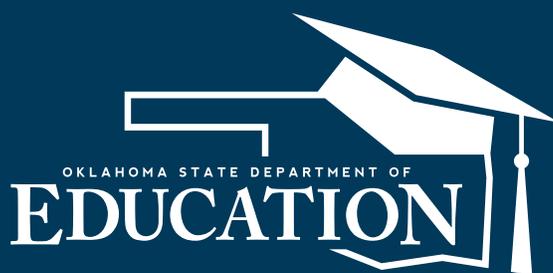




OKLAHOMA ACCOMMODATIONS MANUAL



SPECIAL
EDUCATION
SERVICES

Introduction

The Oklahoma Accommodations Manual is based on the *Accommodations Manual: How to Select, Administer, and Evaluate the Use of Accommodations for Instruction and Assessment of Students with Disabilities* (2nd Edition) authored in 2005 by Sandra J. Thompson, Amanda B. Morse, Michael Sharpe, and Sharon Hall and developed by the Council of Chief State School Officers State Collaborative on Assessment and Student Standards Assessing Special Education Students (CCSSO-SCASS). CCSSO-SCASS designed the manual so State personnel could insert state-specific information and policies related to content standards, assessments, and accommodations. In this way states can assure the information in this manual is consistent with State policies.

The following five steps provide an organizing framework for this manual:

1. Set high expectations for students with disabilities to achieve grade-level academic content standards.
2. Learn about accommodations for instruction and assessment.
3. Select appropriate accommodations for instruction and assessment for individual students.
4. Effectively administer accommodations during instruction and assessment.
5. Evaluate effectiveness of accommodations use.

STEP 1
**SET HIGH EXPECTATIONS FOR STUDENTS WITH DISABILITIES TO ACHIEVE GRADE-LEVEL
ACADEMIC CONTENT STANDARDS**

FEDERAL AND STATE LAWS REQUIRING PARTICIPATION BY STUDENTS WITH DISABILITIES

Several important laws require the participation of students with disabilities in standards-based instruction and assessment initiatives. These include federal laws such as No Child Left Behind 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

No Child Left Behind Act of 2001

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements the provisions in providing public accountability at the school, district, and state levels for all students with disabilities. NCLB explicitly calls for:

...the participation in such assessments of all students [Sec. 1111 (3) (C) (i)]. (The term ‘such assessments’ refers to a set of high-quality, yearly student academic assessments.) The reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of the Individuals with Disabilities Education Act—necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [Sec. 1111 (3) (C)(ii)].

One of the basic reform principles of NCLB is stronger accountability for results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to:

- how successful schools are including all students in standards-based education;
- how well students are achieving standards; and
- what needs to be improved upon for specific groups of students.

There are several critical elements in NCLB that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well they should learn) in reading/language arts and mathematics (with science added in 2007-08) form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in students attaining the knowledge and skills defined by the content standards. By 2005-06, states must have provided assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school. By 2007-08, states must have provided science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year. School, district, and state accountability is based on measuring success in educating all of its students and determining what needs to be improved for specific groups of students. The accountability system is defined in terms of adequate yearly progress (AYP), a way to measure the improvement in achieving standards for all students and designated subgroups each year.

Schools, districts, and states are held accountable for improvements on an annual basis by public reporting¹ and ultimately through consequences if AYP is not achieved.

Individuals with Disabilities Education Improvement Act of 2004

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state and district-wide assessments. Specific IDEA requirements include:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [Sec. 612 (a) (16) (A)]. The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes...a statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d) (1) (A) (V) and VI].

Based on current trends, the use of assessments for accountability purposes will likely increase in the future, supported by other legislative initiatives passed by states in their efforts to implement educational reform.

Elementary and Secondary Education Act of 1965 (ESEA)

On April 9, 2007 the United States Department of Education issued its Final Regulations governing programs administered under Title 1 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by NCLB and the regulations governing programs under Part B of the Individuals with Disabilities Education Act (IDEA). These regulations provide States with additional flexibility regarding state, local educational agency, and school accountability for a small group of students with disabilities, in addition to those with significant cognitive disabilities. Under these regulations states were required to develop guidelines for the provision of appropriate accommodations for use in state assessments. Included in these guidelines are the requirements that states identify only those accommodations for each assessment that do not invalidate the score and instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.

INCLUDING ALL STUDENTS WITH DISABILITIES IN STATE ACCOUNTABILITY ASSESSMENTS

Both federal and State laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. Individualized

¹ Each parent/guardian receives a report of their child's reading and mathematics assessment results. Also included in this report are district and state results.

Education Program (IEP) team members must actively engage in a planning process that addresses:

- Assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments; and
- Use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

Oklahoma Special Education Handbook 2013

Students with disabilities are to be included in all state wide and district wide assessments. The IEP team determines how the student will participate in state and district wide assessments—with or without accommodations, or by means of an alternate assessment. Assessment accommodations are determined based on the student's needs. Those accommodations can only be used for state assessment purposes if they are used regularly by the student during instruction and/or classroom testing. The state approved assessment accommodation list is located on the Oklahoma State Department of Education Web site. Students must meet the eligibility requirements found in the *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments* before taking an alternate assessment.

Resources:

<http://www.ok.gov/sde/achieving-classroom-excellence-act-ace>

<http://ok.gov/sde/assessment>

<http://ok.gov/sde/accountability-assessments>

<http://ok.gov/sde/accommodations-students-iep-or-504-plan>

<http://ok.gov/sde/sites/ok.gov.sde/files/OSDE%20Form%2012%20Assessment%20Criteria%20Checklist.pdf>

EQUAL ACCESS TO GRADE-LEVEL CONTENT

With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to learn at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessments may also promote equal access to grade-level content. To accomplish this goal of equal access:

- school personnel must be familiar with Oklahoma Academic Standards and accountability systems at the state and district level;
- school personnel must know where to locate content standards and updates;

- collaboration between general and special educators must occur for successful student access; and
- school personnel must be aware of possible accommodations for students (if necessary) to enable access to the curriculum.

OKLAHOMA ACADEMIC STANDARD can be found at the following link:

<http://www.ok.gov/sde/oklahoma-academic-standards>

All students with disabilities can work toward grade-level academic content standards and most of these students will be able to achieve these standards when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners;
2. IEPs for students with disabilities are developed to ensure the provision of services necessary to address areas of student's weakness (e.g., specific reading skills, strategies for "learning how to learn"); and
3. Appropriate accommodations are provided to help students access grade-level content.

The **Oklahoma Core Curriculum Tests** (Criterion-Referenced Tests) for Grades 3-8 and the "End-of-Instruction" (EOI) secondary-level tests are aligned to the state-mandated curriculum, the Oklahoma Academic Standards which has been adopted by the State Board of Education and is the curriculum foundation for all public schools. Oklahoma state tests are used for assessing student achievement, targeting student, classroom, and program improvement, and informing parents of student progress. The administration of Oklahoma state tests fulfills NCLB and state mandates for testing and the test results are used for federal and state accountability requirements.

STEP 2

LEARN ABOUT ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT

WHAT ARE ACCOMMODATIONS?

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be state approved for use on a standardized assessment. It is very important for educators to become familiar with state policies regarding accommodations during assessments.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work. Accommodations for instruction and assessment are integrally intertwined.

DESCRIPTION OF OKLAHOMA ACCOMMODATIONS CATEGORIES

Accommodations are commonly categorized in four ways: setting, timing and scheduling, response, and presentation.

I. Setting Accommodations: Change the location in which a test or assignment is given or the conditions of the assessment setting.

WHAT ARE SETTING ACCOMMODATIONS?

Setting accommodations change the location in which a student receives instruction or participates in an assessment. Students may be allowed to sit in a different location than the majority of students in order to reduce distractions to themselves or others, or to increase access to assistive technology. Some students may need changes in the conditions of an instructional setting. Every instructional and assessment setting should have good lighting and ventilation, comfortable room temperature, and be as free as possible from noise, traffic, and other interruptions. Chairs should be comfortable and tables set at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in good condition. Setting accommodations on assessments are most appropriate when they are offered in the general education environment as part of the regular instruction.

WHO CAN BENEFIT FROM SETTING ACCOMMODATIONS?

Setting accommodations, which are changes in instructional and assessment locations, can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g. reader, scribe, frequent breaks) that might distract other students. Students

with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

Oklahoma State Approved Setting Accommodations

1. Test administration

- Individually
- In small group (no more than 5)
- In testing carrel
- In separate location (such as a special resource classroom) that will minimize student distractions

2. Provide special lighting

3. Provide adaptive or special furniture

II. Timing and Scheduling Accommodations: Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

WHAT ARE TIMING AND SCHEDULING ACCOMMODATIONS?

Timing and scheduling accommodations change the allowable length of time (or needed breaks) to complete assignments, assessments, activities. Timing accommodations may also change the way the time is organized. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or assessment takes place.

WHO CAN BENEFIT FROM TIMING AND SCHEDULING ACCOMMODATIONS?

Timing and scheduling accommodations are most helpful for students who need more time to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audiotape, scribe).

Students who cannot concentrate continuously for an extended period or who become frustrated, or stressed easily may need frequent or extended relaxation breaks. It may also help to schedule in the morning those classes and tests that require the greatest concentration for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may

need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.

Oklahoma State Approved Setting Accommodations

1. Time of day when the student is most responsive
2. Flexible schedule
3. Administer subject area tests over several sessions
4. Allow frequent breaks during testing

III. Response Accommodations: Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using an assistive device or organizer.

WHAT ARE RESPONSE ACCOMMODATIONS?

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.

WHO CAN BENEFIT FROM RESPONSE ACCOMMODATIONS?

Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).

Oklahoma State Approved Response Accommodations

1. Mark answers in test booklet and not on answer sheet, for later transfer by Test Administrator to Answer Document
2. Slant board or wedge for positioning
3. Utilize assistive technology communication device(s)
4. Braille
5. Pencil grip
6. Colored overlays
7. Abacus
8. Give oral or signed responses to be marked on multiple-choice Answer Document by Test Administrator.
9. Dictate words to scribe (English II and writing test only). (Test Administrator must transcribe words verbatim into the standard student Answer Document).

10. Utilize typewriter, word processor, or computer without the use of “help” features, such as spell check, etc. (English II and writing test only).
11. Student tapes response for verbatim transcription at a later time (English II and writing Test only). (Tapes need to be destroyed by the District Test Coordinator).

IV. Presentation Accommodations: Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

WHAT ARE PRESENTATION ACCOMMODATIONS?

Presentation accommodations allow students to access instruction and assessments in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.

WHO CAN BENEFIT FROM PRESENTATION ACCOMMODATIONS?

Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability.

Oklahoma State Approved Presentation Accommodations

1. Large Print or Braille (contracted). (Test Administrator must transcribe answers verbatim into a standard student Answer Document).
2. Use of assistive devices/supports.
 - Magnifier
 - Auditory amplification devices, such as hearing aids or noise buffers.
3. Read or sign test items if the test is **not** a reading test. The teacher reading the items must read over the student’s shoulder not from a separate test booklet, except when “signing.” (Groups of 5 or less).
4. Color overlays to reduce glare.
5. Simplification/repetition/signage of directions (not test questions or answer choices).
6. Student may ask for clarification of directions (not test questions or answer choices).
7. Students utilizing Braille may be provided an abacus.
8. Calculator (3rd-8th Math, 5th, and 8th Science can use 4-Function calculator only; Algebra I and Biology- can use scientific calculator only).
9. Provide cues (arrows, stop signs) on answer forms.
10. Use templates to reduce the amount of visible print.

11. Secure paper to work area with tape or magnets.
12. Reread directions for each page of questions.
13. Use masks or markers to maintain place.
14. Test administrators assist the student in tracking and/or monitors the placement of student responses on the answer document.

MODIFICATIONS OR ALTERATIONS VS. ACCOMMODATIONS

Accommodations do not reduce learning expectations. They provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Examples of modifications include:

- Requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);
- Reducing assignments and assessments so a student only needs to complete the easiest problems or items;
- Revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or
- Giving a student hints or clues to correct responses on assignments and tests.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school's or district's testing practices.

STEP 3

SELECT APPROPRIATE ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT FOR INDIVIDUAL STUDENTS

To assure students with disabilities are engaged in standards-based instruction and assessments, every IEP team member must be knowledgeable about the state and district academic content standards and assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's disability and present level of performance in relation to local and state academic standards. In essence, the process of making decisions about accommodations is one in which members of the IEP team attempt to "level the playing field" so that students with disabilities can participate in the general education curriculum. IEP team meetings that simply engage people in checking boxes on a state or local "compliance" document are neither conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S IEP

For students with disabilities served under the IDEA, determining appropriate instructional and assessment accommodations should not pose problems for IEP teams that follow good IEP practices. With information obtained from the required summary of the student's present level of educational performance (PLEP), the process of identifying and documenting accommodations should be a fairly straightforward event. The PLEP is a federal requirement in which IEP team members must state "*how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as non-disabled children*" [Sec. 614 (d) (1) (A) (i) (I)].

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed:

1. "*Consideration of Special Factors*" [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.
2. "*Supplementary Aids and Services*" [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.
3. "*Participation in Assessments*" [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S 504 PLAN

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under the IDEA. The definition of a disability under Section 504 is much broader than the definition under the IDEA. All students under the IDEA are also covered by Section 504, but not all Section 504 students are eligible for services under the IDEA. Section 504 states:

No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. [29 U.S.C. Sec. 794]

Examples of students who may receive assessment accommodations based on their 504 accommodations plan include students with:

- communicable diseases (e.g., hepatitis);
- temporary disabilities from accidents who may need short term hospitalization or homebound recovery;
- allergies or asthma;
- drug or alcoholic addictions, as long as they are not currently using illegal drugs;
- environmental illnesses; or
- attention difficulties.

INVOLVING STUDENTS IN SELECTING, USING, AND EVALUATING ACCOMMODATIONS

It is critical for students with disabilities to understand his/her disability and learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of “authority figures,” may be a new role for students, one for which they need guidance and feedback. Teachers and other IEP team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more that students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Self-advocacy skills become critical here. Students need opportunities to learn which accommodations are most helpful for them, and then they need to learn how to make certain those accommodations are provided in all of their classes and wherever they need them outside of school.

DETERMINING THE CONSEQUENCES OF ASSESSMENT ACCOMMODATIONS USE (SCHOOL REPORTING & GRADUATION REQUIREMENTS)

When selecting accommodations for state assessments with a student, it is important to look at state policies and procedures to determine whether the use of an accommodation results in consequences on a state test (e.g., lowering or not counting a student's score). Assessment accommodations that result in adverse consequences are commonly referred to as modifications, adaptations, alterations, and nonstandard or nonapproved accommodations (Thurlow & Wiener, 2000). The terminology can be confusing and terms may have different meanings in various

contexts. However NCLB final regulations for students with IEPs (Sec. 300.160(b)(ii)) require that the state “*instruct IEP teams to select, for each state assessment, only those accommodations that do not invalidate the score.*”

QUESTIONS TO GUIDE ACCOMMODATION SELECTION

Selecting accommodations for instruction and assessment is the role of a student’s IEP team or 504 plan committee. IEP team members may use the questions provided below to guide the selection of appropriate accommodations for students receiving special education services or a 504 plan for the first time and for students who are currently using accommodations. In addition Fact Sheets 5 and 6 and Teacher Tools 1 and 2 may be useful for completing this step (located at the end of this document).

Questions for IEP teams to Consider:

- What are the student’s learning strengths and areas of further improvement?
- How do the student’s learning needs affect the achievement of grade-level content standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- What accommodations will increase the student’s access to instruction and assessment by addressing the student’s learning needs and reducing the effect of the student’s disability? These may be new accommodations or accommodations the student is currently using.
- What accommodations are regularly used by the student during instruction and assessments?
- What are the results for assignments and assessments when accommodations were used and not used?
- What is the student’s perception of how well an accommodation “worked?”
- Are there effective combinations of accommodations?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about how the accommodation worked?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations that match the student’s needs, the IEP team should consider

- The student’s willingness to learn to use the accommodation,
- Opportunities to learn how to use the accommodation in classroom settings, and
- Whether they are approved by the state for use on each assessment.

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations.

Resource:

<http://ok.gov/sde/accommodations-students-iep-or-504-plan>

STEP 4

EFFECTIVELY ADMINISTER ACCOMMODATIONS DURING INSTRUCTION AND ASSESSMENT

ACCOMMODATIONS DURING INSTRUCTION

The student must be provided the selected accommodations during instructional periods that necessitate their use. **An accommodation may not be used solely during assessments.**

ACCOMMODATIONS DURING ASSESSMENT

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is not uncommon for members of the IEP team, most often special education teachers, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all IEP team members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day.

Teacher Tools # 3, #4, and #5 and Fact Sheet #3 may be helpful for completing this step (located at the end of this document).

Prior to the day of a test, be certain test administrators and proctors know what accommodations each student will be using and how to administer them properly. For example, test administrators and proctors need to know whether a student will be allowed extra time to complete the test and when the testing time is ended, what plan exists for the student to continue working. Staff should know whether students are entitled to small group setting or test in a separate location and if so, ensure that appropriate arrangements are offered for the student to test according to this accommodation. Staff administering accommodations, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

ADMINISTERING ASSESSMENTS AND ACCOMMODATIONS

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff involved in test administration must adhere to these policies (Frequently Asked Questions Oklahoma School Testing Program <http://ok.gov/sde/faqs/oklahoma-school-testing-program-ostp-frequently-asked-questions>). The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that *test administrators and others involved in assessments must*

- *take appropriate security precautions before, during, and after the administration of the assessment;*
- *understand the procedures needed to administer the assessment prior to administration;*

- *administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;*
- *avoid any conditions in the conduct of the assessment that might invalidate the results;*
- *provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and*
- *avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.*²

Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to state and local testing policies.

ETHICAL TESTING PRACTICES

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

STANDARDIZATION

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning.

TEST SECURITY

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed.

² National Council on Measurement in Education. (1995). *Code of Professional Responsibilities in Educational Measurement*. Washington, DC: Author.

CURRENT STATE POLICY ON TEST SECURITY AND TEST IRREGULARITIES.

Section 210:10-13-4 Oklahoma Administrative Code (for text see Appendix A)

<http://tinyurl.com/3g5by>

Search code: Section 210:10-13-4 Test security and validity.

STEP 5

EVALUATE AND IMPROVE ACCOMMODATIONS USE

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of students with disabilities in state and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal the appropriateness of accommodations or the elimination of certain practices. Examination of the data may also indicate areas in which the IEP team, 504 plan committee, and test administrators need additional training and support to ensure test validity.

In addition to collecting information about the use of accommodations within the classroom, information needs to be gathered on the implementation of accommodations during assessment. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level. Information on the use of accommodations can be feasible to collect when it is coded on the test form with other student information. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the school and district level and the student level.

QUESTIONS TO GUIDE EVALUATION OF ACCOMMODATION USE AT THE SCHOOL OR DISTRICT LEVEL

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in their IEP or 504 plans?
4. Are there procedures in place to ensure test administrators adhere to directions for the implementation of accommodations?
5. How many students with IEPs or 504 plans are receiving accommodations?
6. What types of accommodations are provided? Are some used more than others?
7. How well do students who receive accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the students not having access to instruction, not receiving accommodations, or using the accommodations that were not effective?

QUESTIONS TO GUIDE EVALUATION AT THE STUDENT LEVEL

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used verses when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving accommodations, or using accommodations that were not effective?
3. What is the student's perception of how well the accommodation worked?
4. What combination of accommodations seem to be effective?
5. What are the difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers and others about how the accommodations appears to be working?

Teacher Tool # 6 can be used to guide this process. (Located at the end of this document.)

These questions can be used to formatively evaluate the accommodations used at the student level, as well as the school or district levels. School- and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the IEP team. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire IEP team should contribute to the information gathering and decision-making processes.

Appendix: Fact Sheet 1

EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTICS

STUDENT CHARACTERISTIC: BLIND, LOW VISION, PARTIAL SIGHT		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Large print • Magnification devices • Braille • Nemeth Braille code • Tactile graphics • Human reader • Audiotape or compact disk (CD) • Screen reader • Large print or Braille notes, outlines, and instructions • Descriptive video • Talking materials 	<ul style="list-style-type: none"> • Large print • Magnification devices • Braille • Nemeth Braille code • Tactile graphics • Human reader • Read or sign test items if test is not a reading test • Color overlays to reduce glare • Students utilizing Braille may be provided an abacus • Provide cues (arrows, stop signs) on answer form • Use templates to reduce the amount of visible print • Masks or uses markers to maintain place • Test administrators assist the student in tracking and/or monitors the placement of students responses on the answer document
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on or speak to word processor • Type on Braille • Speak into tape recorder • Use calculation devices (e.g., talking calculator with enlarged keys, abacus) • Use personal note taker 	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on or speak to word processor • Type on Braille • Use calculation devices (e.g., talking calculator with enlarged keys, abacus) • Mark answers in test booklet and not on answer, for later transfer by Test Administrator to Answer Document • Utilize assistive technology communication device(s) • Student tapes response for verbatim transcription at a later time (English II and writing test only) (Tapes need to be destroyed by the District Test Coordinator).
Setting	<ul style="list-style-type: none"> • Change location so student does not distract others • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Extended Time • Test administration: <ul style="list-style-type: none"> ○ Individually ○ In small group (no more than 5) ○ In testing carrel ○ In separate location (such

		<p>as a special resource classroom) that will minimize student distractions</p> <ul style="list-style-type: none"> • Provide special lighting • Provide adaptive or special furniture
Timing and Scheduling	<ul style="list-style-type: none"> • Extended Time 	<ul style="list-style-type: none"> • Time of day when student is most responsive • Flexible schedule • Administer subject area test over several sessions • Allow frequent breaks during testing

STUDENT CHARACTERISTIC: DEAF; HARD OF HEARING

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Sign language • Audio amplification devices • Screen reader • Visual cues • Written notes, outlines, and instructions • Videotape and descriptive video • Provide advanced organizers and outlines of lectures for student to follow • Use gestures (e.g., point to materials) • Repeat questions and responses from classmates • Allow student to copy notes from classmate • Use captioned versions of instructional films and include script when possible • Give interpreter instructional materials in advance • Learn manual signs and teach them to hearing classmates • Allow student to use telecommunication device 	<ul style="list-style-type: none"> • Read or sign test items if test is not a reading test (teacher reading items must read over the student's shoulder not from a separate test booklet, except when "signing" Groups of 5 or less. • Use of assistive devices supports, magnifier, auditory amplification devices, such as hearing aids or noise buffers • Simplification/repetition/signage of directions (not test questions or answer choices) • Student may ask for clarification of directions (not test questions or answer choices)
Response	<ul style="list-style-type: none"> • Express response to scribe or interpreter • Type on or speak to word processor • Use spelling and grammar assistive devices • Use visual organizers • Use graphic organizers 	<ul style="list-style-type: none"> • Express response to scribe or interpreter • Type on or speak to word processor • Mark answers in test booklet and not on answer sheet, for later transfer by Test Administrator to Answer Document • Utilize assistive technology communication device(s) • Give oral or signed responses to be marked on multiple-choice Answer Document by Test Administrator • Utilize typewriter, word processor, or computer without the use of "help" features, such as spell check, etc.

		<p>(English II and writing test only)</p> <ul style="list-style-type: none"> • Student tapes response for verbatim transcription at a later time (English II and writing test only) (Tapes need to be destroyed by the District Test Coordinator).
Setting	<ul style="list-style-type: none"> • Change location to reduce distractions • Change location so student does not distract others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish) 	<ul style="list-style-type: none"> • Change location to reduce distractions • Change location so student does not distract others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish)
Timing and Scheduling	<ul style="list-style-type: none"> • Extended Time 	<ul style="list-style-type: none"> • Time of day when student is most responsive • Flexible schedule • Administer subject area test over several sessions • Allow frequent breaks during testing

STUDENT CHARACTERISTIC: WEAK MANUAL DEXTERITY; DIFFICULTY WITH PENCIL; DIFFICULTY TYPING ON STANDARD KEYBOARD		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing or by using an assistive communication device • Type on or speak to word processor • Speak into tape recorder • Use thick pencil or pencil grip • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing or by using an assistive communication device • Type on or speak to word processor • Use thick pencil or pencil grip • Mark answers in test booklet and not on answer sheet, for later transfer by Test Administrator to Answer Document • Pencil grip • Give oral or signed responses to be marked on multiple-choice Answer Document by Test Administrator • Dictate words to scribe (English II and writing test only) (Test Administrator must transcribe words verbatim into the standards student Answer Document) • Utilize typewriter, word processor, or computer without

		<p>the use of “help” features, such as spell check, etc. (English II and writing test only)</p> <ul style="list-style-type: none"> • Student tapes response for verbatim transcription at a later time (English II and writing test only) (Tapes need to be destroyed by the District Test Coordinator).
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STUDENT CHARACTERISTIC: COMMUNICATION DISORDER

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Screen reader 	<ul style="list-style-type: none"> • Screen reader • Simplification /repetition/signage of directions (not test questions or answer choices) • Student may ask for clarification of directions (not test questions or answer choices)

STUDENT CHARACTERISTIC: READING DISABILITY; DIFFICULTY DECODING

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Human reader • Audiotape or CD • Screen reader • Videotape 	<ul style="list-style-type: none"> • Large print or Braille (contracted) (Test Administrator must transcribe answers verbatim into a standard student Answer Document) • Use of assistive devices supports, magnifier, auditory amplification devices, such as hearing aids or noise buffers • Read or sign test items if test is not a reading test (teacher reading items must read over the student’s shoulder not from a separate test booklet, expect when “signing”) Groups of 5 or less) • Color overlays to reduce glare • Simplification/repetition/signage of directions (not test questions or answer choices) • Student may ask for clarification of directions (not test questions or answer choices) • Provide cues (arrows, stop signs) on answer form • Use templates to reduce the amount of visible print

		<ul style="list-style-type: none"> • Secure paper to work area with tape or magnets • Reread directions for each page of questions • Mask or uses markers to maintain place • Test Administrator assist the student in tracking and/or monitors the placement of students responses on the answer document
Setting	<ul style="list-style-type: none"> • Change location so student does not distract others • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Test administration: <ul style="list-style-type: none"> ○ Individually ○ In small group (no more than 5) ○ In testing carrel ○ In separate location (such as a special resource classroom) that will minimize student distractions • Provide special lighting • Provide adaptive or special furniture • Change location so student does not distract others
Timing and Scheduling	<ul style="list-style-type: none"> • Extended Time 	<ul style="list-style-type: none"> • Time of day when student is most responsive • Flexible schedule • Administer subject area test over several sessions • Allow frequent breaks during testing
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing or by using an assistive communication device • Type on or speak to word processor • Speak into tape recorder • Use thick pencil or pencil grip • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Mark answers in test booklet and not on answer sheet, for later transfer by Test Administrator to Answer Document

STUDENT CHARACTERISTIC: WRITING DISABILITY; DIFFICULTY WITH SPELLING

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
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Response	<ul style="list-style-type: none"> Express response to a scribe through speech Type on or speak to word processor Speak into tape recorder Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer) Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Mark answers in test booklet and not on an answer sheet, for later transfer by Test Administrator to Answer Document Utilize assistive technology communication device(s) Pencil grip Give oral or signed responses to be marked on multiple-choice Answer Document by Test Administrator Dictate words to scribe (English II and writing test only) (Test Administrator must transcribe words verbatim into the standard student Answer Document) Utilize typewriter, word processor, or computer without the use of “help” features, such as spell check, etc. (English II and writing test only) Student tapes response for verbatim transcription at a later time (English II and writing test only) (Tapes need to be destroyed by the District Test Coordinator)
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STUDENT CHARACTERISTIC: MATHEMATICS DISABILITY

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> Calculation devices Visual organizers Graphic organizers Math tables and formula sheets 	<ul style="list-style-type: none"> Students utilizing Braille may be provided an abacus Calculator (3rd-8th Math, 5th and 8th Science- can use 4-function calculator only; Algebra I and Biology- can use scientific calculator only)

STUDENT CHARACTERISTIC: PHYSICAL DISABILITY

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> Human reader Audiotape or CD Screen reader Videotape 	<ul style="list-style-type: none"> Large print or Braille (contracted) (Test Administrator must transcribe answers verbatim into a standard student Answer Document) Use of assistive devices supports, magnifier, auditory amplification devices, such as hearing aids or noise buffers Read or sign test items if test is not

		<p>a reading test (teacher reading items must read over the student's shoulder not from a separate test booklet, expect when "signing") Groups of 5 or less)</p> <ul style="list-style-type: none"> • Color overlays to reduce glare • Simplification/repetition/signage of directions (not test questions or answer choices) • Student may ask for clarification of directions (not test questions or answer choices) • Provide cues (arrows, stop signs) on answer form • Use templates to reduce the amount of visible print • Secure paper to work area with tape or magnets • Reread directions for each page of questions • Masks or uses markers to maintain place • Test Administrator assist the student in tracking and/or monitors the placement of students responses on the answer document
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing, or by using an assistive communication device • Type on or speak to word processor • Speak into tape recorder • Write in test booklet instead of on answer sheet • Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox) • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Mark answers in test booklet and not on answer sheet, for later transfer by Test Administrator to Answer Document • Slant board or wedge for positioning • Utilize assistive technology communication device(s) • Pencil grip • Give oral or signed responses to be marked on multiple-choice Answer Document by Test Administrator • Dictate words to scribe (English II and writing test only) (Test Administrator must transcribe words verbatim into the standards student Answer Document) • Utilize typewriter, word processor, or computer without the use of "help" features, such as spell check, etc. (English II and writing test only) • Student tapes response for verbatim transcription at a later time (English II and writing test only) (Tapes need to be destroyed by the District Test Coordinator).

Setting	<ul style="list-style-type: none"> • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> • Extended time • Multiple or frequent breaks 	<ul style="list-style-type: none"> • Time of day when student is most responsive • Flexible schedule • Administer subject area test over several sessions • Allow frequent breaks during testing

STUDENT CHARACTERISTIC: EASILY DISTRACTED; SHORT ATTENTION SPAN

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Use books on tape or recorded books to help focus on text • Give short and simple directions with examples 	<ul style="list-style-type: none"> • Large print or Braille (contracted) (Test Administrator must transcribe answers verbatim into a standard student Answer Document) • Use of assistive devices supports, magnifier, auditory amplification devices, such as hearing aids or noise buffers • Read or sign test items if test is not a reading test (teacher reading items must read over the student's shoulder not from a separate test booklet, expect when "signing") (Groups of 5 or less) • Color overlays to reduce glare • Simplification/repetition/signage of directions (not test questions or answer choices) • Student may ask for clarification of directions (not test questions or answer choices) • Provide cues (arrows, stop signs) on answer form • Use templates to reduce the amount of visible print • Secure paper to work area with tape or magnets • Reread directions for each page of questions • Masks or uses markers to maintain place • Test Administrator assist the student in tracking and/or monitors

		the placement of students responses on the answer document
Response	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns 	<ul style="list-style-type: none"> • Mark answers in test booklet and not on answer sheet, for later transfer by Test Administrator to Answer Document • Give oral or signed responses to be marked on multiple-choice Answer Document by Test Administrator • Dictate words to scribe (English II and writing test only) Test Administrator must transcribe words verbatim into the standard student Answer Document) • Utilize typewriter, word processor, or computer without the use of “help” features, such as spell check, etc. (English II and writing test only) • Student tapes response for verbatim transcription at a later time (English II and writing test only) (Tapes need to be destroyed by the District Test Coordinator)
Setting	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions 	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions
Timing and Scheduling	<ul style="list-style-type: none"> • Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Schedule tests in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests • Limit reading periods • Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon • Divide long-term assignments 	<ul style="list-style-type: none"> • Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Schedule tests in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests

Appendix: Fact Sheet 2

DO'S AND DON'TS WHEN SELECTING ACCOMMODATIONS

Do...make accommodation decisions based on individualized needs.

Don't...make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).

Do...select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.

Don't...select accommodations unrelated to documented student learning needs or give the student an unfair advantage.

Do...be certain to document instructional and assessment accommodation(s) on the IEP or 504 plans.

Don't...use an accommodation that has not been documented on the IEP or 504 plans.

Do...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

Don't...assume that all instructional accommodations are appropriate for use on assessments.

Do...be specific about the “Where, When, Who, and How” of providing accommodations.

Don't...simply indicate an accommodation will be provided “as appropriate” or “as necessary.”

Do...refer to state accommodations policies and understand implications of selections.

Don't...check every accommodation possible on a checklist simply to be “safe.”

Do...evaluate accommodations used by the student.

Don't...assume the same accommodations remain appropriate year after year.

Do...get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP team or 504 planning committee meetings.

Don't...make decisions about instructional and assessment accommodations alone.

Do...provide accommodations for assessments routinely used for classroom instruction.

Don't...provide an assessment accommodation for the first time on the day of a test.

Do...select accommodations based on specific individual needs in each content area.

Don't...assume certain accommodations, such as extra time, are appropriate for every student in every content area.

Appendix: Fact Sheet 3
GUIDELINES FOR ADMINISTERING SPECIFIC ACCOMMODATIONS

210:10-13-2. Oklahoma School Testing Program (OSTP) scope and general administration

(a) All public school districts shall administer the state mandated academic achievement tests of the OSTP to all students enrolled in the designated grades. The series of tests shall be field-tested/implemented by the amended schedule in Title 70 O.S., Section 1210.508, or federal law.

(1) Students with Individualized Education Programs (IEPs) shall have an appropriate statement on the IEP requiring administration of the general assessment with or without accommodations or an alternate assessment as part of the Oklahoma School Testing Program (OSTP). Any accommodations normally employed and needed must exist on the IEP. All documentation for each student shall be on file in the local school before tests are administered.

Oklahoma Special Education Handbook 2013

Students with disabilities are to be included in all state wide and district wide assessments. The IEP team determines how the student will participate in state and district wide assessments— with or without accommodations, or by means of an alternate assessment. Assessment accommodations are determined based on the student’s needs. Those accommodations can only be used for state assessment purposes if they are used regularly by the student during instruction and/or classroom testing. The state approved assessment accommodation list is located on the Oklahoma State Department of Education Web site. Students must meet the eligibility requirements found in the [Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments](#) before taking an alternate assessment.

<http://ok.gov/sde/sites/ok.gov.sde/files/OSDE%20Form%2012%20Assessment%20Criteria%20Checklist.pdf>

PRESENTATION ACCOMMODATIONS

Large Print

If a student needs a large-print test edition, be certain it is ordered in a timely manner that allows it to be available for the test. Check to see if large-print practice tests are available. After a student finishes a large-print edition of a test, someone needs to transcribe the student’s answers verbatim onto a standard answer sheet.

Braille

If a student needs a Braille test edition, be certain it is ordered in a timely manner that allows it to be available for the test. Also, check to see if practice tests are available in Braille. The test administrator for a Braille test needs to be provided with a print version of the test during test administration. After a student finishes a Braille edition of a test, someone needs to transcribe the student’s answers verbatim onto a standard answer sheet or response form.

Assistive Devices/supports

Assistive devices and/or supports are devices that aid in the access of instruction for the student with a disability. Such devices may include an electronic device with magnification ability of text such as a computer or tablet. Other examples may include hearing aids or an amplification device or noise buffers such as headphones. Augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox) may be considered an assistive device since it aides in the ability to address the student’s response and/or needs.

Read Aloud Test Directions and Items

Test readers must ensure that all students understand what is expected of them when reading test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. Test readers should be prepared to answer questions about item format, scoring rules, and timing. However, test readers should not answer questions about specific test items. When reading test items aloud, test readers must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word, exactly as written. Readers may not clarify, elaborate, or provide assistance to students.

Sign Language Interpreter

A student’s teacher should not be the interpreter in a testing situation unless a second person is present to monitor for quality and fairness. If allowed to sign test items and prompts, interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Graphic materials may be described but should also be available in print or tactile formats. A standard video presentation of a test in sign language may be used to increase accuracy, consistency, pacing, and quality. Interpreter services need to be arranged prior to test day.

Colored overlays

Colored overlays are transparent colored paper to cover a document to aid in the ease of readability. There is not a specific vendor for colored overlays, they are simply any colored translucent document to aid in viewing of text to assist in student’s ability to visually recognize items on a page. Overlays may also be beneficial to reduce the glare from overhead lights or florescent lights. Colored overlays can include transparencies, document protectors, colored transparent folders or sheets of colored plastic.

Simplification

Simplification is a teacher initiated accommodation based on the needs of his/her students used to clarify directions or steps to enable students to begin work knowing what is expected of them to complete their assignment effectively. Examples of simplification can be repeating directions or signing directions (excluding test questions or answer choices). Simplified directions may include using synonyms of words that would assist students in understanding their expectations without confusing or unknown words, but in language that they are able to understand (example: “all” rather than “entirety.”)

Clarification of directions

Clarification of directions is a student initiated accommodation used to clarify directions or steps to enable students to begin work. Students may ask how long the task will take, how many problems they need to do before stopping, whether they turn the page after each page, and the protocol for bathroom or pencil sharpening needs. Direction clarification may include instructions on where to bubble the answer choice in on the answer document or select their answer on the assignment they have been provided. Clarification of directions does not include clarification of test questions or answer choices. The appropriate response for clarification of directions would be to redirect the student to the test and tell the student, “I am unable to help you with that question, but if you have any questions about where to write your answer choices I can help you, but I cannot assist you in the answer to a test question.

Calculator

A student in grades 3 through 8th grade in math or grades 5th or 8th in science may use a 4 function calculator on state assessments if the accommodation has been approved as part of the IEP. Students enrolled in Algebra I and Biology courses may use a scientific calculator. The use of calculators, as in the case of all accommodations, must be an IEP team approved accommodation. The use of a calculator may help with computation skills including multi-step problems, however for students learning new skills the use of a calculator may hinder a student’s ability to learn foundational skills. In the case of a student learning multiplication having the answer appear rather than learning the strategy behind how the answer was acquired may be detrimental for the child’s ability to understand the foundational elements of math. The IEP team should weigh the costs/benefits before allowing students to use calculators for an accommodation in class and on assessments.

Cues on Answer Form

Providing cues such as an arrow or stop sign is appropriate on assessments as an approved accommodation to assist in a student’s ability to self-regulate his/her time on task. He/she knows when it is permissible to continue with the test with an arrow at the bottom or side of the page to continue. The stop sign serves as a visual cue for the student to know to stop the assessment and wait for the teacher to provide additional directions. Please review the test administrator manual to consider whether the sign/symbol may interfere with the grading of the test through a computer scanner. If so, the symbols may need to be erased prior to test submission. Cues on an answer form does not mean a teacher may provide cues to a student to assist in recording the correct answer. Such practice would be a testing violation.

Template to reduce the amount of visible print

A template used to reduce the amount of visible print is a great accommodation to consider to help student’s feel more comfortable with the testing situation and perform to their optimum potential. A teacher does not change the test format by enlarging or expanding the spacing between sentences/paragraphs, but rather uses a simple piece of paper to hide text momentarily. The words from the top or bottom of the paper are hidden to help student’s focus on only the question that they are on at that moment. The template could be a blank piece of paper turned sideways. It could also be a teacher created/purchased template with a window cut out to restrict the amount of text the student is able to see.

Secure paper to work area with tape or magnets

Securing paper to a work area assists students with limited mobility, such as the use of one hand, to write on a document without having the paper move with the pencil as the hand moves to write. Magnets are helpful without causing harm to the testing document and allow the user to move from page to page. If tape is used the document may be harmed and it may be more difficult to secure each page as it is needed.

Reread directions for each page of questions

Students easily distracted or with slow processing skills may have difficulty remembering directions in a specific area of the test. The accommodation of rereading directions to students enables student the ability to have a second opportunity to understand the task expected of them. The test administrator rereading directions must comply with the expectation to read only the directions of the test and not individual test questions or answer choices.

Masks or uses markers to maintain place

A marker such as a colored strip of paper helps students identify where they are on a specific test question in case they are looking back at a reading passage/math problem or transferring their answer on an answer document. A mask is a teacher created/purchased template with a window cut out to restrict the amount of text the student is able to see.

Test Administrators assist the student in tracking and/or monitors the placement of student responses on the answer document

The accommodation of a test administrator assisting the student in the tracking or monitoring the placement of student responses on the answer document is to ensure students are responding appropriately to their selected responses of each question. The administrator ensures that question answers align with the question the student intends for the answer to be associated with. The test administrator needs to ensure that they are following all testing protocol to ensure a testing violation has not occurred with this test accommodation. The purpose of this accommodation is not to provide correct answers but to monitor student progress, prompt the student to continue to the next test question and ensure the students responses have been recorded on an answer document according to the question the student is working. This accommodation is during the testing session and not erasing student's answers after the fact to line up appropriately based on a skipped sequence of recorded answers.

RESPONSE ACCOMMODATIONS

Writing in Test Booklet

Writing in a test booklet allows the student to write in the test booklet instead of on an answer sheet. This accommodation allows the test taker to indicate responses directly in the test booklet and have someone else transfer the answers to the answer sheet after the student has completed the test.

Slant board or wedge for positioning

A slant board or wedge allow the student to position the test booklet and answer document in a capacity to ensure the student can access the materials.

Assistive Devices/supports

Assistive devices and/or supports are devices that aid in the access of instruction for the student with a disability. Such devices may include an electronic device with magnification ability of text such as a computer or tablet. Augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox) may be considered an assistive device since it aides in the ability to address the student's response and/or needs.

Braille or Abacus

A braille or abacus aids in the process of a student with a visual impairment or physical disability to provide their response of an answer to the test question.

Pencil Grip

A pencil grip enables a child with limited fine motor skills or a physical disability to record their response to an answer choice. A pencil grip may ensure a student can write their response with greater ease.

Dictation to Scribe

Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing. Scribes must be impartial and should be experienced in transcription. They must write exactly what the student dictates. Scribes should not affect the outcome of a test in any way. Scribes are not allowed to elaborate on what is being written. They cannot answer or explain anything to the student during testing and must be careful not to give hints of any type. Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of key words, and must allow the student to review and edit what the scribe has written.

Utilize typewriter, word processor, or a computer

A typewriter, word processor, or computer may be used for a student to convey their appropriate answer choice. On state assessments this is an accommodation allowable on English II and writing tests only. All "help" features, such as spell check, etc. must be turned off.

Student tapes response

A taped response for a child is acceptable. Examples of this accommodation may include a population of students that include students with limited mobility to physically write or respond their own response of an answer choice. On state assessments this is an accommodation allowable on English II and writing tests only. The audio transcript of the student's response would be recorded verbatim on an answer document. All tapes need to be destroyed by the District Test Coordinator.

SETTING ACCOMMODATIONS

Supervised Test Locations

(Individually, small group (no more than 5), testing carrel, separate location)

It may be difficult to find testing locations that are private and free of distractions, especially when many students in a building are tested at the same time. Each student tested in a private location needs adult supervision and each adult supervisor needs clear instructions about test administration procedures. This includes students tested in the home, hospital, and residential or other alternative settings. Ideally, the setting should occur in a location that the student is comfortable and familiar with to perform his/her best on assessments. The population of students who may benefit from a separate location for test settings may include students used to learning in a smaller class setting, students easily distracted, and students having a specific accommodation such as read test items.

Special Lighting

Students with special lighting as an accommodation may require a specific type of light to reduce headaches, prevent seizures, etc. In this accommodation, as in all others, the accommodation should be in occurrence with regular instruction.

Adaptive or Special Furniture

Students with physical limitations may require specific furniture to access the curriculum and assessments. The specific needs of the student would be addressed in the IEP. All adaptive or special furniture must be in compliance with testing protocol.

TIMING AND SCHEDULING ACCOMMODATIONS

Extended Time

Timed tests usually require students to request a fairly specific amount of extra time. A common extension is time and one half. This means that for a test normally taking 60 minutes, a student may be allowed 90 minutes. Double time may also be allowed. Decisions should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of test. For example, if a reader or scribe is used, double time may be appropriate. Usually “unlimited” time is not appropriate or feasible. Extended time is an acceptable practice on in-class assignments and assessments, but not an Oklahoma State approved accommodation for state assessments.

Time of day when student is most responsive

Testing during the time of day when the student is most responsive enables the child to document content understanding to his/her maximum potential. The consideration of effective time of day for assessment purposes may require consideration of medication side effects, physical limitations, and maximum time of day the student is able to focus best.

Flexible Schedule

A flexible schedule may allow a student to take an assessment based when he/she is ready to assess. If the child is not able to assess at the scheduled prearranged date/time the child may take the assessment when he/she is more mentally prepared to do so.

Subject area test over several sessions

A Subject area test administered over several sessions enables a student to concentrate for short periods of time performing at his/her best. This accommodation must comply with all test administration protocol to ensure test validity.

Frequent breaks during testing

Frequent breaks enable a student to concentrate for short periods and take a break momentarily to rest the eyes and mind. This accommodation must comply with all test administration protocol to ensure test validity.

Teacher Tool 1
ACCESS NEEDS THAT MAY REQUIRE ACCOMMODATIONS

Directions: Use these questions to identify various types of presentation, response, setting, and timing and scheduling accommodations for students with disabilities. The list is not exhaustive—its purpose is to prompt members of IEP teams and 504 planning committees to consider a wide range of accommodation needs. Use the list in planning by indicating Y (YES), N (NO), or DK/NA (Don't Know or Not Applicable).

	Y	N	DK/ NA
PRESENTATION ACCOMMODATIONS			
1. Does the student have a visual impairment that requires large-type or Braille materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can the student follow oral directions from an adult or audiotape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are assistive technology devices indicated on the student's IEP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has the student been identified as having a reading disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student have low or poor reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the student have a hearing impairment that requires an interpreter to sign directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the student have a hearing impairment and need a listening device?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPONSE ACCOMMODATIONS			
10. Does the student have difficulty tracking from one page to another and maintaining that student's place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the student have a disability that affects the ability to record that student's responses in the standard manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can the student use a pencil or writing instrument?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the student use a word processor to complete homework assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the student use a tape recorder to complete assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the student need the services of a scribe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the student have a disability that affects that student's ability to spell?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the student have a visual or motor disability that affects that student's ability to perform math computations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SETTING ACCOMMODATIONS		Y	N	DK/ NA
18.	Do others easily distract the student or does that student have difficulty remaining on task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Does the student require any specialized equipment or other accommodations that may be distracting to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Does the student have visual or auditory impairments that require special lighting or acoustics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Can the student focus on the student's own work in a setting with large groups of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Does the student exhibit behaviors that may disrupt the attention of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Do any physical accommodations need to be made for the student in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TIMING AND SCHEDULING ACCOMMODATIONS

24.	Can the student work continuously for the length of time allocated for standard test administration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Does the student use other accommodations or adaptive equipment that require more time to complete test items (e.g., Braille, scribe, use of head pointer to type)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Does the student tire easily due to health impairments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Does the student have a visual impairment that causes eyestrain and requires frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Does the student have a learning disability that affects the rate at which that student processes written information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Does the student have a motor disability that affects the rate at which that student writes responses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Does the student take any type of medication to facilitate optimal performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Does the student's attention span or distractibility require shorter working periods and frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Tool 2
ACCOMMODATIONS FROM THE STUDENT'S PERSPECTIVE

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used however, be certain that the student understands the concept of an "accommodation," providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

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

2. Explain what you do well in this class.

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

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

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

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

Class List

Classes

Accommodations

<hr/>	<hr/>

This questionnaire was adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities (<http://nichcy.org/pubs/stuguide/st1book.htm>). Retrieved July 28, 2005.

Teacher Tool 3
ASSESSMENT ACCOMMODATIONS PLAN

Student Information	Case Information
Name: _____	Special Education Teacher: _____
Date of Assessment: _____	School Year: _____
Name of Assessment: _____	Building/School: _____
	General Education Teacher: _____

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

Accommodations	Date Arranged:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments: _____

Person responsible for arranging accommodations and due date:

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

Comments: _____

Room assignment for assessment: _____

Planners for this process (signatures): _____

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

Teacher Tool 4
ASSESSMENT ACCOMMODATIONS AGREEMENT

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accommodations, students can show what they know on the test. Some accommodations (e.g., special test editions) need to be arranged long before test day but should still be included on this list to make certain the student receives the correct test booklet. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the student to list the necessary accommodations and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, _____,
(Student's name)

need the following accommodations to take part in this assessment:

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

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

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

(Student signature)

(Date)

Teacher Tool 5
LOGISTICS PLANNING CHECKLIST

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

ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR	Y	N	NA
1. Accommodations are documented on student's IEP or 504 plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student uses accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREPARATION FOR TEST DAY

4. Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., audio tape, Braille, large print).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/data base).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACCOMMODATIONS ON THE DAY OF THE TEST

9. All eligible students receive accommodations as determined by their IEP or 504 plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provision of accommodations is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Plans are made to replace defective equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONSIDERATION AFTER THE DAY OF THE TEST

Y N NA

13. Responses are transferred to scannable answer sheets for students using special equipment and adapted test forms and response documents
14. All equipment is returned to appropriate locations.
15. Students who take make-up tests receive needed accommodations
16. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.

Teacher Tool 6
ACCOMMODATIONS JOURNAL

One way to keep track of what accommodations work for a student is to support the student in keeping an “accommodations journal.” The journal lets the student be “in charge” and could be kept up to date through regular consultation with a special education teacher or other staff member. Just think how much easier it would be for an IEP team to decide which accommodations to document on a student’s IEP if the student came to the IEP meeting with a journal documenting all of these things:

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

Appendix
TITLE 210 - STATE DEPARTMENT OF EDUCATION
CHAPTER 10 - SCHOOL ADMINISTRATION AND INSTRUCTIONAL SERVICES
SUBCHAPTER 13 - STUDENT ASSESSMENT

210:10-13-4. Test security and validity

- (a) School administrators or their designees shall maintain security on tests administered under the auspices of the Oklahoma School Testing Program through following the procedures listed below:
- (1) School superintendents shall designate both district and building test coordinators before October 1 of each school year. Names and telephone numbers of district test coordinators shall be recorded on the OSTP Questionnaire conducted in the fall semester of each school year. This questionnaire is the order form provided by the testing vendors for all tests in the OSTP including large print and Braille test forms.
 - (2) The State Department of Education shall provide student/parent pretest information materials to schools for designated grade levels before testing.
 - (3) The State Department of Education shall require the contracting test publisher to place an embargo on the sale, sampling, and/or distribution of test materials utilized in the OSTP to any person or organization in Oklahoma (other than the official distribution of such materials purchased for the OSTP by the State Department of Education). This embargo is to be enforced from the first day of contract with the State Department of Education throughout use of this test for the OSTP and until the Department has given notice that the test series is no longer going to be used in the OSTP. The State Department of Education may enter into a Memorandum of Understanding with publicly funded schools to meet the requirements of federal programs. Violation of this agreement by a contracting test publisher can result in automatic and immediate forfeiture of the contract and reimbursement to the State Department of Education (by the contracting company) of any funds expended in the conduct of the OSTP.
 - (4) No person nor organization--either private or public--shall obtain copies of any test materials utilized in the OSTP other than through the official distribution of test materials to public schools immediately prior to administration of the annual OSTP. Any person or organization attempting to order such materials from the contracting test publisher (or from other scoring companies handling OSTP or "off-grade" scoring and reporting) shall be reported by the contractor to the State Superintendent of Public Instruction.
 - (5) All student test materials (i.e., test booklets, prompts for writing assessment, and answer documents) shall be bound by the test publisher in packages of designated lot sizes. Test booklets shall be individually sealed, as practicable, to prohibit them from being opened. When seals are used, the following procedures shall be followed: they shall remain intact until tests are distributed to students at the beginning of the test administration session; each test booklet seal shall be broken only by the student who is

administered the test, except where special education or Section 504 accommodations allow the opening of the test; and unused tests shall remain sealed. When seals are not used, the following procedures shall be followed: tests booklets shall remain closed until distributed to students at the beginning of these test administration session; each test booklet shall be opened only by the student who is administered the test, except where special education or Section 404 accommodations allow the opening of the book and turning of pages by someone other than the students. No test booklets shall be viewed by any person other than the student taking the test at the time of testing, except in the case of special education, Section 504, or ELL accommodations which allow a test administrator to assist a student being tested.

- (6) All test materials shall be inventoried upon receipt from the test publisher/contractor. Any discrepancies representing shortages in the quantity of materials supplied and the quantity needed for tests administered shall be reported immediately to the contracting company by the district test coordinator. Immediately upon receipt and inventory of materials, all tests, and other materials shall be locked in a secure place by the district test coordinator or school administrator. The site level distribution of test documents and materials may occur beginning one school day prior to testing. Exceptions to the test materials distribution time limit needed by the largest districts in the state shall be registered with and approved by the Student Assessment Section of the State Department of Education at least four weeks prior to the first designated testing window of each year. During the days in which tests are being administered in each school district, all test administrators are responsible for locking all test materials in a secure place when the tests are not being utilized in the official test administration with students. This includes the time period between completion of the test administration and delivery of the answer documents and other test materials to the district test coordinator. Further, the building test coordinator is responsible for ensuring that materials are properly locked in a secure place at the times specified above. Test booklets are not to leave school buildings at any time (i.e., students' test booklets are not to be taken home by an employee or the community member/test monitor before, during, or after test administration has been completed). Exceptions to test booklets leaving a school site shall be made at the discretion of the State Department of Education Student Assessment Section for the purpose of secure transport to a site of instruction for the purpose of test administration, upon a written request from a District Test Coordinator. These requests must be registered with and approved by the Student Assessment Section at least four weeks prior to the first designated testing window of each year.
- (7) An accounting is to be conducted on all test booklets. Unused test booklets are to remain in "shrink-wrap" (or otherwise packaged) when possible. All unused tests are to be returned to the test publisher. Failure to return test booklets to the appropriate companies (1) will result in a school or district being reported to the State Superintendent and (2) may result in invalidation of the school's and/or district's scores.
- (8) The contracting test publisher shall print electronically read identification codes on all documents containing secured test items prior to distribution of these materials to the

public schools. Within all test program components of the OSTP, the contracting test publisher shall record the specific series of numbers (represented by the "bar codes") assigned to each school district and building site within a district. Inventory lists of test document bar codes by school site shall be provided for each district test coordinator.

- (9) On the first available school day following the test administration in each school district, the district test coordinator shall ship all answer documents and specified identification forms to the designated scoring/reporting company and all other test materials to the contracting test publisher in accordance with the schedule for return of materials provided in the Test Preparation Manual. If a district fails to return materials and answer documents in a timely fashion, the district may be penalized with additional costs. If a district fails to complete or incorrectly complete answer documents and/or demographic pages or other required testing-related materials, the district may be penalized with additional costs.
- (10) The contracting test publisher shall submit an inventory of test materials to the State Department of Education each year. This inventory shall document the quantity of materials distributed to each school district and received from each school district--recorded by school site as indicated by the numbers represented by the "bar codes" printed on test materials. Quantities of writing assessment materials distributed to and retrieved from schools will be reported to the State Department of Education by the contracting test publisher.
- (11) School superintendents from whom incomplete quantities of materials have been received shall be notified of this discrepancy and shall be provided a date by which the remaining materials must be returned to the test publisher. The test publisher shall notify the Department of Education of all school districts from which test materials have not been received after this date. Names of these school districts shall be reported to the State Superintendent.
- (12) Reproduction in any form of any copyrighted test materials--including test documents, teachers' test administration manuals, and student pretest materials--is strictly prohibited. Photocopying of these materials constitutes a violation of federal copyright laws. To ensure that all school employees and community members are aware of this regulation and the laws in support of same, the district or building test coordinator shall post a sign to this effect over each copy machine. The Federal Copyright Law--as it applies to the Writing Assessment Component of the OSTP--prohibits the photocopying of any part of the student Test Booklet. This includes the lined writing pages, the writing prompt, and the student's written response. This portion of the set of test documents is considered protected under the copyright guidelines [as is the writing prompt].
- (13) Every test administered within the OSTP shall be administered by an education-certified professional person employed by the school district.

- (14) No person shall teach test items to students (except in the case of an alternate special education assessment in which authentic performance tasks may be utilized), change students' answers, or in any manner provide answers to test questions for students before, during, or after test administration has been completed. Violation of this regulation may result in revocation of the person's teaching, counseling, administrative, and/or other certificate(s).
- (15) All of the following actions are prohibited in that such actions represent violations of test security:
- a. Using secured test items as instructional tools or for student "practice"--either verbatim as written or in reworded form. Note: Secured test items are those provided to measure student knowledge and/or skills on OSTP tests. Said items are to be differentiated from sample test items that are provided at the beginning of each subtest and used, according to official test administration procedures, solely for the purpose of understanding directions and marking answers.
 - b. Reading secured test items orally to students at any time before, after, or during test administration unless it is an IEP, Section 504, or ELL accommodation, in which case an affidavit shall be signed, prior to reading items, by the test administrator/reader stating they shall not reveal any test items, writing prompts, or other secured information to any person.
 - c. Deviating from any instruction provided in the official test administration manual.
 - d. Allowing students to view and/or read the writing assessment prompts before test administration or discussing or exposing the theme or topic of the prompt.
 - e. Providing answers to secured test items. This includes provision of cues, clues, hints, and/or actual answers in any form--written, printed, verbal (oral), or nonverbal. In regard to the writing assessment component of the OSTP, prohibited actions include the provision of "hints" or any form of clues in regard to the manner in which students respond to the prompt (e.g., "brainstorming" about the topic of the prompt; offering suggestions regarding how to respond; assisting the student or class in organizing the response; and all other such deviations from the printed instructions for administering the test).
 - f. Changing students' responses to secured test items and/or influencing or encouraging students to change their answers to test items at any time.
- (16) Test Security Forms provided by the State Department of Education's test contractor(s) shall be distributed by the district test coordinator with test materials to the persons designated on each form.
- a. OSTP Test Security Forms shall be provided for the following:
 - i. Form 1: Superintendent and District Test Coordinator

- ii. Form 2: Building Principal and Building Test Coordinator
 - iii. Form 3: Test Administrators and Test Monitors.
- b. After completing the test administration, these forms shall be signed by the designated persons and returned to the district test coordinator. The district test coordinator shall return all signed forms to the respective scoring company. Failure to sign and return the appropriate forms may result in:
- i. a school or district being reported to the State Superintendent; and
 - ii. invalidation of a school's and/or district's test scores.
- (17) The contracting test companies shall provide the State Department of Education the signed OSTP Test Security Forms or a report of names of educators who signed SDE/OSTP Test Security Forms and an accounting of the number of tests and manuals:
- a. distributed to, and
 - b. returned from each school district.
- (18) All test administration sessions shall be conducted according to the standardized procedures described in the test administrators' manuals. This includes reading the directions to students verbatim; timing each subtest according to the time delineated in the official administration manual; refraining from allowing students to read test items before test timing begins and/or beyond the completion of time specified for each test; and assuring that only the materials designated for student test use are on the student's desk during test sessions. Any violation of security provisions in Section 210:10-13-4 constitutes invalidation of the test and test results. Such violations shall be reported to the State Superintendent and may result in a school's and/or school district's test scores being declared as invalid.
- (19) All test administration sessions shall be monitored by an adult other than the test administrator. All test monitors shall be approved by the superintendent or school principal. Superintendents and principals may designate school employees or noncertified members of the community to serve as test monitors. All test administration procedures including time specifications, State Board of Education Rules 210:10-13, and the Instructions for Test Monitors shall be distributed to test monitor(s) before test administration.
- (b) School administrators or their designee(s) shall assure that all test administration procedures replicate standardized testing conditions to preserve test validity. Such procedures are stated in the manuals for administering the test.

[Source: Added at 10 Ok Reg 2143, eff 5-4-93 (emergency); Added at 11 Ok Reg 1977, eff 5-26-94; Amended at 13 Ok Reg 265, eff 9-8-95 (emergency); Amended at 13 Ok Reg 1321, eff 5-13-96; Amended at 14 Ok Reg 3312, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2227, eff 6-11-98; Amended at 17 Ok Reg 2886, eff 7-13-00; Amended at 18 Ok Reg 753, eff 1-24-01 (emergency); Amended at 18 Ok Reg 3001, eff 7-12-01; Amended at 20 Ok Reg 155, eff 10-10-02 (emergency); Amended at 20 Ok Reg 816, eff 5-15-03; Amended at 21 Ok Reg 184, eff 11-6-

03 (emergency); Amended at 21 Ok Reg 1192, eff 5-27-04; Amended at 26 Ok Reg 91, eff 10-7-08 (emergency); Amended at 26 Ok Reg 1433, eff 6-11-09]

210:10-13-11 Testing students with disabilities

- (a) Acceptable accommodations of the general assessments of the OSTP for students with disabilities shall be:
 - (1) specified in the student's IEP under the Individuals with Disabilities Education Act (IDEA); or
 - (2) specified for student served under Americans With Disabilities Act and Section 504 of the Rehabilitation Act of 1973.
- (b) The use of test accommodations which deviate from established standardized test procedures for the general assessments of the OSTP shall be reported to the State Department of Education's Student Assessment Section.
- (c) Large print and Braille versions of the tests may be utilized with students whose visual disabilities necessitate such accommodations. The student must be utilizing large print or Braille in daily classwork as indicated on the student's IEP on file at the school district. To order large print or Braille tests, the district test coordinator shall indicate the quantities required at each grade level tested on the annual questionnaire.
- (d) Students with disabilities who cannot be assessed in a valid and reliable manner with the general state assessment even with accommodations, as specified in the student's IEP, shall be assessed with an appropriate alternate assessment provided by the State Department of Education. Eligibility for an alternate assessment shall be determined annually by the student's IEP team. Alternate assessments may include a portfolio assessments The scores from alternate assessments shall be included in accountability calculations for the school, district, and state according to the standard AYP calculation procedures, as specified in federal law.
- (e) Students with the most significant cognitive disabilities shall participate in an alternate assessment named the Oklahoma Alternate Assessment Program (OAAP) and should not exceed a small percentage of the special education population.
- (f) The OAAP shall consist of a portfolio assessment, which may include authentic performance tasks. A portfolio assessment is a collection of student-generated or student-focused products that exhibit the alternative approach to teaching the Oklahoma Academic Standards. Teams of teachers shall score the OAAP portfolio. If authentic performance tasks are used, teachers completing the portfolio shall be provided with information regarding these tasks during a specified time prior to the completion of the portfolio.

[Source: Added at 10 Ok Reg 2143, eff 5-4-93 (emergency); Added at 11 Ok Reg 1977, eff 5-26-94; Amended at 13 Ok Reg 265, eff 9-8-95 (emergency); Amended at 13 Ok Reg 1321, eff 5-13-96; Amended at 17 Ok Reg 2886, eff 7-13-00; Amended at 18 Ok Reg 753, eff 1-24-01 (emergency); Amended at 18 Ok Reg 3001, eff 7-12-01; Amended at 21 Ok Reg 184, eff 11-6-03 (emergency); Amended at 21 Ok Reg 1192, eff 5-27-04; Amended at 24 Ok Reg 1835, eff 6-

25-07; Amended at 26 Ok Reg 91, eff 10-7-08 (emergency); Amended at 26 Ok Reg 1433, eff 6-11-09]

Source: <http://ok.gov/sde/node/3602>

Oklahoma State Department of Education

Special Education Services

405-521-3351

<http://ok.gov/sde/special-education>