http://doe.virginia.gov/testing/participation/index.shtml>.

- *Students with Disabilities: Guidelines for Assessment Participation*
- *Guidelines for Administering the Read-Aloud Accommodation for Standards of Learning Assessments*

The documents titled *Explanation of Testing Accommodations for Students with Disabilities - Math Aids – Accommodation Code 19* and *Explanation of Testing Accommodations for Students with Disabilities - Assistive Technology Accommodations* are now included in this document as Appendices E and F as well as being provided on the Virginia Department of Education website at <http://doe.virginia.gov/testing/participation/index.shtml>.

Conditions and procedures required for the administration of test accommodations are available in the *Virginia Standards of Learning Assessments Test Implementation Manual* in Appendix B on the Virginia Department of Education website at http://www.doe.virginia.gov/testing/test_administration/index.shtml#implementation_manuals.

Permitted Test Accommodations by Category

Many test accommodations require special procedures and conditions prior to, during, or after the test administration. Careful adherence to all conditions and procedures is paramount to ensuring student access as well as test validity and security. Staff administering SOL tests to eligible students with these accommodations must be familiar with the procedures and conditions detailed in the appropriate *Test Implementation Manual*.

<p>Timing/Scheduling Accommodations</p> <p>Adjust the scheduling of a test:</p> <ul style="list-style-type: none"> • multiple test sessions • time of day • order of tests • planned breaks during test 	<p>Setting Accommodations</p> <p>Adjust the place in which the testing normally occurs:</p> <ul style="list-style-type: none"> • test location • adaptive or special furniture • special lighting
<p>Presentation Accommodations</p> <p>Adjust the presentation of test material and/or test directions:</p> <ul style="list-style-type: none"> • written directions accompanying oral directions • specific verbal prompts • visual aids • amplification equipment • headphones, ear muffs, or ear plugs • large-print test • braille test • Plain English version of a <i>Mathematics</i> test • read-aloud test • audio test • interpreting/transliterating testing directions • interpreting/transliterating the test 	<p>Response Accommodations</p> <p>Adjust the manner in which students respond to or answer test items:</p> <ul style="list-style-type: none"> • enlarged copy of the answer document • communication board or choice cards • Examiner records responses • braille • word processor or word processor with speech-to-text • augmentative communication device • word prediction software • spelling aids • English dictionary • dictation using a recording device • dictation to a scribe • read back student response • calculator and arithmetic tools • calculator with additional functions • math aids • dry erase board • additional writing implements

Descriptions of Permitted Test Accommodations

Timing/Scheduling Accommodations

Since the SOL tests are untimed, considerable flexibility can be provided to ensure that ample time is scheduled and allotted for test completion. However, some students with disabilities, particularly those with disabilities that impact attention, concentration, and stamina, may need timing or scheduling accommodations to provide the best opportunity to demonstrate their knowledge and skills. *See Appendix B of the SOL Test Implementation Manuals* for special procedures and conditions for assessment accommodations.

Multiple Test Sessions

Students who require multiple test sessions, in which the test will be completed in two or more school days, may be administered a paper test. The IEP team/504 committee may determine that it is appropriate for an individual student, with the Multiple Test Sessions accommodation, to take the online version of the Grades 3, 4, or 5 Reading and Mathematics SOL tests or the Grade 6 or 7 Mathematics SOL tests. These tests may be administered online over two days with the requirement that the student completes all of part 1 of the test on the first day and Exits the test at the "Stop" sign. The student must then finish all of part 2 of the test on the second day. Eligible students who are unable to complete these online SOL tests as described must be administered a paper test.

Flexible Schedule

Students with disabilities may receive adjustments to their test schedule to include:

- ***Time of Day:*** The student is assessed during the time of day that is most appropriate for the student.
- ***Order of Tests:*** The order of tests administered is based on what is most appropriate for the student.
- ***Planned Breaks:*** Students who require breaks, must complete the test in one school day. Planned breaks administered under secure conditions are available for either online or paper tests. Additional information on planned breaks is available in Appendix B of the *Virginia Standards of Learning Assessments Test Implementation Manuals*.

Setting Accommodations

Setting accommodations involve changes in the location or conditions of the educational setting or environment. The setting in which a student with disabilities is tested may be adjusted to provide the optimal testing environment for the student. Setting Accommodations described in this section include location, adaptive or special furniture, and special lighting.

- **Location:** Students who have disabilities that impact attention and processing may require settings for testing with minimal distractions or a non-school environment such as a hospital or the student's home. Some students with disabilities may need to be tested individually, particularly if they lose focus by having other students in the same room or if they are using an accommodation with an auditory component that would disturb other test-takers.
- **Adaptive or Special Furniture:** The student is assessed using adaptive equipment or special furniture, such as balance balls, cushions or a raised desk surface.
- **Special Lighting:** The lighting in the testing room may be modified based on what is most appropriate for the student.

Presentation Accommodations

The manner and format of test item presentation is an important access issue for students with disabilities. The test presentation and format should be one that the student has used as a part of regular instruction so the student is familiar with the format well in advance of the SOL test administration. Presentation accommodations are frequently used for students with sensory or processing disabilities. Presentation accommodations described in this section include providing written directions with oral directions, specific verbal prompts, visual aids, amplification equipment, large-print and braille tests, a Plain English version of a *Mathematics* test, read-aloud/audio tests, and interpreting and transliterating testing directions and/or test items. See *Appendix B* of the *SOL Test Implementation Manuals* for special procedures and conditions for assessment accommodations.

Written Directions Accompanying Oral Directions

Students with disabilities may need support in following test directions. Students may receive a copy of the bold "SAY," written directions from the *Examiner's Manual* or *Supplement to the Examiner's Manual* to accompany the oral directions that are provided. The written directions provided to the student must be identical to those provided in the *Examiner's Manuals* or their *Supplements*.

Specific Verbal Prompts

Students with disabilities who have difficulty focusing on the SOL assessments may receive verbal prompts from the examiner. The only prompts that may be used by the examiner for this purpose are:

"Please continue with your test."
 "Keep working."
 "Keep going."
 "Focus."
 "Stay focused."

All other verbal prompts must be approved by the Virginia Department of Education using the *Special Assessment Accommodation Request* form before the prompts are used on any SOL tests.

Visual Aids

A variety of visual aids may be used to provide access to the SOL test for students with visual impairments and other disabilities. Visual aids may include magnification devices, overlays, tinted screens, templates, masks, and graphic organizers.

Magnification Devices

Permitted magnification devices may be physical devices or electronic devices that are designed to enlarge test content. Physical devices may include devices such as a magnifying glass or screen placed over the monitor. Electronic magnification devices, such as a closed-circuit television (CCTV), large monitor, an interactive or electronic whiteboard, or an LCD projector which projects the assessment onto a large screen or board, may be used for magnification purposes only. Electronic magnification devices must not save or capture any portion of the SOL test or require the use of software running concurrently with the online SOL test delivery system, TestNav.

Color Overlays or Tinted Screens

One blank color overlay may be used on paper or online tests. Tinted screens are also permitted on online tests. Before a color overlay or tinted screen is used, the Examiner and student must use practice tests to ensure that the overlay or screen does not obscure any shaded areas of the online test items.

Templates or Masks

Students with difficulty focusing may benefit from the use of blank templates or masks which cover text so that the student only sees a portion of a test item at a time. Students taking online SOL tests must receive prior practice using the Line Reader Mask and Answer Mask on practice items using TestNav. A student with a disability taking a paper SOL test may use a blank place marker to help the student maintain his/her focus while reading test items.

Graphic Organizers

Graphic organizers are frequently used by students with disabilities as tools to organize content in a meaningful way. Paper graphic organizers are permitted but must be blank and not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. Similarly, electronic software that produces blank templates or graphic organizers may be used by the student electronically or in print, but must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. If software is used to produce the template during an online SOL test, a separate workstation must be used. The software must not provide template libraries, hyperlink functions, or access to the Internet or these functions must be disabled.

Amplification Equipment

Devices such as an auditory trainer or whisper phone may be used as an accommodation for a student with processing or auditory disabilities.

Headphones, Ear Muffs, or Ear Plugs

A student with a disability may wear noise dampening headphones, ear muffs, or ear plugs to reduce distractions.

Large-Print Test

The large-print SOL test forms are designed to ensure that students with visual impairments can access test content as documented in the IEP or 504 Plan. These forms are enlarged by 166 percent so that the standard 12-point font size of each test item, stem, and answer options are increased to a 20 point font size. Smaller text appearing in other parts of a test item such as the text in graphics, maps, and tables is also enlarged proportionally by 166 percent. This text will be larger; however, it will not be as large as the 20-point font size appearing in the item stem and answer options. A copy of the large-print test is provided in regular print to the Test Examiner or Proctor. Large-print tests are only available in paper format.

Braille Test

Braille tests are available only to students with documented visual impairments. Braille tests are only available in paper formats. A copy of the braille test is provided in regular print to the Test Examiner or Proctor administering the braille test.

Plain English *Mathematics* Test

Plain English *Mathematics* tests for grades 3-8 and *Algebra I* are available to students with disabilities. Students with disabilities must have their need for linguistic simplifications documented in their IEP or 504 Plan in order to take a Plain English *Mathematics* test. See the document *Plain English Mathematics Tests Information* at: http://www.doe.virginia.gov/testing/sol/standards_docs/mathematics/plain_english_information.pdf.

Read-Aloud or Audio Accommodation

Students with disabilities that impact their ability to read may have test items read in English under the read-aloud accommodation by the test examiner or listen to professionally recorded versions of the test items. The IEP Team or 504 Committee must determine whether the audio or read-aloud accommodation is the most appropriate delivery method for the student for online or paper testing.

Read-aloud Accommodation

The IEP or 504 Plan must document how the test items will be administered during a read-aloud testing session. The IEP or 504 Plan must state whether the student will have

- the entire test read (directions, questions, and answer options); or
- words, questions, sentences or answer options read only when requested by the student.

When reading test items aloud, the Examiner must be careful not to lead the student to select an answer by intonation or to repeat any part of the test which is not specifically requested by the student. For more detailed information on reading test items aloud, refer to *the Guidelines for Administering the Read-Aloud Accommodation for the Standards of Learning Assessments* located at the Virginia Department of Education website at:

http://www.doe.virginia.gov/testing/participation/guidelines_read_aloud.pdf.

Audio Accommodation

Students with disabilities are expected to have practice in using the audio accommodation prior to being administered an audio SOL test. Since it would be very difficult for school divisions to provide an online audio accommodation during instruction, the following guidelines have been established to provide clarification as to the circumstances under which a student could be provided with an online audio accommodation during testing.

- The IEP Team or 504 Committee must determine whether the read-aloud accommodation administered by a Test Examiner or the online audio accommodation is the more appropriate delivery method for online testing. It is particularly important that the parent agrees to the delivery method and that the decision is clearly documented in the IEP or 504 Plan.
- The online audio accommodation on the SOL test may be provided to students who typically have a read-aloud accommodation during instruction or to those who use recorded media or text readers in the classroom.
- If the IEP Team or 504 Committee determines that the online audio accommodation is the more appropriate accommodation, the student should have practice with audio practice items available in the online application, TestNav, that is used to administer online SOL tests. For details on accessing audio practice items in TestNav, see the Virginia Department of Education website at:
http://www.doe.virginia.gov/testing/sol/practice_items/testnav8.shtml.

Read-Aloud or Audio Accommodation on SOL Mathematics, Science, History/Social Science and Writing Assessments

The read-aloud or audio accommodation is permitted for students with disabilities on the *Mathematics, Science, History/Social Science, and Writing* assessments as specified in the student's IEP or 504 Plan.

Read-Aloud or Audio Accommodation on the SOL *Reading* Assessments

The read-aloud and audio accommodations on the SOL *Reading* assessments are permitted only for students with a visual impairment, including blindness, and those students with a specific disability that severely limits or prevents them from decoding text at any level of difficulty as determined by a diagnostic tool or instrument that was administered by a qualified professional. Students with disabilities who are simply having difficulty reading text and/or are reading below grade-level are not permitted to use the read-aloud or audio accommodation on the statewide *Reading* assessments.

Note: For the EOC *Reading* test, under certain circumstances, students with disabilities may receive the read-aloud accommodation even though the student has not been determined as eligible by the school division according to the criteria required for the read-aloud accommodation on the *Reading* Assessment. To qualify, the student must meet all of the following criteria:

- the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio accommodation; and
- the student's IEP or 504 Plan lists the read-aloud or audio accommodation for other tests; and
- the student receives the read-aloud or audio accommodation in the classroom.

If the student received the read-aloud accommodation on the EOC *Reading* test as a result of meeting these criteria, it will be considered a non-standard accommodation. Refer to the *Non-Writing Test Implementation Manual* for instructions regarding proper coding. If a student passes the EOC *Reading* test using a non-standard accommodation, the student is considered to have passed for the purpose of earning a verified credit toward graduation.

Read-Aloud Accommodation on a Computer Adaptive Test (CAT)

Test questions presented to students during a computer adaptive test (CAT) are selected by the computer based on the student's response to each question. Because the selection of items is customized for each student, the Examiner/Proctor must read from the student's computer in an individual test session. Follow the Guidance for Providing the Read-Aloud Accommodation on a Computer Adaptive Test provided in Appendix B of the *Virginia Standards of Learning Assessments Test Implementation Manuals*.

Interpreting/Transliterating Accommodation on *Mathematics, Science, History/Social Science, and Writing* Assessments

Students who are deaf or have hearing impairments and who normally communicate in sign language or using cued speech may be given access to state assessments using the interpreting/transliterating accommodation provided by a qualified interpreter or transliterator. This accommodation may be provided as specified in the IEP or 504 Plan for *Mathematics, Science, History/Social Science, and Writing* tests. The Interpreter/Transliterator may interpret/transliterate test directions, sample items, and questions regarding the mechanics of testing directed to and answered by the Examiner. For these content areas, the accommodation may also be provided for test items interpreted/transliterated directly from assessments (paper or

online formats including Computer Adaptive Test) or from items read to the student by Test Examiners. The student's IEP Team or 504 Committee should determine the best method to provide the student with hearing impairments or deafness access to assessment items.

Interpreting/Transliterating Accommodation on the *Reading* Assessment

Students who are deaf or have a hearing impairment may be considered by school divisions for the interpreting/transliterating accommodation on the *Reading* assessment because of difficulty hearing phonemes, which is a part of the decoding process. Eligibility must be determined by a diagnostic tool or instrument administered by a qualified professional. If a student who is deaf or hearing impaired is found eligible for the interpreting/transliterating accommodation because his/her hearing impairment severely limits the ability to decode text, the test would be administered through an interpreter if that student uses sign language as his/her method of communicating.

Interpreting/Transliterating Guidelines for Computer Adaptive Tests (CAT)

Test questions presented to students during a computer adaptive test (CAT) are selected by the computer based on the student's response to each question. The Interpreter/Transliterating and the student must position themselves so that the student has access to the testing device and can see the Interpreter/Transliterating and the Interpreter/Transliterating can see the test questions on the student's testing device. The student must be tested in an individual test session. Follow the Guidance for Interpreting/Transliterating a Computer Adaptive Test provided in Appendix B of the *Virginia Standards of Learning Assessments Test Implementation Manuals*.

Response Accommodations

Response accommodations provide a variety of means for students to respond or answer test items. These accommodations may provide support for students with physical or sensory disabilities or for those with disabilities that impact memory and/or attention. It is important to remember that even when accommodations are provided, all responses on the assessments must be generated by the student and not influenced by others. *See Appendix B* of the *SOL Test Implementation Manuals* for special procedures and conditions for SOL assessment accommodations.

Enlarged Copy of Answer Document

Available with paper tests only

The student marks responses on an enlarged copy of the answer document.

Note: It is the school division's responsibility to provide the enlarged answer document for the student.

Communication Board, Choice Cards

Students with disabilities which prevent them from responding verbally, in writing, or with a computer mouse or keyboard, may point or otherwise select their answer choice from those presented on a communication board or choice cards. It is important that the student and the scribe have ample practice with this procedure in the classroom. For online testing, practice tests must be used so that both the student and the scribe are familiar with the level of communication required to complete the technology-enhanced items (TEI).

Examiner Records Responses

Students who are unable to respond to test items by recording answer choices on a regular or enlarged paper answer document or by selecting the answer online, may respond by using a variety of alternative means including but not limited to: marking the test booklet, responding verbally, pointing or otherwise indicating their answers.

Students participating in online assessments may give the Examiner directions on how to respond to TEI items by responding verbally, pointing or otherwise indicating their answers.

Brailier

Blind and vision impaired students may use a braille writer as scratch paper to take notes or complete calculations, to respond to the writing prompt of the short-paper component of the Writing test, or to record responses to multiple-choice questions on the SOL tests.

Word Processor or Word Processor with Speech-to-Text, or Augmentative Communication Device

Short-paper component of the Writing assessment only

Response accommodations for the short-paper component of the *Writing* assessment are available for students who are blind or have visual impairments and who do not use braille, as well as students who have an orthopedic impairment, a specific learning disability, or other disability that interferes with the composing process or prevents them from composing their response within the online test. These students may use a word processor (software or device) which may have speech-to text capability or an augmentative communication device to complete the short-paper component of the SOL *Writing* test. To be eligible for this accommodation, documentation must exist indicating the student uses a word processor (software or device) which may have speech-to text capability or an augmentative communication device for his/her written work.

Augmentative Communication Device, Dictation to a Scribe

Students with disabilities may use an augmentative communication device or verbally dictate responses to a scribe to complete the short-paper component of the *Writing* assessment, or to manipulate TestNav features/tools, or use manipulatives, perform mathematic or scientific calculations, or record notes in preparation for answering an assessment item in the multiple-choice/TEI component of the *Writing* or *Non-Writing* tests. The examiner must record the student's responses exactly as the student indicates.

Word Prediction Software

Short-paper component of the Writing assessment only

Students with disabilities may use word prediction/selection software on the short-paper component of the SOL *Writing* assessments. Word prediction/selection is defined as any software providing a student with a selection of single words from student-generated single or multiple keystrokes. For example, a student may type the letter “p.” The software will provide the student with a list of single words starting with the letter “p” (e.g., “part,” “plane,” “plain,” “please,” “put”). The word prediction/selection must be limited to the software providing selections of single words and not phrases, grammatically appropriate options, or other unrelated word choices generated by student keystrokes to predict sentence structure.

Spelling Aids

Short-paper component of the Writing Assessment only

Students with disabilities are permitted to use approved spelling aids on the SOL short-paper component of the *Writing* assessment only. Spelling aids include spell checkers and spelling dictionaries. A spelling dictionary provides a list of words, but does not include definitions.

English Dictionary

Short-paper component of the Online Writing Assessment only

Students who cannot access the online spell check tool or other permitted spelling aid for the short-paper component of the online *Writing* test may use an English dictionary to check spelling.

Note: The English dictionary is only designated as an accommodation on the short-paper component of the online *Writing* test. For any paper short-paper component of the *Writing* test (2010 SOL), the English dictionary is available to all students and should not be designated as an accommodation.

Dictation to a Recording Device

Short-paper component of the Writing Assessment only

Students with disabilities that interfere with the composing process may use the dictation to a recording device accommodation for pre-writing planning or draft composition.

Read Back Student Response

Short-paper component of the Writing assessment only

Reading a student’s short-paper response back to the student is only permitted for students with disabilities and must be documented in the student’s IEP or 504 Plan as an accommodation. The IEP or 504 Plan must clearly document whether the student’s short-paper response will be read back by the Test Examiner or from a workstation equipped with text-to-speech capabilities. In addition, the read-back accommodation must be used routinely in the student’s instruction.

Calculators and/or Arithmetic Tools

Grades 3-7 Mathematics assessments only

Students with disabilities may use calculators and/or arithmetic tools on sections of the Grades 3-7 *Mathematics* SOL assessments in which a calculator is not allowed. Arithmetic machines and tables/charts are defined as tools that serve the same function as a simple calculator (e.g., four-function calculator). Examples include multiplication, addition, subtraction, or division charts, tables or machines. In order to use a calculator and/or arithmetic tool, students with disabilities must be found eligible by their IEP Team or 504 Committee using the *Calculator Accommodation Criteria Form*. If the student is determined eligible, the IEP Team or 504 Committee must document the decision on the student's IEP or 504 Plan and maintain a copy of the completed and signed *Calculator Accommodation Criteria Form* in the student's educational record.

Calculators with Accessibility Features

Students with blindness or visual impairments frequently need calculators with large keys, buttons, displays and/or talking capabilities. Calculators with these accessibility features are allowed on the Standards of Learning *Mathematics* and *Science* tests as long as they have the same mathematical functions as standard approved calculators. A Special Assessment Accommodation Request is not required when the accessible calculator has the same mathematical functions as a standard approved calculator. A list of these standard approved calculators is provided in the *Non-Writing Test Implementation Manual*. If the IEP/504 Committee determines that the student is eligible to use a calculator with accessibility features, the IEP/504 Committee must complete the *Calculator Accommodation Criteria Form* and maintain a signed copy in the student's educational record.

Calculator with Additional Capabilities*

Grades 4-8 and EOC Mathematics and Grades 5, 8, and EOC Science assessments only

A calculator with additional capabilities is a calculator with mathematical capabilities designed to accommodate a student's disability. Calculators with additional capabilities are calculators other than those routinely supplied to students on the SOL *Mathematics* and/or *Science* tests. Calculators routinely supplied to students are referred to as approved calculators and are listed in the *Non-Writing Test Implementation Manual*.

To prevent the use of calculators with additional capabilities which exceed those used to accommodate a student's disability, the following guidance must be used when selecting calculators with additional capabilities for eligible students with disabilities.

ALLOWED

A calculator with additional capabilities is allowed if the additional mathematical capabilities are required for the student to access the SOL assessment and are directly related to the student's disability. Both the disability and the corresponding additional capabilities must be clearly documented in the justification statement of the *Calculator Accommodation Criteria Form* (Appendix B). The justification statement should explain

the student's disability as it relates to mathematics and provide a rationale as to why the additional capabilities are necessary.

NOT PERMITTED

A calculator with additional capabilities is not permitted if the calculator:

- is not related to the student's disability;
- provides an unfair advantage to the student;
- is designed solely to enhance student performance; or
- is designed to compensate for below grade level mathematic skills.

If the IEP/504 Committee determines that the student is eligible to use a calculator with additional mathematical capabilities, the IEP/504 Committee must complete the *Calculator Accommodation Criteria Form* and maintain a signed copy in the student's educational record.

***Note:** The *Calculator Accommodation Criteria Form* contains a checklist of the features included on the approved calculators listed in the *SOL Test Implementation Manual* as well as an appendix detailing specific scientific calculators with accessibility features and additional mathematical capabilities and the conditions for their use by a student with a visual impairment.

Math Aids

Mathematics assessments only

Students with disabilities may use approved math aids on *Mathematics* SOL assessments if the accommodation is documented in the student's IEP or 504 Plan as a testing accommodation. Examples of approved math aids include: number lines, colored shapes, and fraction circles. For a complete list of both approved and not approved math aids, refer to the document *Explanation of Testing Accommodations for Students with Disabilities - Math Aids Accommodation Code 19*, available on the Virginia Department of Education website at: www.doe.virginia.gov/testing/participation/index.shtml

Dry Erase Board

Test-takers are provided with scratch paper for SOL assessments, however; some students with disabilities may need a surface larger than typical scratch paper. These students with disabilities may use a dry erase board, including a large wall-mounted board.

Additional Writing Implements

All students are provided with one pencil or pen to use with scratch paper. In addition to the pencil or pen, all students may be provided with one single-color highlighter, pencil or pen. Students with disabilities may be provided with additional highlighters, colored pens, and/or pencils including dry erase markers, if the dry erase board accommodation is used. The student may use the additional markers, highlighters, colored pencils, and/or pens in the test booklet or on his/her scratch paper; however, these items must not be used anywhere on the student's answer document. The additional markers, highlighters, colored pens, and/or pencils must be provided to the student at the beginning of the session and must be used independently without assistance from the examiner.

Procedures for Requesting a Special Assessment Accommodation

Some students with disabilities may require accommodations beyond those listed in this document to access the SOL assessments. Prior approval from the Virginia Department of Education is required in order to provide these accommodations. The Division Director of Testing or his/her designee should complete the *Special Assessment Accommodation Request* form available on the Virginia Department of Education website at:

www.doe.virginia.gov/testing/participation/index.shtml.

A sample of the *Special Assessment Accommodation Request* form is available in Appendix A of this document.

The *Special Assessment Accommodation Request* form must be submitted to the Virginia Department of Education following the directions provided on the form. The request must be submitted prior to the deadline for the appropriate test administration as listed on the form. The accommodations required for each student should be considered early in the school year, in order to meet the requirement that each student use any requested accommodation(s) instructionally prior to submission of the *Special Assessment Accommodation Request*.

Each request for a special assessment accommodation will be reviewed based upon the need to provide equal access to the SOL test for the student and the need to maintain standardized procedures and test security. Accommodations may be “approved,” “approved with conditions,” or “not approved.” Some accommodations that are approved or approved with conditions may be designated as non-standard accommodations. The Division Director of Testing or his/her designee will be notified as soon as the decision concerning the special assessment accommodation has been made.

If a request for a special assessment accommodation receives an “approved” or “approved with conditions” response, the approval for that accommodation will remain in effect for subsequent SOL administrations for that same student only, if:

- the subsequent SOL assessment is in the same content area(s) as the original approval;
- the student’s continuing need for the same accommodation is documented in the IEP; and
- the conditions specified in the original response will be met.

Appendix A: Special Assessment Accommodation Request

Virginia Department of Education (VDOE) Division of Student Assessment and School Improvement 2017 – 2018 Special Assessment Accommodation Request

Directions: The Special Assessment Accommodation Request should be completed by the Division Director of Testing (DDOT) or a designee. If completed by a designee, the request must be reviewed and approved by the DDOT. When the information requested below is complete, the form must be submitted as a Word document to the VDOE through the Single Sign-on for Web Systems (SWSS) Dropbox located at <https://plpe.doe.virginia.gov/ssws/> using the following process:

1. **To School Division Field** – Use the drop down menus to select **Virginia Department of Education** and to select the receiver as **Dippold, Lesin**.
2. **CC School Division Field** – Use the drop down menus to select **Virginia Department of Education** and to select the receiver as **Monroe, Jane**.
3. **Subject Field** – Type in “Special Assessment Accommodation Request” and your school division name.
4. **Select File Field** – Use the drop down menu to select “New.”
5. **File to Upload Field** – Enter the file name, including the full local path, or use the browse button to select the file to be sent.
6. **Click the submit button to send the file to each of the receivers selected.**
7. **Confirmation email** – An email confirming receipt of the Special Assessment Accommodation Request form will be sent to the DDOT. If a confirmation email is not received within 2 business days, please contact student assessment staff at student_assessment@doe.virginia.gov or (804) 225-2102.

**** Do not submit the Special Assessment Accommodation Request via email, fax, or PDF.**

To ensure adequate review time, requests must be submitted for each administration by the due dates listed below. Submission prior to the deadline is strongly encouraged.

Test Administration	Request Form Deadline
Fall 2017 Writing	October 2, 2017
Fall 2017 Non-Writing	October 16, 2017
Spring 2018 Writing	February 5, 2018
Spring 2018 Non-Writing	February 26, 2018
Summer 2018 Writing & Non-Writing	April 23, 2018

The Division Director of Testing must document extenuating circumstances in writing if submitting a late request.

Section I: Student Information

Date of Request:

Division Name:

Student's State Testing Identifier (STI):

Test Name:

Test Level: Select one...

Test Mode: Select one...

Date the student is scheduled to take the test indicated above:

Section II: Qualification Questions and Justification Statement

Please provide the following information:

Note: Questions 1 and 2 must be able to be answered with “Yes” for the VDOE to consider this Special Assessment Accommodation Request.

1. Is the accommodation documented (or will it be documented) on the student's IEP/504 Plan? Select one...
2. Has this accommodation been used instructionally with the student? Select one...
3. Provide a clear and concise justification statement in the space below which includes:
 - Student's disability;
 - Description of instructional accommodations provided to the student;
 - Description of the requested accommodation(s) which will be provided for the assessment(s);
 - Description of all other test accommodations which will be provided for the assessment(s);
 - If the requested accommodation(s) include the use of a commercially available product, please
 - specify product name, version and operating system, if applicable;
 - include a Web address or source for additional information;
 - Explanation of why the student needs the accommodation(s) to access the specific assessment.

Section III: Signatures

Title	Enter First and Last Name	Date (mm/dd/yyyy)
Enter title, name and date below for person completing the <i>Special Assessment Accommodation Request</i> .		
Enter name and date below to verify that the Division Director of Testing has reviewed the <i>Special Assessment Accommodation Request</i> for completeness and accuracy.		
Division Director of Testing		

To be completed by VDOE staff

☐ **Approved**

☐ **Approved with Conditions**

☐ **Not Approved**

If Approved with Conditions, the following conditions must be implemented.

Appendix B: Calculator Accommodation Criteria for Students with Disabilities

Virginia Assessment Program Calculator Accommodation Criteria Form

This form takes effect beginning with the 2017-2018 test administrations and replaces all documentation pertaining to calculator accommodations for student with disabilities as used on state assessments.

This form is to be completed by an IEP Team/504 Committee to document that a student with a disability qualifies for the calculator accommodation on a mathematics and/or science Standards of Learning (SOL) test or Virginia Substitute Evaluation Program (VSEP) assessment. The calculator accommodation must be necessary for the student to access the state assessment, and it must be directly related to the student's disability. The calculator accommodation is not intended to enhance student performance for students with disabilities whose skills in performing mathematical calculations are below grade level.

Student Information:

Student Name: _____ **State Testing Identifier (STI):** _____

School Division: _____ **School:** _____

Teacher: _____ **Grade:** ____

Primary Disability: -- Select One -- **Secondary Disability (if applicable):** -- Select One --

Test and Calculator Accommodation Information:

Test Name: -- Select One -- **Calculator Name and Model:** _____

Justification:

The IEP Team/504 Committee must respond to the questions below, and the form must be retained as part of the student's IEP:

1. Does the student have a current IEP/504 Plan that documents, or will document, the student's disability and need for the calculator indicated above?

-- Select One --

If the response is No, then the use of this calculator cannot be approved.

2. As a result of a specific disability, has the student routinely used this specific calculator in the classroom to perform calculations?

-- Select One --

If the response is No, provide details of the student's experience with the calculator and how the student will be prepared to use the calculator before completing the assessment. _____

For questions 3, 4, and 5 that follow, any "Yes" response must also include a justification statement. The *Checklist of Mathematical Capabilities for Approved Calculators* provided with this form must be referenced when completing a justification statement, and the statement must include:

- a description of the impact of the student's disabilities as related to mathematics,

- the calculator's accessibility features and/or additional mathematical capabilities needed by the student, and
- an explanation of how the specific characteristics of the student's disabilities are addressed by the features or capabilities of the calculator.

3. Does the student need to use a calculator with accessibility features (e.g., large display, large button, audio) to access the SOL test or VSEP assessment?

-- Select One --

Justification Statement: _____

Note 1: If the calculator with accessibility features needed by the student also has additional mathematical capabilities that are not needed (see #4 below), a completed [Special Assessment Accommodation Request Form](#) must be submitted to the Division of Student Assessment and School Improvement with a copy of this completed Calculator Accommodation Criteria Form. An explanation of how student access to the additional mathematical capabilities will be prevented during testing must be provided.

Note 2: The Appendix of this document details three calculators that may be used by students with visual impairments, including blindness; however, the conditions outlined in the Appendix for the specific calculator must be followed. A visual impairment, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness (34 CFR §300.8(c) (13)). The term "visual impairment" does not include children who have learning problems that are primarily the result of visual-motor or perceptual deficits; although, visually impaired students may also have these additional diagnoses.

4. Does the student need to use a calculator with additional mathematical capabilities to access the SOL test or VSEP assessment?

-- Select One --

Justification Statement: _____

5. Does the student need to use a calculator and/or arithmetic tools to access the section of the SOL Mathematics test in which a calculator is not allowed (SOL Mathematics tests for grades 3-7)?

-- Select One --

Justification Statement: _____

IEP Team/504 Committee Signatures:

Title/Position	Print Name	Signature	Date

This calculator accommodation criteria form and associated documentation is subject to audit by the Division of Student Assessment and School Improvement.

Checklist of Mathematical Capabilities for Approved Calculators

The following checklists are provided to help identify the mathematical capabilities of four-function and scientific calculators currently on the list of calculators approved for use with SOL tests and VSEP assessments. Any mathematical capabilities beyond those provided on the checklist for the specific calculator type are considered additional mathematical capabilities. If a student requires the use of a calculator application or software rather than a hand-held calculator, a [Special Assessment Accommodation Request](#) for the application or software must be submitted to the Division of Student Assessment and School Improvement.

Name/Model of Calculator: _____

Four-Function Calculators:

The following features and capabilities are approved for four-function calculators used for state assessments, although not all four-function calculators will include all of these features.

Checklist	Approved Mathematical Capabilities
	<ul style="list-style-type: none"> • Single line display which does not show the steps performed in an equation.
	<ul style="list-style-type: none"> • Add (+), Subtract (-), Multiply (x), Divide (÷)
	<ul style="list-style-type: none"> • Change Sign (+/-)
	<ul style="list-style-type: none"> • Square Root ($\sqrt{\quad}$)
	<ul style="list-style-type: none"> • Percent (%)

Scientific Calculators:

The following features and capabilities are approved for scientific calculators used for state assessments, although not all scientific calculators will include all of these features.

Checklist	Approved Mathematical Capabilities
	General Features:
	<ul style="list-style-type: none"> • AOS: (Algebraic Operating System)
	<ul style="list-style-type: none"> • Fixed Decimal Capabilities
	<ul style="list-style-type: none"> • Scientific Notation (EE or EXP)
	<ul style="list-style-type: none"> • Single line display which does not show the steps performed in an equation.
	Math Functions:
	<ul style="list-style-type: none"> • Add (+), Subtract (-), Multiply (x), Divide (÷)
	<ul style="list-style-type: none"> • Correct Order of Operations (M, D, A, S) performed by calculator but the equation is not displayed on the single line display
	<ul style="list-style-type: none"> • One constant (K)
	<ul style="list-style-type: none"> • Parenthesis ()
	<ul style="list-style-type: none"> • Change Sign (+/-)
	<ul style="list-style-type: none"> • Powers of 10 (10^x)
	<ul style="list-style-type: none"> • Percent (%), Square (x^2), Cube (x^3), Inverse ($1/x$), Raise number to a power (x^y), Pi (π), Square Root ($\sqrt{\quad}$), Cube Root $\sqrt[3]{\quad}$

Checklist	Approved Mathematical Capabilities (continued)
	Trigonometry:
	• Sine (sin), Cosine (cos), Tangent (tan), and Inverses (\sin^{-1} , \cos^{-1} , \tan^{-1})
	• Hyperbolic Functions (hyp)
	• Convert angles from degrees to radians to grads (DRG)
	• Degrees/Minutes/Seconds (DMS) <>Decimal (DD) Conversions
	Statistics:
	• One-Variable Statistics/Two-Variable Statistics
	• Combinations (nCr), Permutations (nPr), and Factorials (x!)
	• Logarithm (log), Natural Log (ln), Exponential (e^x)

Appendix

Scientific Calculators with Accessibility Features and Additional Mathematical Capabilities

The following scientific calculators may be used by students with visual impairments, including blindness, without submitting a *Special Assessment Accommodation Request Form*; however, the conditions outlined below for the specific calculator must be followed during testing. A visual impairment, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness (34 CFR §300.8(c) (13)). The term "visual impairment" does not include children who have learning problems that are primarily the result of visual-motor or perceptual deficits; although, visually impaired students may also have these additional diagnoses.

1. *SciPlus-2200VA and SciPlus-2300VA Scientific Calculators*

Sight Enhancement Systems, Inc., has developed two modified single-line display scientific calculators with specific model names, *SciPlus-2200VA* (large button and large screen) and *SciPlus-2300VA* (large button, large screen, and talking), that are comparable to scientific calculators on the Virginia Department of Education's list of approved calculators for SOL tests and VSEP assessments. These modified versions are only available for purchase directly from the manufacturer, Sight Enhancement Systems, Inc., at sales@sightenhancement.com. SciPlus calculators purchased from other representatives or distributors that do not have the letters "VA" included in the model name have additional mathematical capabilities and should not be used for state assessments.

The *SciPlus-2200VA* and *SciPlus-2300VA Scientific Calculators* are comparable to other VDOE-approved scientific calculators, so if the IEP team/504 committee determines that the student requires the accessibility features (see Justification # 3), either calculator may be used without submitting a Special Assessment Accommodation Request. If the talking feature will be used, the student must be tested individually or use headphones/earbuds so other students are not distracted. No accommodation code is required.

2. *Orion TI-30XS MultiView Talking Scientific Calculator*

The *Orion TI-30XS MultiView Talking Scientific Calculator* is a modified version of the standard *TI-30XS MultiView Scientific Calculator*. The modifications are provided through an attached device with three accessible buttons controlling the speech features of the calculator. In addition to the accessibility features, this calculator has additional mathematical capabilities beyond other VDOE-

approved scientific calculators that include a multi-line display with edit, cut and paste features, and fraction and (x,y) table capabilities. If the IEP team/504 committee determines that the student requires both the accessibility features (see Justification # 3) and the additional mathematical capabilities (see Justification # 4) to access the state assessment, then the calculator can be used without submitting a Special Assessment Accommodation Request and the following specific conditions must be implemented:

- If the talking feature will be used, the student must be tested individually or use headphones/earbuds so other students are not distracted.
- The student's test record should be coded with Accommodation Codes 27 and 28.

If the IEP team/504 committee determines that the student requires the accessibility features of the *Orion TI-30XS MultiView Talking Scientific Calculator* (see Justification # 3) but the student does not require the additional mathematical capabilities to access the state assessment, then the student may use this calculator during testing but must not use the fraction or (x,y) table keys. It is not necessary to submit a Special Assessment Accommodation Request; however, the following specific conditions must be implemented:

- If the talking feature will be used, the student must be tested individually or use headphones/earbuds so other students are not distracted.
- The test examiner and a proctor must be present during the entire test session. The test examiner will administer the assessment while the proctor will observe and verify test conditions are met including, if applicable, the requirement that the student not use the fraction and/or (x,y) table keys during the test.
- The test examiner and proctor must sign a statement verifying that the test administration was conducted according to the *School Division Personnel Test Security Agreement* and that test conditions specified in this document were met. This written verification must be retained on file and secured in the office of the Division Director of Testing until after scores have been received and verified, and the school division's Authorization to Proceed (ATP) is approved for that test administration.
- The student's test record should be coded with Accommodation Codes 27 and 28.

3. Orion TI-36X Scientific Calculator

The *Orion TI-36X Scientific Calculator* is a talking scientific calculator that is comparable to other VDOE-approved scientific calculators except that it has fraction capabilities.

If the IEP team/504 committee determines that the student requires both the accessibility features (see Justification # 3) and the additional mathematical capabilities (see Justification # 4) to access the state assessment, then the calculator can be used without submitting a Special Assessment Accommodation Request. In this case, however, the following specific conditions must be implemented:

- If the talking feature will be used, the student must be tested individually or use headphones/earbuds so other students are not distracted.
- The student's test record should be coded with Accommodation Codes 27 and 28.

If the IEP team/504 committee determines that the student requires the accessibility features of the *Orion TI-36X Scientific Calculator*, but the student does not require the additional mathematical capabilities to access the state assessment, then the student may use this calculator during testing but must not use the fraction key. It is not necessary to submit a Special Assessment Accommodation Request; however, the following specific conditions must be implemented:

- If the talking feature will be used, the student must be tested individually or use headphones/earbuds so that other students are not distracted.
- The test examiner and a proctor must be present during the entire test session. The test examiner will administer the assessment while the proctor will observe and verify test

conditions are met including, if applicable, the requirement that the student not use the fraction key during the test.

- The test examiner and proctor must sign the affidavit verifying that the test administration was conducted according to the *School Division Personnel Test Security Agreement* and that test conditions specified in this document were met. This written verification must be retained on file and secured in the office of the Division Director of Testing until after scores have been received and verified, and the school division's Authorization to Proceed (ATP) is approved for that test administration.
- The student's test record should be coded with Accommodation Codes 27 and 28.

Appendix C:
Explanation of Testing Accommodations for Students with Disabilities -
Math Aids - Accommodation Code 19
(Effective beginning in Fall 2017)

Accommodations provided to students with disabilities as part of the instructional and assessment process should allow equal opportunity to access the assessments in the Virginia Assessment Program. Accommodations based solely on the potential to enhance performance beyond providing equal access are not allowed.



Accommodations used on the state assessments must be documented in the student's Individualized Education Program (IEP) or 504 Plan and used in daily instruction. Using new or unfamiliar accommodations on a state assessment is inappropriate. The IEP team or 504 committee should consider the need for each student to use each accommodation separately.

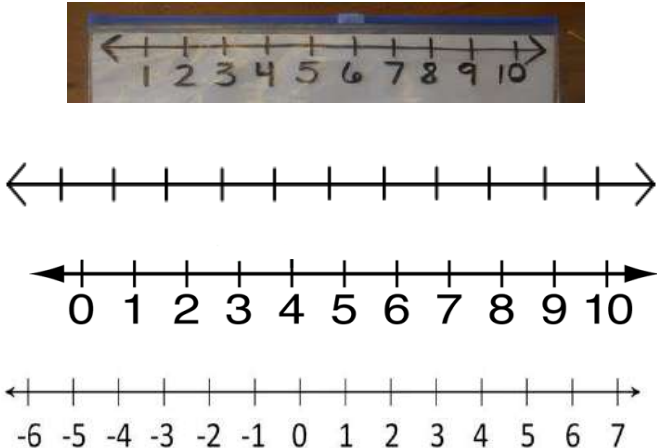
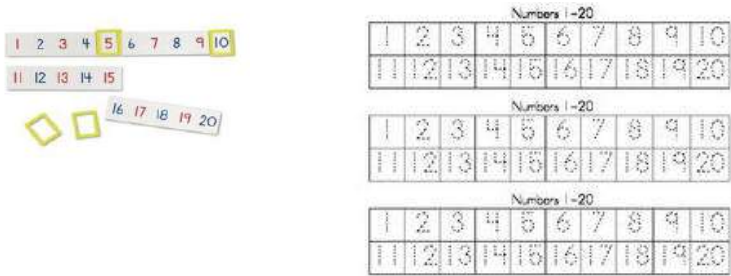
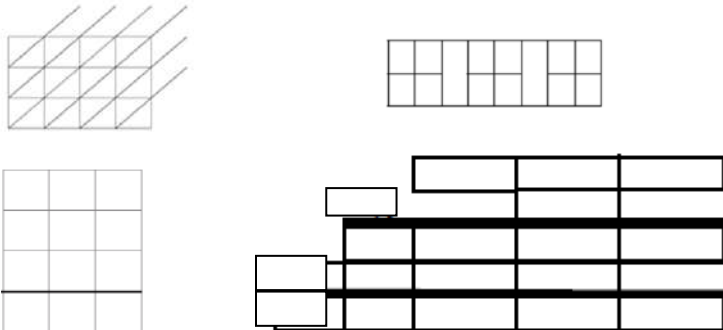
This document contains examples of math aids which are either allowed or not allowed for use by a student with a disability participating in the Virginia Assessment Program. The allowed items pictured in this document are examples of acceptable math aids that may provide some students with disabilities equal access to a state mathematics test.

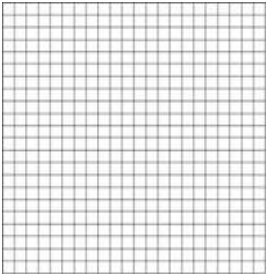
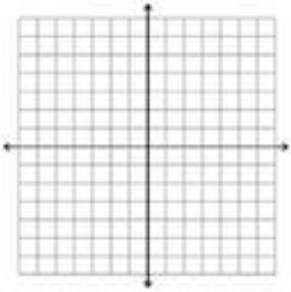

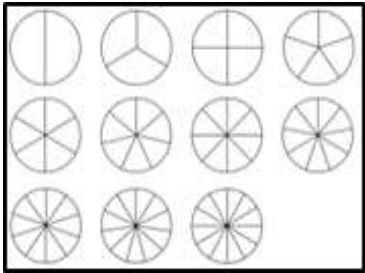
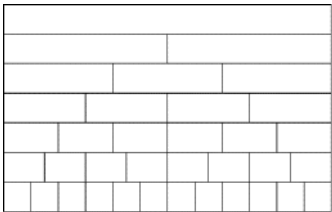
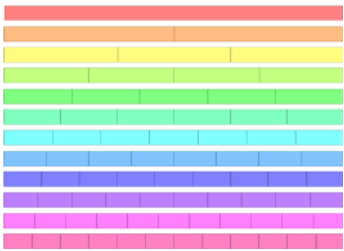


A math aid does not have to be identical in appearance to the pictured example in order to be used as an accommodation. The math aid should be identical in concept and purpose to the approved math aid included in this document, but the specific attributes of a math aid may vary. For example, the number of rows of beads on an abacus or other counting tool may differ and the number of factors or fractions represented on a multiplication chart or a fraction chart may extend beyond the pictured examples.

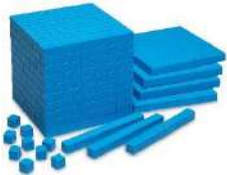


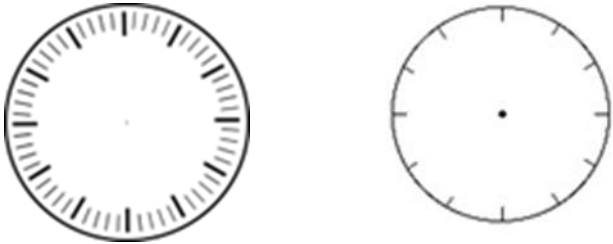
Math aids may be laminated. If a student will write on a laminated math aid, the Additional Markers, Highlighters, Colored Pens, and/or Pencils accommodation must be documented in the IEP or 504 Plan.

Note: Math aids may not be held up to the screen of the testing device.

Examples of allowed math aids that may provide equal access to mathematics assessment for some students with disabilities	Explanation of the allowed math aid accommodations																																																																																																																																																																																																																	
<div>Arithmetic Tools</div> <div><table><tr><td>+</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr></table><table><tr><td>X</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>2</td><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td><td>12</td><td>14</td><td>16</td><td>18</td><td>20</td></tr><tr><td>3</td><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td><td>18</td><td>21</td><td>24</td><td>27</td><td>30</td></tr><tr><td>4</td><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td><td>24</td><td>28</td><td>32</td><td>36</td><td>40</td></tr><tr><td>5</td><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td><td>30</td><td>35</td><td>40</td><td>45</td><td>50</td></tr><tr><td>6</td><td>6</td><td>12</td><td>18</td><td>24</td><td>30</td><td>36</td><td>42</td><td>48</td><td>54</td><td>60</td></tr><tr><td>7</td><td>7</td><td>14</td><td>21</td><td>28</td><td>35</td><td>42</td><td>49</td><td>56</td><td>63</td><td>70</td></tr></table><div></div></div>	+	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11	2	3	4	5	6	7	8	9	10	11	12	3	4	5	6	7	8	9	10	11	12	13	4	5	6	7	8	9	10	11	12	13	14	5	6	7	8	9	10	11	12	13	14	15	6	7	8	9	10	11	12	13	14	15	16	7	8	9	10	11	12	13	14	15	16	17	8	9	10	11	12	13	14	15	16	17	18	9	10	11	12	13	14	15	16	17	18	19	10	11	12	13	14	15	16	17	18	19	20	X	1	2	3	4	5	6	7	8	9	10	1	1	2	3	4	5	6	7	8	9	10	2	2	4	6	8	10	12	14	16	18	20	3	3	6	9	12	15	18	21	24	27	30	4	4	8	12	16	20	24	28	32	36	40	5	5	10	15	20	25	30	35	40	45	50	6	6	12	18	24	30	36	42	48	54	60	7	7	14	21	28	35	42	49	56	63	70	<p>Arithmetic Tools are defined as arithmetic tables/charts, or machines which serve the same function as a four-function calculator. The range of addition, subtraction, multiplication or division factors represented on an arithmetic table/chart, or machine may vary.</p> <p>The Calculator Accommodation Criteria Form, effective beginning in 2017-2018, must be used to find a student eligible to use a calculator, arithmetic charts/table(s), and/or machine(s).</p>
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<div>Hundreds Chart</div> <div><table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr><tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr><tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr><tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr><tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr><tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr></table></div>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	<p>A hundreds chart math aid must be limited to 100.</p> <p>Students may <u>not</u> use expanded charts which include numbers beyond 100.</p> <p>Students may not use hundreds charts containing equations (e.g. 3x3=9).</p>																																																																																																													
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Examples of allowed math aids that may provide equal access to the mathematics assessments for some students with disabilities	Explanation of the allowed accommodations
<p style="text-align: center;">Number Lines</p> 	<p><i>The number line should be a graduated straight <u>line</u> with arrowheads on both ends of the line to indicate that real numbers continue indefinitely in the positive and negative directions. There may be multiple number lines on a single page. A number line may be blank or printed with whole numbers. A number line may have a slider to mark the student's place on the number line.</i></p>
<p style="text-align: center;">Counting Strips</p> 	<p><i>A student may use a single counting strip of whole numbers or multiple counting strips may be printed on a page.</i></p>
<p style="text-align: center;">Number Alignment Aids</p> 	<p><i>Number alignment aids may only be used to assist students in correctly lining up numbers when writing a math problem. Number alignment aids may not contain text, mathematical signs, shaded or colored areas.</i></p>

Examples of allowed math aids that may provide equal access to the mathematics assessment for some students with disabilities	Explanation of the allowed accommodations
<p style="text-align: center;">Graph Paper</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p><i>Graph paper with or without a coordinate plane may be used.</i></p>
<p style="text-align: center;">Fraction Circles and Bars</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">   </div>	<p><i>Fraction circles must be blank without text. Each piece of a fraction circle must be one solid color. Fraction circles may be cut apart or on a whole page.</i></p> <p><i>Fraction bars must be blank without text. Each piece of a fraction bar must be one solid color. Fraction bars may be cut apart or on a whole page.</i></p>
<p style="text-align: center;">Cuisenaire Rods</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p><i>Cuisenaire rods are blank three-dimensional manipulatives of varying lengths and colors which may be used for counting and calculation.</i></p>

Examples of allowed math aids that may provide equal access to the mathematics assessment for some students with disabilities	Explanation of the allowed accommodations
<p style="text-align: center;">Base 10 Blocks</p> 	<p><i>Base 10 blocks are manipulatives composed of various sized units used for counting or calculating. Base 10 blocks must be blank other than the scoring used to indicate the various units.</i></p>
<p style="text-align: center;">Counting Tools</p> 	<p><i>Abacus, Golf Beads, and Rekenrek math aids are examples of manual aids for counting or calculating that consist of beads or disks that can be moved up or down on a string or stick.</i></p>
<p style="text-align: center;">Colored Shapes</p> 	<p><i>Colored shapes are blank and may be two- or three-dimensional.</i></p>
<p style="text-align: center;">Blank Clocks</p> 	<p><i>Blank clock math aids may have tick marks but may not have hands or numbers.</i></p>

Examples of allowed math aids that may provide equal access to the mathematics assessment for some students with disabilities

Explanation of the allowed accommodations

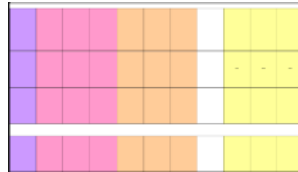
Money



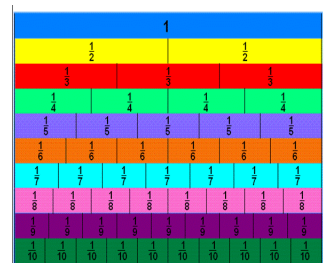
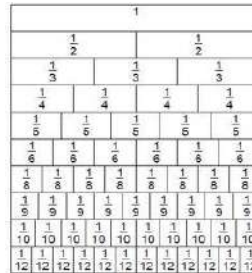
A student may use coins and bills as a manipulative for calculating money amounts. Play money that does not resemble US currency may not be used.

Examples of math aids that have the potential to enhance performance beyond providing equal access
and are NOT allowed for the mathematics assessments

Place Value Chart



Fraction Chart



Tables of Measures

from \ to	= __ feet	= __ inches	= __ miles	= __ yards
foot		12	1/5280	1/3
inch	1/12		1/63360	1/36
mile	5280	63360		1760
yard	3	36	1/1760	

Measurement Conversion Charts



Liquid (Fluid or Volume) Measurements (approximate)			
1 teaspoon	1/2 fluid ounce	1/4 cup	1/16 gallon
1 tablespoon	1/2 fluid ounce	1/4 cup	1/16 gallon
2 tablespoons	1 fluid ounce	1/8 cup	1/32 gallon
1/4 cup	2 fluid ounces	1/8 cup	1/32 gallon
1/2 cup	4 fluid ounces	1/4 cup	1/16 gallon
3/4 cup	6 fluid ounces	3/8 cup	3/64 gallon
1 cup	8 fluid ounces	1/2 cup	1/8 gallon
1 1/2 cups	12 fluid ounces	3/4 cup	3/32 gallon
2 cups	16 fluid ounces	1 cup	1/16 gallon
2 1/2 cups	20 fluid ounces	5/8 cup	5/128 gallon
3 cups	24 fluid ounces	3/4 cup	3/32 gallon
3 1/2 cups	28 fluid ounces	7/8 cup	7/256 gallon
4 cups	32 fluid ounces	1 cup	1/16 gallon
4 1/2 cups	36 fluid ounces	9/8 cup	9/512 gallon
5 cups	40 fluid ounces	5/4 cup	5/128 gallon
5 1/2 cups	44 fluid ounces	11/8 cup	11/2048 gallon
6 cups	48 fluid ounces	3/2 cup	3/64 gallon
6 1/2 cups	52 fluid ounces	13/8 cup	13/1024 gallon
7 cups	56 fluid ounces	7/4 cup	7/256 gallon
7 1/2 cups	60 fluid ounces	15/8 cup	15/512 gallon
8 cups	64 fluid ounces	1 cup	1/16 gallon
8 1/2 cups	68 fluid ounces	17/8 cup	17/1024 gallon
9 cups	72 fluid ounces	9/4 cup	9/256 gallon
9 1/2 cups	76 fluid ounces	19/8 cup	19/512 gallon
10 cups	80 fluid ounces	5/2 cup	5/128 gallon

Temperature Conversion Charts

TEMPERATURE CONVERSION CHART

Celsius (C) to Fahrenheit (F)
 $F = (C \times 9 / 5) + 32$

Fahrenheit to Celsius
 $C = (F - 32) \times 5 / 9$

Celsius to Kelvin (K)
 $K = C + 273$

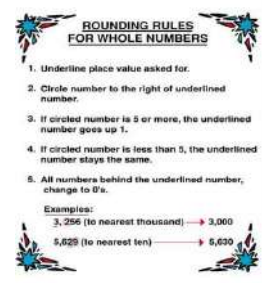
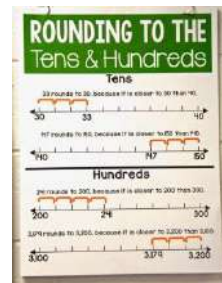
Kelvin to Celsius
 $C = K - 273$



Celsius	Fahrenheit	Kelvin
110	230	383
100	212	373
90	194	363
80	176	353
70	158	343
60	140	333
50	122	323
40	104	313
30	86	303
20	68	293
10	50	283
0	32	273
-10	14	263
-20	-4	253
-30	-22	243

Celsius °C	Fahrenheit °F
-30 °C	-22 °F
-20 °C	-4.0 °F
-10 °C	14.0 °F
0 °C	32.0 °F
1 °C	33.8 °F
2 °C	35.6 °F

Rounding Charts



**Examples of math aids that have the potential to enhance performance beyond providing equal access
and are NOT allowed for the mathematics assessments**

Money Equivalency Chart



Vocabulary Charts

Word	Definition
Acute angle	An angle that measures between 0 and 90 degrees
Acute triangle	All angles in the triangle are acute
Adjacent angles	Two coplanar angles with a common side, a common vertex, and no common interior points
Angle	The shape formed by two rays (called sides of the angle) with the same endpoint (called the vertex of the angle). In geometry an angle can be defined by the vertex or by the rays and vertex.
Angle bisector	A ray that divides an angle into two congruent (equal) angles
Arc	Part of a circle

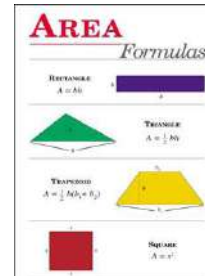
Word	+	-	Example	Definition
Associative	+		$(2 \times 3) \times 4 = 2 \times (3 \times 4)$	When you multiply 3 or more numbers, it does not matter what order they are in.
Commutative	+		$4 \times 8 = 8 \times 4$	When you multiply numbers, it does not matter what order they are in.
Distributive		-		

Time Conversion or Equivalency Charts

TIME	
CONVERSION CHART	
1 Minute = 60 seconds	Century
1 Hour = 60 minutes	Year
1 Day = 24 hours	Month
1 Week = 7 days	Week
1 Year = 52 weeks	Day
1 Year = 12 months	Hour
1 Year = 365 days	minutes
1 Leap Year = 366 days	Seconds
1 Century = 100 years	

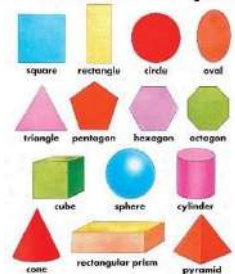
Time	
(Known) = (Start)	
One Minute = 60 Seconds	One Minute = 60 Seconds
One Hour = 60 Minutes	One Hour = 60 Minutes
One Day = 24 Hours	One Day = 24 Hours
One Week = 7 Days	One Week = 7 Days
One Month = 30 Days	One Month = 30 Days
One Year = 12 Months	One Year = 12 Months
One Decade = 10 Years	One Decade = 10 Years
One Century = 100 Years	One Century = 100 Years

Charts of formulas and/or symbols



Shape Charts

Geometric Shapes



Tally Mark Chart

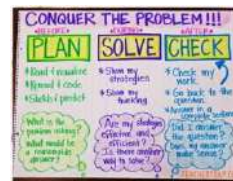
I = 1	I = 6
II = 2	II = 7
III = 3	III = 8
IIII = 4	IIII = 9
IIII I = 5	IIII I = 10

Problem Solving Charts (Key Words)

+	-	x	÷	=
sum increased combine plus more than	difference decreased less than take away	product times factor twice (2x's) triple (3x's)	quotient divide into out of split break up	is total result same as equivalent to

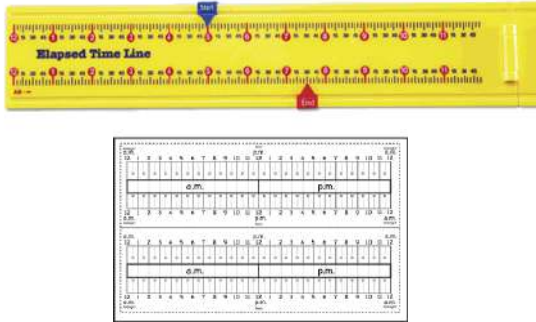
The Key Word in Word Problems	
 Add Sum Total All together Plus In all	 Multiply Product Times Twice Total Multiplied by
 Subtract Remain Difference Less than Fewer How many more Minus	 Divide Quotient Goes into Split Equally Each

Problem Solving Charts (Steps to Solve a Mathematics Problem)

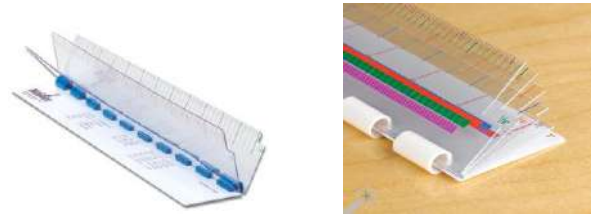


**Examples of math aids that have the potential to enhance performance beyond providing equal access
and are NOT allowed for the mathematics assessments**

Elapsed Time Ruler



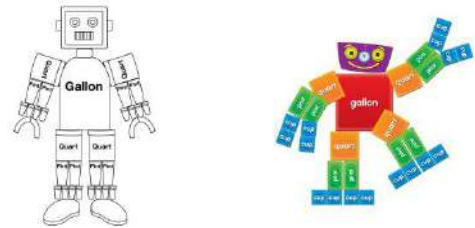
Multi Layer Rulers



Clocks



Gallon Man



Scissors



Set of Weights



Multiplication Equation Chart

1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4	5 x 1 = 5	6 x 1 = 6	7 x 1 = 7	8 x 1 = 8	9 x 1 = 9	10 x 1 = 10
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10	6 x 2 = 12	7 x 2 = 14	8 x 2 = 16	9 x 2 = 18	10 x 2 = 20
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12	5 x 3 = 15	6 x 3 = 18	7 x 3 = 21	8 x 3 = 24	9 x 3 = 27	10 x 3 = 30
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16	5 x 4 = 20	6 x 4 = 24	7 x 4 = 28	8 x 4 = 32	9 x 4 = 36	10 x 4 = 40
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25	6 x 5 = 30	7 x 5 = 35	8 x 5 = 40	9 x 5 = 45	10 x 5 = 50
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24	5 x 6 = 30	6 x 6 = 36	7 x 6 = 42	8 x 6 = 48	9 x 6 = 54	10 x 6 = 60
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28	5 x 7 = 35	6 x 7 = 42	7 x 7 = 49	8 x 7 = 56	9 x 7 = 63	10 x 7 = 70
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32	5 x 8 = 40	6 x 8 = 48	7 x 8 = 56	8 x 8 = 64	9 x 8 = 72	10 x 8 = 80
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36	5 x 9 = 45	6 x 9 = 54	7 x 9 = 63	8 x 9 = 72	9 x 9 = 81	10 x 9 = 90
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50	6 x 10 = 60	7 x 10 = 70	8 x 10 = 80	9 x 10 = 90	10 x 10 = 100

Appendix D

Explanation of Testing Accommodations for Students with Disabilities - Assistive Technology Accommodations (Effective beginning in Fall 2017)

According to the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, “‘assistive technology device’ means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.”

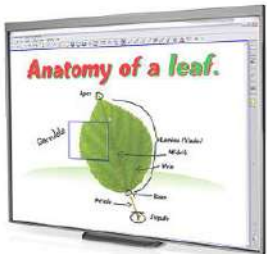
Accommodations, including assistive technology devices, provided to students with disabilities as part of the instructional and assessment process should allow equal opportunity to access the assessments in the Virginia Assessment Program. Accommodations based solely on the potential to enhance performance beyond providing equal access are not allowed.

Assistive technology accommodations used on statewide assessments must be documented in the student’s Individualized Education Program (IEP) or 504 Plan and used in daily instruction. Using new or unfamiliar accommodations on a state assessment is inappropriate.

The IEP Team or 504 Committee, Division Director of Testing (DDOT), and Text Examiner must consult Appendix B, *Special Testing Accommodations: Resources and General Guidance*, of the current Standards of Learning (SOL) Test Implementation Manual for specific information about required conditions for each accommodation category. If a student requires an accommodation that is beyond those detailed in this document or the SOL Test Implementation Manual to access the SOL assessments, the Division Director of Testing or his/her designee should submit the Special Assessment Accommodation Request form available on the Virginia Department of Education website at www.doe.virginia.gov/testing/participation/index.shtml.



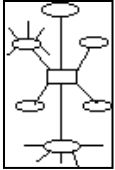
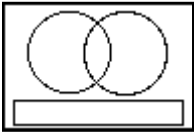


Assistive Technology Accommodations Allowed for SOL Testing

(See Appendix B of the current SOL Test Implementation Manual for Required Conditions)

Special Test Accommodations Code	Examples of Assistive Technology that may Provide Access to SOL Assessments for Students with Disabilities	Description	SOL Test Format Available
4 Visual aids	Interactive/Electronic whiteboard; Data projector 	A student with a visual impairment may use an interactive/electronic whiteboard or data projector to project the test onto a large surface (projection screen, dry erase board, or wall) for magnification purposes only.	Paper Online

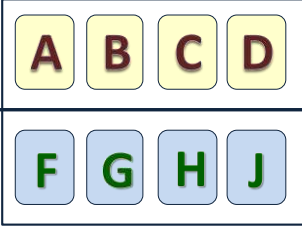




Assistive Technology Accommodations Allowed for SOL Testing

(See Appendix B of the current SOL Test Implementation Manual for Required Conditions)

Special Test Accommodations Code	Examples of Assistive Technology that may Provide Access to SOL Assessments for Students with Disabilities	Description	SOL Test Format Available
4 Visual aids	CCTV (closed circuit television) Electronic magnification 	A student with a visual impairment may use a CCTV or electronic magnifier to enlarge a paper test form.	Paper
4 Visual aids	Color overlay Tinted screen Screen Magnifier 	A student with a visual impairment or processing disability may use only one blank color overlay, tinted screen or screen magnifier.	Paper Online
4 Visual aids	Template software Electronic or printed graphic organizer  	A student with a disability may use only blank templates or blank graphic organizers.	Paper Online
5 Amplification equipment	Auditory Trainer Whisper phone  	A student with a disability who requires amplification may use an auditory trainer or whisper phone.	Paper Online




Assistive Technology Accommodations Allowed for SOL Testing

(See Appendix B of the current SOL Test Implementation Manual for Required Conditions)

Special Test Accommodations Code	Examples of Assistive Technology that may Provide Access to SOL Assessments for Students with Disabilities	Description	SOL Test Format Available
13 Communication board, choice cards	Communication board or choice cards 	A student with a disability who is not able to record an answer on an online or paper test or provide an auditory response to a scribe may use a communication board or choice cards to indicate his or her response.	Paper Online
21 Response Devices	Word processor, Word processor with speech-to-text  	A student with a visual impairment who does not use braille, as well as students who have an orthopedic impairment, a specific learning disability, or other disability that interferes with the composing process or prevents them from composing their response within the online test, may use a word processor or word processor with speech-to-text capabilities to complete the short-paper component of the SOL Writing test.	Paper Online (Short-Paper Component of <i>Writing Test</i> Only)
21 Response Devices	Braille writer or braille 	Blind and vision-impaired students may use a braille writer or braille to complete the short-paper component of the SOL Writing test or to record responses to multiple-choice SOL test questions.	Braille Paper
21 Response Devices	Word prediction software 	A student with a specific learning disability or other disability which interferes with the composing process may use word prediction software which provides a selection of single words generated only from the student's single or multiple keystrokes.	Paper Online (Short-Paper Component of <i>Writing Test</i> Only)

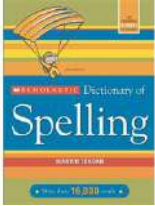



Assistive Technology Accommodations Allowed for SOL Testing

(See Appendix B of the current SOL Test Implementation Manual for Required Conditions)

Special Test Accommodations Code	Examples of Assistive Technology that may Provide Access to SOL Assessments for Students with Disabilities	Description	SOL Test Format Available
22 Augmentative communication device	Augmentative communication device 	A student with a disability who is not able to record an answer directly on a paper or online test or provide an auditory response to a scribe may use an augmentative communication device to indicate his or her response.	Paper Online
22 Augmentative communication device	Eye Gaze device and software 	A student with a disability who is not able to record an answer directly on a paper or online test or provide an auditory response to a scribe, may use an eye gaze device or software to access a keyboard by blinking or by gazing at a letter to indicate his or her response.	Paper Online
23 Spelling aids	Spell checker, spelling dictionary, or spelling corrector 	A student with a specific learning disability or other disability that interferes with the composing process may use an approved spelling aid including a spell checker, a spelling corrector, a commercial, teacher- or student-made dictionary, or word processing software with a spell checker.	Paper Online (Short-paper component of <i>Writing</i> test only)

Assistive Technology Accommodations Not Allowed for SOL Testing

The following table provides examples of assistive technology accommodations that have the potential to enhance student performance beyond providing equal access to SOL assessments or violate test security. These accommodations are **not** allowed during SOL assessments.

Accommodation <u>Not</u> Allowed	Example or Explanation
<p>Spelling dictionary that provides hints, prompts, or clues</p> 	
<p>Spell checker with thesaurus</p> 	<ul style="list-style-type: none"> • This device contains a built in thesaurus which cannot be disabled.
<p>Magnification software with online tests</p> 	<ul style="list-style-type: none"> • Magnification software cannot be used with online SOL tests. The TestNav application used for online SOL test administration includes magnification capability and is the only magnification option available to students completing an online SOL test. The TestNav application cannot be used concurrently with other software or applications on the device as it is not possible to ensure compatibility or proper test security.
<p>Picture writing software</p> 	<ul style="list-style-type: none"> • The use of this type of software requires that the teacher create word banks or lists from which the student selects while composing sentences and paragraphs. • The level of teacher assistance required is extensive; therefore, it is not appropriate for SOL assessments as it violates test security. • The device running the software may provide access to the Internet.

Assistive Technology Accommodations Not Allowed for SOL Testing

Accommodation <u>Not</u> Allowed	Example or Explanation
Use of software or applications on a device concurrently running TestNav for online SOL test administration.	<ul style="list-style-type: none">• The TestNav application cannot be used concurrently with other software or applications on the device as it is not possible to ensure compatibility or proper test security.
Use of any Internet-capable device during testing to access software or applications other than TestNav.	<ul style="list-style-type: none">• Using an Internet-capable device to access software or applications while completing an online or paper SOL test is a violation of test security.• Assistive technology accommodations detailed in the Test Implementation Manual may not be used on an Internet-capable device without prior VDOE approval.• Requests to use software or applications during testing on an Internet-capable device must be made via the Special Assessment Accommodation Request process.

Appendix E

Documentation of Need for Paper Standards of Learning Assessment

All students are required to take the online version of the Standards of Learning (SOL) tests with the exception of students who meet one of the criteria listed below.

- The student attends school in a location where a secure network connection or the required technology is not available to access an online test. Such locations include the following: special situations schools; homebound, residential, or hospital placement; night school or Governor's school.
- An accommodation specified in the student's IEP, 504 Plan, or EL Student Assessment Participation Plan requires a paper test. Examples of accommodations requiring a paper test include large-print test, braille test, braille, and some instances of multiple test sessions.
- The student has a documented medical condition, such as a seizure disorder, where exposure to a computer will aggravate the student's condition.
- The student's eligibility for paper tests has been established using the *Documentation of Need for Paper Standards of Learning (SOL) Assessment* form. The form documents that the use of paper tests is intended only to provide access to the SOL assessments for the following students:
 - Students with disabilities who require other accommodations that necessitate a paper test.
 - Students with medical conditions that render them unable to take an online test.

The use of paper tests for students with disabilities and students with medical conditions is intended only to provide access to the SOL assessments. Use of paper tests may not be allowed for the purpose of improving performance. Students who may need paper SOL assessments for reasons other than those listed in the *Documentation of Need for Paper Standards of Learning Assessment* form must obtain prior approval from the Virginia Department of Education.

Virginia Department of Education

Documentation of Need for Paper/Pencil Standards of Learning (SOL) Assessment

Directions: This form must be completed for students with disabilities or those with medical conditions who need a paper/pencil test but who do NOT meet the following criteria:

- attend school in a location where a secure network connection or the required technology is not available to access an online test, such as special situation schools, homebound, residential facilities, hospitals, night schools, or Governor Schools.
- require an accommodation in the Individualized Education Plan (IEP) or 504 Plan that necessitates a paper/pencil format such as large-print test, Braille test, or flexible schedule (multiple testing sessions requiring more than one school day).
- have a documented medical condition, such as a seizure disorder where exposure to a computer will aggravate the student's condition.

For a student with disabilities, this form should be completed by the Individual Education Program (IEP) team/504 committee. For a student with medical conditions, this form should be completed by a team composed of the Division Director of Testing, building principal, course content teacher, parent, and other appropriate school staff. A separate form must be completed for each SOL Assessment, and a copy of each signed and completed form must remain in the student's education record and on file in the office of the Division Director of Testing.

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____ Current Grade of Enrollment: _____

SOL Assessment Considered for Paper/Pencil: _____

Section II: School Division Information

School Division Name: _____ School Name: _____

Course Content Teacher: _____ Date: _____

Section III: Eligibility Determination

Eligibility for paper/pencil administration of SOL assessments is determined based on a student's disability or the student's medical need. Section IIIA should be completed by student's IEP or 504 team if the need for a paper/pencil administration is based on an identified disability. Section IIIB should be completed by a team composed of the Division Director of Testing, building principal, parent, and other appropriate school staff if a medical condition is the basis for the need for a paper/pencil test.

Section IIIA: (Complete for a Student with a Disability)

The student's IEP Team/504 Committee must determine that a student is eligible for a paper/pencil assessment based on answers to the following three questions. A response of "No" for any question indicates that the student is NOT eligible for a paper/pencil assessment in the content area listed in Section I of this form.

1) Does the student have a current IEP/504 Plan or is one being developed?

☐ Yes ☐ No

2) As a result of a disability, the student requires an accommodation other than large print test, Braille, or multiple test sessions, that can only be provided in a paper/pencil format. List accommodation requiring a paper/pencil administration:

☐ Yes ☐ No

3) Does the student require paper/pencil classroom tests in order to access content?

☐ Yes ☐ No

Justification Statement: *The IEP Team/504 Committee must also provide a justification statement as to why the IEP Team or 504 Committee has determined that the impact of the student's disability prevents access to online SOL assessments even with accommodations. Data should be referenced from the student's educational record including the most recent evaluation information, teacher observations, and classroom and state assessment performance history.*

Signed:

_____	Date _____
Course Content Teacher	
_____	Date _____
Special Education Teacher	
_____	Date _____
Parent	
_____	Date _____
Building Administrator or Designee	
_____	Date _____
Other	
_____	Date _____
Other	

This completed form must be retained in the student's education record and on file in the office of the Division Director of Testing.

Section IIIB: (Complete for a Student with a Medical Condition)

The school team must determine that a student is eligible for a paper/pencil assessment based on answers to the three questions below. A response of "No" for any question indicates that the student is NOT eligible for a paper/pencil assessment in the content area listed in Section I of this form.

- 1) Does the student have a current medical condition documented by a physician or other health professional? (Letter must be attached.)**

☐ Yes ☐ No

- 2) As a result of the medical condition, is the student unable to demonstrate his/her individual achievement on the online Standards of Learning test for the assigned course and grade level?**

☐ Yes ☐ No

- 3) Does the student require paper/pencil classroom tests in order to access content?**

☐ Yes ☐ No

Justification Statement: *The school team must also provide a justification statement as to why it has determined that the impact of the student's medical condition prevents access to online SOL assessments. Data should be referenced from teacher observations and from classroom and state assessment performance history. A letter from the student's physician must also be attached which documents the current medical condition that prevents access to online SOL assessments.*

Signed:

_____	Date _____
Division Director of Testing	
_____	Date _____
Building Administrator or Designee	
_____	Date _____
Course Content Teacher	
_____	Date _____
Parent	
_____	Date _____
Other	
_____	Date _____
Other	

This completed form must be retained in the office of the Division Director of Testing.

Appendix F

Testing Condition Adjustments Available to All Students

The following adjustments to the conditions under which an SOL test may be administered are available to any student as needed. These adjustments are not accommodations as they may be provided to all students.

ADJUSTMENTS AVAILABLE TO ALL STUDENTS	
Adjustment to Testing Conditions	Examples/Guidance
Group size	Students may be tested individually or in small groups with the size of the group determined by the STC.
Environmental modifications	Students may be tested with modifications to the environment to include amount or type of lighting, noise buffers, and/or the use of a study carrel. The student may NOT be issued any kind of accessory to modify the environment. Prohibited accessories include but are not limited to: head phones, ear muffs, ear plugs, ticking clocks, egg timers, fidget items, stress balls, toys, music or “soothing” sounds during testing.
Large diameter pencil, pencil grip	If a large pencil is used on a paper answer document, it must contain #2 lead.
Assistance with directions	<p>Directions for taking the test are read to students as printed in the <i>Examiner’s Manuals</i>, and their <i>Supplements</i>. If a student has a question about a direction, then the Examiner may simplify or clarify the “SAY” direction.</p> <p>Examiners/Proctors may NOT provide assistance with directions for test items that are within the student’s test.</p>
Student reading his/her own test out loud	For any student who needs to hear himself/herself read aloud, the student must be tested individually. The student can then read the test aloud to himself/herself without interaction from the Examiner. The student may not be issued any kind of accessory including, but not limited to, a “whisper phone” or recording/playback device. The student may NOT read to the Examiner/Proctor.