

Test Accommodations and Modifications

Brief overview for Classified and 504
Students

Let's See What You
Know

Take the Test
Accommodations
Challenge

**Answer True or False
to the following
questions!**

The purpose of testing accommodations is to give students with disabilities the opportunity to participate in the curriculum equally with their non-disabled peers.

TRUE

The words accommodation
and modification can be
used interchangeably.

FALSE

Students who are declassified
by the CSE are eligible for
testing accommodations for
the remainder of their
schooling if determined by
the CSE

TRUE

Students who incur disabilities shortly before administration of a NYS test, such as a broken arm, can receive testing accommodations.

TRUE

Testing accommodations
should be indicated as
generically as possible on
the IEP or 504 Plan to
allow maximum
flexibility.

FALSE

Testing accommodations
only need to be practiced
the day of the test, and do
not need to be done in the
classroom.

FALSE

If a student refuses a test accommodation, their score is automatically disqualified.

FALSE

Preferential Seating means
having the student sit in
the front of the
classroom.

FALSE

Never change the wording of
questions or passages on
NYS exams.

TRUE

TRUE

A separate location must be
in a separate room.

TRUE

TRUE

Test Accommodations

Changes made to the testing procedure to provide the student with access and to create an equal opportunity to demonstrate knowledge and skills. Changes include:

- The way the test is presented
- The student's method of responding
- The setting in which the test is administered
- The timing and scheduling of the test

They do not alter the construct of the test

Intent of Accommodations

To:

- Provide SWDs access to assessments
- Allow SWDs to demonstrate their knowledge and skill without being restricted by their disability
- Provide an accurate measure of the standards being assessed so that appropriate instruction and services can be provided

Not:

- To provide an unfair advantage
- To substitute for knowledge and skill the student doesn't have
- For the sole purpose of achieving a higher score

Accommodations VS. Modifications

- Changes made in the administration of the test to remove obstacles to the test-taking process presented by the disability without changing the constructs being tested



- Changes made to the testing process or to the content, or the provision of certain adaptive technologies or services that affect the constructs being tested

Student Eligibility

- Students with disabilities with IEPs
- Students who are declassified
- Students with disabilities with Section 504 Accommodation Plans
- Students who acquire disabilities shortly before testing

Four Categories of Test Accommodations

1. Flexible Setting
2. Flexible Scheduling
3. Method of Presentation
4. Method of Response



Flexibility in Setting

- CHANGE IN CONDITION or LOCATION
 - Special lighting
 - e.g. 75 watt light on desk*
 - adaptive furniture
 - e.g. study carrel*
 - Special acoustics
 - e.g. minimal extraneous noises*
 - Separate location
 - *individual*
 - *small group*
 - Location with minimal distractions
 - e.g. minimal visual distractions*
 - Preferential seating

Examples of needs addressed:

- Difficulty attending in a group setting
- Student with equipment that may be distracting to others
- Students with visual impairments needing special lighting



Flexibility in Scheduling

- **EXTENDING TIME**
e.g. double time on essay tests
- **CHANGE IN ORGANIZATION - BREAKS**
e.g. a 10 minute break for each 30 minutes of testing
- **ADMINISTER STATE ASSESSMENTS OVER MULTIPLE DAYS**

Requires state approval (16)

Examples of needs addressed:

- Slow cognitive processing or work rate
- Limited attention span; low frustration level
- Limited physical stamina



Method of Presentation

- **REVISED TEST FORMAT***

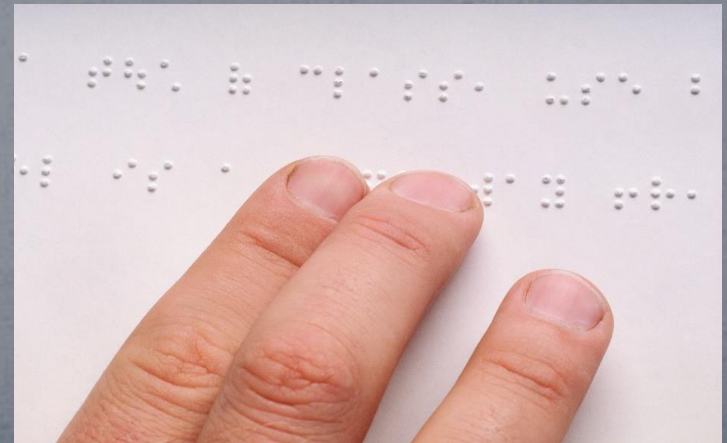
- Braille edition
- Large type
- Increased spacing between items
- Reduce # items on page
- Multiple choice in vertical format
- Reading passages one sentence/line

- **REVISED TEST DIRECTIONS****

- Directions read to student
- Directions reread for each page
- Language in directions simplified
- Verbs in directions underlined
- Cues on answer sheet
- Additional examples provided

* For state assessments any reproduction or reformatting must be pre-approved in writing from state Office of Assessment (17)

**Limited to oral or written instructions provided to all students that describe how to respond - never refers to any part of a question or passage (18)



Method of Presentaion

- **USE OF AIDS OR ASSISTIVE TECH**
 - Audio tapes
 - Computer
 - Listening sections repeated more than standard # of times
 - Listening section signed
 - Masks or markers to maintain place
 - Papers secured to desk with tape
 - Test passages, questions, items and multiple choice responses read
 - Test passages, questions, items and multiple choice responses signed
 - Visual magnification devices (specify type)
 - Auditory amplification device

Examples of needs addressed:

- perceptual difficulties
- Hearing impairments
- Processing difficulties



Method of Response

- Revised Response Format- e.g Marking answers in test booklets.
- Use of additional paper for math calculations
- Use of Assistive Aids/Tech- e.g scribe, tape recorder, word processor.
- Examples of needs addressed:
 - * Physical disability limiting ability to write
 - * Difficulty tracking from test to answer sheet
 - * Attention Difficulties

STUDENT SHOULD BE AS INDEPENDENT AS POSSIBLE

Documentation of Testing Accommodations

- Document on IEP or 504 Plan
- Document in clear manner to ensure consistent understanding - not generic
 - “Answers recorded in any manner” - too generic*
- As specific as possible - Can indicate conditions or types of tests; Cannot indicate in a test-specific manner
 - “Double time on essay tests”*
- Cannot say “as appropriate”, “when necessary” or “when asked for”

Basis for NOT Implementing

- STUDENT REFUSAL
 - *Counsel*
 - *Document the incident*
 - *Request review of IEP or 504 Plan*
- DIAGNOSTIC EVALUATIONS
- NOT PERMITTED ON any STATE ASSESSMENT
 - *Explaining, clarifying, simplifying questions, items, passages or multiple choice responses*
 - *Reducing # of choices on multiple-choice responses*
 - *Eliminating questions/items*
 - *Providing sheets of mathematical formulas*
 - *Providing thesaurus or English language dictionary publications and devices*

Student Refusal of Accommodations

Sample Test Accommodation Rejection Form must include:

- Student Name
- Test Name
- Date
- Statement such as “In accordance with my IEP, I have been offered the test accommodations listed below and have decided I do not want to use them.”
- Student Signature
- Proctor Signature
- Date Parent was Notified
- Name of Parent

Office of Pupil Personnel Website

www.cornwallschools.com

Office of Pupil Personnel Website

Staff Login Section of the Website

Questions regarding Test Accommodations for Classified Students

- Students Case Manager
- Special Education Department Chair
- CPSE/CSE Chairperson
- Supervisor of Special Education

Testing Accommodations For IEP and 504 Students

What do you do? Where do you go if your IEP or 504 student is struggling?

- For IEP and 504 students, a conversation with the student's Case Manager and/or Guidance Counselor can be the starting point.
- Referrals to IST can be helpful in identifying causes and suggesting solutions.
- In some cases, students will be referred to CSE or 504 Committee for review.
- It is the teacher's responsibility to monitor students' progress and reach out to parents/guardians and support staff to resolve students learning issues.

Testing Room Procedures

- All Teachers must place the student's test in the Test Room mailbox one day before administration.
- Complete the Test Room form and place it in a Testing Room envelope at least one day before the test. Please indicate special instructions on the form.
- In the event you are absent from school, lesson plans should identify IEP and 504 students' with appropriate information for the day's lesson. (testing and classroom modifications)
- All information should be placed inside the envelope to protect the confidentiality of student information.

All Test Mods students will report to Room E24

- Students will be provided with proper time allotments and accommodations as determined by the Accommodation Plans on file in the Test Mods Room.
- New this year, alternative Testing rooms will be provided specific to students needs. (i.e. tests read, directions explained)
- Alternative rooms are assigned by the staff in the E24.
- The names of students who refuse Testing Modifications should be documented and reported to Case Manager and/or Administrator.

Contacts for Testing Accommodations

IEP Students:

Katie Baloga, Sp. Ed Teacher	ext. 5301
Laura Yonni, TA in Testing Room	ext. 5524
Lee Ann Costanzo, Sp. Ed. Dept. Chair	ext. 5331

504 Students:

Julie Moran, 504 Case Manager	ext. 5526
Irene Lynch, Secretary	ext. 5040
Anne Sklaroff, 504 Chairperson	ext. 5038

2013-2014 September Testing

Be aware, SLO testing begins on **Monday, Sept 9th**.

- It is imperative that you become familiar with your students' testing accommodations.
- IEP's and 504 Accommodation Plans are legal documents and the responsibility of each teacher to implement.
- Students are identified in School Tool with an puzzle piece icon. If you click on the icon, the students' accommodation plan will open in another window.