Testing Accommodations for Students with Disabilities

Policy and Tools to Guide Decision -Making and Implementation

February 2018
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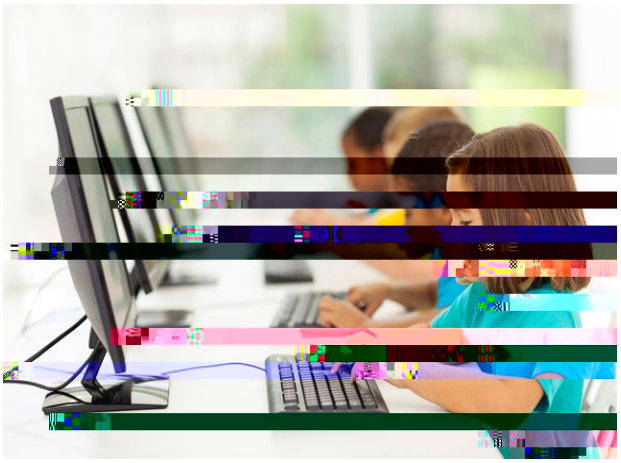

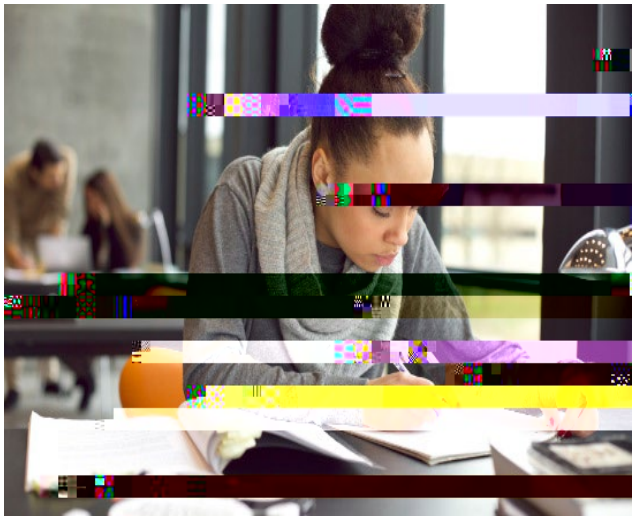

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

LESTER W. YOUNG, JR., *Chancellor,* B.S., M.S., Ed.D. .....

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Section I: Federal and State Requirements for Testing Accommodations

As required under IDEA, all students with disabilities must be included in all general State and district-wide assessment programs, including assessments required under the Every Student Succeeds Act (ESSA), with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs (IEPs). IDEA Section (612)(a)(16) also requires the State (or in the case of district-wide assessments, the local educational agency) to develop guidelines for the provision of appropriate testing accommodations and, to the extent feasible, to use universal design principles in developing and administering assessments.

As part of the student s IEP, the Committee on Special Education (CSE) must include a statement of any accommodations that are necessary to measure the academic achievement and functional performance of the student on statewide and district-wide assessments. If the CSE determines that the student is not able to participate in general State and/or district-wide assessments, the IEP must indicate why the State and/or district-wide assessment(s) is not appropriate for the student and why the alternate assessment selected is appropriate.

The rights and responsibilities relating to test access and accommodations at the elementary and secondary school levels are also addressed in Parts 100 and 200 of the Regulations of the Commissioner of Education (Title 8 of the New York Code of Rules and Regulations). These regulations include the following:

- Section 100.2(g) indicates that the Commissioner may approve satisfactory alternative testing procedures for all tests defined in section 100.1 for students identified by the CSE as having a disability. The alternative testing procedures employed shall be based upon a student s individual needs and the type of assessment administered. School districts and nonpublic schools shall report the use of alternative testing procedures to the Department on a form and at a time prescribed by the Commissioner.

- Section 100.2(m) outlines the provision for Public Reporting Requirements including State and local report card requirements and comprehensive assessment report by nonpublic schools.

- Section 100.2(s)(1) requires that students with disabilities have access to the full range of programs and services set forth in the Part 100 Regulations to the extent that such programs and services are appropriate for such students' special education needs.

limited to ensuring that each regular education teacher, special education teacher, related service provider, other service provider, supplementary school personnel as defined in section 200.1(hh) of this Part, and other provider and support staff person has been informed, prior to the implementation of the IEP, of his or her responsibility to implement the recommendations on the student's IEP, including the responsibility to provide specific accommodations, program modifications, supports and/or services for the student in accordance with the IEP.

- Section 200.4(f)(2)(iv) requires that, during an annual review of a student s IEP, if appropriate, the IEP must be revised to address matters including a student s need for test accommodations and/or modifications and the student s need for a particular device or service (including an intervention, accommodation or other program) in consideration of the special factors contained in paragraph (d)(3) of this section in order for the student to receive a free appropriate public education.

Students with disabilities must have access to and participate in the general education curriculum and in courses that will prepare them to take and pass the required examinations. As determined by the CSE and indicated in the student s IEP, students with disabilities must be provided the necessary services and supports, supplementary aids and services, and accommodations to participate and make progress in the general education curriculum. This opportunity must be available to students regardless of their educational placement (public school district, charter schools, BOCES, State-approved private school, State-operated and State-supported school or Special Act School District).

Section II: Learn About Testing Accommodations

Testing accommodations are changes in testing materials or procedures that enable students to participate in assessments in a way that assesses abilities rather than disabilities[1]. The purpose of testing accommodations is to enable students with disabilities to participate in assessment programs on an equal basis with their nondisabled peers. Testing accommodations provide an opportunity for students with disabilities to demonstrate skills and attainment of knowledge without being limited or unfairly restricted due to the effects of a disability. Testing accommodations promote the access of students with disabilities to assessment programs, as well as to more challenging courses and programs. The student s individual needs must drive the recommendation for testing accommodations, and testing accommodations should alter the standard administration of the test to the least extent possible.

Testing Accommodations and Testing Modifications

Testing accommodations remove obstacles to the test -taking process that are presented by the disability without reducing expectations for learning. The categories of testing accommodations most frequently required by students, as indicated in their IEPs/Section 504 accommodations plans (504 plans) are [illegible]

When making decisions regarding appropriate testing accommodations for an individual student with a disability, it is critical that CSEs and Section 504 Committees consider the distinction between accommodations and modifications. It is also important for the CSE or Section 504 Committee to be familiar with the purpose and construct of the tests administered because certain accommodations may become modifications, depending on the purpose of the test.

Computer -Based Testing Tools and Accommodations Features

Computer -Based Testing (CBT) Tools. CBT delivery systems, such as those used by all schools

- Elementary- and Intermediate -Level A ssessments: Assessments in English Language Arts (ELA) and mathematics are administered annually to students in Grades 3-8, and assessments in science are administered in Grade 4 and Grade 8.

- Secondary -Level Examinations: Regents Exams are administered at the secondary level and are designed to measure the achievement of students who have had instruction based on curriculum aligned with the commencement-level learning standards. In order to graduate through a specific Pathway, such as Career and Technical Education (CTE), some students may participate in an industry-based technical assessment. Additional information on the Multiple Pathways to graduation, including required assessments, visit NYSED s Office of Standards and Instruction webpage (http://www.nysed.gov/curriculum-instruction/multiple-pathways

In order to make informed, appropriate recommendations on testing accommodations for individual students, members of the CSE/Section 504 Committee should consider the following information about the tests in which the student will be expected to participate:

- content areas covered by the test (what standards/skills the test is measuring);
- grade/level tested;
- how the test is administered (duration of the session(s));
- when the test is administered (schedule);
- presentation format (paper-based, performance-based, computer-based);
- response format and nature of test items (multiple choice, short answer, essay); and
- if a test score is used to inform any decisions about supports/services for students (e.g., academic intervention services (AIS)).

Information about the content and administration of State assessments can be found on NYSED s Office of State Assessment webpage (http://www.nysed.gov/state-assessment).

Section III: Recommending Appropriate Testing Accommodations

Who is Involved in Decision- Making?

For students who have been identified as a student with a disability under one of the disability categories listed in section 200.1(zz), the CSE[2] is responsible for identifying and documenting the appropriate testing accommodations for individual students. This must be documented in the student s IEP. These determinations are made when the student is initially determined eligible for special education services and must be reviewed and, if appropriate, revised at least once each year. For students identified as having a disability under Section 504 of the Rehabilitation Act, the Section 504 Committee determines the appropriate testing accommodations for individual students. Documentation of testing accommodations must be included in the student s 504 plan.

- Student : Students, when appropriate, are members of the CSE or 504 Committee and may provide valuable information to drive the consideration of testing accommodations. They can provide information on their strengths and challenges, as well as feedback on the accommodations they use for instruction.

- Parents: As members of the CSE or Section 504 Committee, parents participate in the development, review, and revision of their child s IEP or 504 plan. Parents bring valuable information to discussions abi>BDC 1. (ns)3.9 ()3.9 ()20 (cesting ac apcommusodations t Prt(r)7 6.1 (10 (m)7 7 (e)10 (nt)2 (s1)4 ( )10 (o)10 (

use of testing accommodations for students with disabilities. Ensuring that students with disabilities have full access to the programs and services that are available to their nondisabled peers often requires that general education teachers, in collaboration with special education teachers, provide appropriate instructional and testing accommodations. The results of assessments assist teachers by providing information about what areas to focus instruction to enable the individual student to achieve the learning standards. The testing accommodations listed in the student s IEP/504 plan must be consistently eovovbte Td [(4 (t)]or)7 (ogJ 0.218w ( )Tj 24.1s6 3)6 (((t)2 (14 (t)2 2.5172ds)4 (.)2 ( )d5 T

Guiding Questions

The following general questions may be used as a first step in determining appropriate testing accommodations for individual students:

- Is the student able to meaningfully participate in the standard administration of the assessment?

- In order to participate, does the student need an accommodation in any of the following aspects of test administration?

- changes in timing and scheduling, such as extended time to complete assignments;
- changes in setting, such as adaptive furniture or small group instruction;
- changes in the presentation of materials and assignments, such as alternative

- Specific test ing accommodation(s)

  Specific testing accommodations (e.g., use of word processor) should be indicated, not generic test accommodation categories (e.g., answers recorded in any manner).

  A particular test accommodation may also be needed due to and in conjunction with the provision of another accommodation. For example, separate setting may be needed when the student has the use of a scribe. In such instances, both accommodations must be indicated in the IEP/504 plan, and qualifying conditions would be indicated, as appropriate.

- The conditions or types of tests in which the accommodation must be provided

  The purpose of clarifying the conditions of the test is to ensure that test accommodations are not provided excessively or when not appropriate to the purpose or type of test. Such conditions may include the length of the test, the purpose of the test, presentation of test items, and the method of response required by the student. It is generally not appropriate to indicate testing accommodations in a test-specific manner, such as use of scribe on the Regents Examination in English. Additionally, using general qualifying terms (e.g., as needed, when necessary, or when appropriate) may lead to confusion or inconsistency in implementation and should be avoided.

  Examples: a student with a motor impairment may need a scribe for tests requiring extensive writing, such as essay writing, but not for multiple-choice tests; or a student may need breaks at certain intervals for tests longer than an hour in length but not for 40-minute classroom tests.

- Any additional implementation recommendations

  Such recommendations may include (but are not limited to) the amount of extended time; duration of breaks; individual or small group when testing in a separate setting; or specific equipment or assistive technology appropriate to implement an accommodation.

The following chart illustrates examples of appropriate documentation of testing accommodations in an IEP/504 plan:

TESTING ACCOMMODATIONS
The following testing accommodations will be used consistently:

- in the student s education program;
- in the administration of district-wide assessments of student achievement consistent with school district policy; and
- in the administration of State assessments of student achievement, consistent with NYSED policy.

TESTING ACCOMMODATION	TESTING CONDITIONS	IMPLEMENTATION RECOMMENDATIONS
Extended time	For tests requiring extended written (essay) responses	Double Time
Use of scribe	For test items requiring extended writing responses	Student may dictate into a recording device.

emergency accommodations. Principals may authorize certain accommodations that will not significantly change the skills being tested. These accommodations are limited to the

Section IV: Implementing Testing Accommodations

Once testing accommodations have been considered, recommended, and documented for individual students, the school must take steps to ensure the testing accommodations specified in a student's IEP/504 plan are implemented accordingly. Schools must ensure that:

- copies of the student's IEP are provided, as appropriate, to teachers, service providers, and others responsible for implementing the IEP; and
- each individual is informed of his or her IEP/504 plan implementation responsibilities.

Planning and Preparation for Testing

For students whose IEPs/504 plans indicate testing accommodations, building principals must ensure that testing accommodations are consistently and appropriately administered for all classroom tests/quizzes, district-wide assessments, and State assessments. There should be a mechanism in place for communicating the need for testing accommodations to substitute teachers and test proctors, when necessary. Careful planning prior to the scheduled testing date will ensure that accommodations are appropriately implemented as specified in the student s IEP/504 plan. Among the considerations in this planning process are identification and training of all individuals responsible for implementing the testing accommodations and preparation of specialized materials and/or testing locations.

In order to administer certain testing accommodations, a change in test format may be necessary. In most cases, changes in the format of tests may be made by the school. For example, a revised test format is often needed if using text-to-speech software with paper-based tests, as the test will have to be scanned into a digital format in order to be used with such software. For State assessments, any reproduction and/or reformatting of a test booklet, which ordinarily is prohibited, requires the advance written permission of the Office of State Assessment. A request to make these types of changes must be submitted by the principal to the Office of State Assessment. This request must indicate that permission is needed to revise the test format in accordance with the specifications in the student's IEP/

development and technical assistance network designed to support and empower schools and families in improving equity, access, opportunities, and outcomes for students with disabilities.

Additional Considerations for Implementation

Testing accommodations should not be provided for the first time during a State examination. It is expected that the student has had adequate experience with certain testing accommodations prior to using those accommodations on a State test. This is especially important when using adaptive tools, specialized equipment, or assistive technology devices or when provided accommodations that involve specific procedures, such as use of a scribe or tests read aloud.

Testing accommodations must be provided across all placement settings (special class, general education class, etc.) and are not restricted to the traditional school year. Students receiving extended school year services or students with disabilities participating in general education summer school programs must be provided the testing accommodations on their IEP/504 plan. The school district or BOCES operating the extended school year or

the school to indicate test accommodations provided, the teacher should indicate only those actually used by the student. Involving the student from the beginning, as appropriate, in discussions and decisions regarding testing accommodations may help to avoid such circumstances. Please refer to Appendix I: *Sample Student Accommodation Refusal Form.*

References

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

Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., and Touchette, B. (2016). *CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students.* Washington, DC: CCSSO.

Testing Accommodations Questions and Answers

RECOMMENDING TESTING ACCOMMODATIONS

1. Is there any limit to the types of testing accommodations that may be included in a student s IEP or 504 plan ?

No. Based on the student s needs, a range of testing accommodations may be included in an IEP or 504 plan.

2. Is there a limit to the amount of extended time a CSE/Section 504 Committee may recommend for a student with a disability?

Appendix A

Text-to-speech capabilities are embedded within the Grades 3-8 ELA and Mathematics CBT

12. When may the use of a spell check device/software be implemented as an accommodation on State assessments?

A spell check device/software may be used as a testing accommodation on any State assessment or Regents Examination in accordance with the testing accommodations recommendations documented in the student s IEP/504 plan. For students with disabilities who participate in the Grades 3-8 ELA Tests, the recommendation for this testing accommodation on all tests (which would include the Grades 3-8 ELA Tests) is appropriate only for students with disabilities that severely limit their ability to spell words while writing/typing. A recommendation for a spell check device/software as a testing accommodation for students in grades 3-8 should be informed by evaluative information indicating that, even after explicit, systematic, and research-based spelling instruction, the student s disability precludes or severely limits his/her ability to spell words, including words at the early stages of spelling skill development.

13. In order to implement certain accommodations, the need for additional accommodations may need to be recommended. An example is the need for separate location when a student uses a scribe. Does the IEP/504 plan need to indicate separate location , or can this be provided at the school s discretion?

The CSE/Section 504 Committee must anticipate such consequences and must indicate in the IEP/504 plan all such accommodations. Accommodations used in the administration of State assessments to students with an IEP/504 plan may not be devised or put into effect outside of the specifications and requirements directly stated in the student s IEP/504 plan.

14. What types of calculators are not permitted to be used by students when taking Regents Examinations?

Under no circumstances may calculators with symbol manipulation be made available to students taking Regents Examinations. In addition, calculators that can communicate with other calculators through infrared sensors or any other method of transmission are not permitted. The use of operating manuals, instruction or formula cards, or other information concerning the operation of calculators is also not permitted during the examinations. Additional information on the use of calculators on secondary-level examinations may be found in the School Administrator s Manual for Secondary-Level Examinations available on the Office of State Assessment s webpage (http://www.nysed.gov/state-assessment/test-manuals).

15. Are students permitted to have sheets of mathematical formulas for use on State assessments?

Please refer to the most current School Administrator s Manuals for elementary-, intermediate-, and secondary-level examinations available on the Office of State Assessment s webpage (http://www.nysed.gov/state-assessment/test-manuals).

IMPLEMENTINGTESTING ACCOMMODATIONS

Method of Presentation

19. How is tests read administered to students with disabilities as a testing accommodation on State tests?

Please see Appendix F: *Recommending and Administering Tests Read.*

20. What are the procedures for the use of text -to-speech programs or audio playback devices as testing accommodations when administering State assessments?

Please see Appendix F: *Recommending and Administering Tests Read.*

21. Is it permissible to read information to a student more than once when State assessments are being read?

Yes. For a student who has the accommodation of tests read, questions, passages, and/or directions may be reread to the student, should the student indicate to the reader the need to have an item re-read or repeated during testing.

22. Is it permissible to simplify questions when State assessments are being read?

No. This is not permissible on State assessments, as it would invalidate the examination. However, on teacher-made tests or quizzes, the teacher can make a determination as to whether and the extent to which any clarification may be provided without compromising test validity. Only clarification or simplification of directions is permitted on State assessments when required by the IEP/504 plan.

23. Can questions or multiple -choice answer options be deleted on a State assessment?

No. Individual items or answer options may never be modified or eliminated.

24. Is revised test format (other than Braille or large type) an allowable accommodation on State assessments? If so, who is responsible for revising the test format?

If the student s IEP/504 p

requests is available in Section IV: Implementing Testing Accommodations of this document.

25. May teachers or test proctors implement certain testing accommodations recommended in an IEP/504 p lan at their dis cretion?

No. All testing accommodations recommended in an IEP/504 plan must be consistently implemented on all State and classroom tests/quizzes in accordance with the testing conditions and implementation recommendations documented in the student s IEP/504 plan.

Method of Response

26. How should the student s responses be recorded for State assessments if the student s IEP/504 p lan accommodations include use of scribe, use of recording device, use of word processor, or speech-

Appendix A

by the school), so that they have access to all information on the test. For more

his or her ability to decode printed text (possibly due to other co-occurring disabilities or long-term language deprivation in early childhood), then the CSE may consider recommending that a sign interpreter translate text for the student as a testing accommodation.

Students with Blindness or Visual Impairment

38. Is it permissible to highlight or use colored pencils on graphs on State assessments to make a graph or illustration more visible for a student with visual impairments?

Yes. This is permissible only if indicated in the student s IEP/

perfo rmance assessments, or during other science class activities or assessments?

In general, the types of instructional accommodations provided in the classroom that are used to enable the student to learn will be permitted as a testing accommodation if indicated in the IEP/504 plan. This includes assistive technology devices, or the use of an aide who will describe to the student what is seen. If a human aide is used in this case, the student will draw conclusions and analyze verbal data to make a response. Students must have instruction and practice in using this accommodation during instruction, classroom, and State tests. Aides must receive training and experience to appropriately implement this accommodation.

43. Are there special considerations when providing the testing accommodation, use of a scribe or use of recording device for students who are blind?

Yes. Students who are blind are not required

45. Can the testing accommodation tests read be provided to students with disabilities for the Reading questions on the NYSESLAT?

Beginning with the 2017 administration of the NYSESLAT, students with disabilities whose IEPs/504 plans document that tests be read aloud (by way of human reader or technology) must be provided this testing accommodation in accordance with the specifications in the IEP/504 plan for all sections of the NYSESLAT including Reading. Recommending the accommodation of tests read on all tests for students in the elementary and intermediate grades is typically appropriate for those students who have disabilities that preclude or severely limit the ability to decode or access print. Recommending the tests read accommodation for all tests, including tests primarily assessing reading comprehension (e.g., the Reading section of the NYSESLAT), may not be appropriate for students with mild or moderate reading disabilities who may be provided the tests read accommodation on other sections of the NYSESLAT (e.g., Listening, Speaking, and Writing). Providing read-aloud accommodations for students who do not need them may have a negative effect on such students test performance, and, in the case of the NYSESLAT, may affect a student s identification for subsequent services. For more information on recommending and implementing tests read, please refer to Appendix F

48. What options are available when a student is scheduled for more than one State examination in a single day?

When the CSE/Section 504 Committee discusses and recommends appropriate testing accommodations for a student with a disability, the discussion must include consideration of any State assessments the student is scheduled to take that year. The CSE/Section 504 Committee should receive information about the examination schedule from school officials as soon as it is disseminated. If, based on the courses the student is enrolled in, he or she will be expected to take more than one State assessment in a single day, the following options should be considered:

- Consider the testing accommodation of multiple day administration of State assessments. (See Appendix H)
- Postpone one of the examinations until the following administration period. Schools are encouraged to provide review and preparation for affected students prior to any examination(s) that is/are postponed for this reason. When postponing one or more examinations to the August administration period, in order to provide the student with the additional time needed and still have time for scoring, the school must remember that the August examination period is only two days long. No student, whether identified as having a disability or not, should be scheduled to take more than two examinations during the August administration.
- Consider the option of having the student take a Department-approved alternative test. Many of these examinations are offered several times a year. Information on the Department-Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma is available on the Office of State Assessment s webpage (http://www.nysed.gov/common/nysed/files/programs/state-assessment/approved-alternative-examinations.pdf).

49. What are the consequences if a school fails to provide the testing accommodations required by the student s IEP/504 plan?

The school s failure to provide the testing accommodations required by the student s IEP/504 plan may result in the invalidation of the student s test score.

For elementary- and intermediate-level tests,

50. Will a student s testing accommodations documented in an IEP/ 504 plan be available in postsecondary settings?

As students with disabilities plan for their transition to postsecondary settings, it is important for CSEs/Section 504 Committees to have documented the student s use of accommodations. While colleges and universities may or may not allow all of the testing accommodations specified in a student s IEP or 504 plan, it is important that students have documentation of the testing accommodations used in high school to help inform decisions regarding continued access to accommodations in college and career settings. This documentation will support the student in advocating for his or her accommodation needs in a variety of postsecondary settings.

Appendix C

Student Characteristics	Possible Effect on Test-taking	Possible Accommodations
Visual Impairments	Unable to or has difficulty accessing test in standard print format and requires tactile or oral means to obtain information.	• Braille • Tests read orally • Recording device
	May have low or limited vision and has difficulty with standard print.	• Large type • Magnifier • Digital text (to manipulate font size, color, etc.) • Tests read when fatigue sets in due to eye strain • Special desk or book stand to hold materials for easier reading • Extended time • Increase spacing between test items • Fewer items per page
	Unable to use paper and pencil to solve computations.	• [redacted]

Appendix C

Student Characteristics	Possible Effect on Test-taking	Possible Accommodations
Emotional/Mental Health Impairments	Displays test anxiety.	• Extended time • Breaks during test
	Exhibits inappropriate behavior.	• Separate location • On-task focusing prompts
	Administered medication that may affect the student s physical stamina.	• Test administered during optimal times when student is most alert
Health Impairments/Poor stamina	Unable to sit for extended lengths of time without changing position.	• Extended time • Breaks provided for rest periods • AdRÿ• •me'@ritre

Examples of Testing Accommodations for Special Populations: Students who are Blind or Visually Impaired

Based on the unique needs of students with blindness and visual impairments , the following accommodations should be considered when making appropriate decisions:

Timing/Scheduling

- Multiple day administration
- Extended time* (specify amount of extended time)
- Breaks* (specify length of break and/or any additional conditions under which breaks may be needed)

*Examples of when extended and/or break times may be needed specific to the needs of students who are blind or visually impaired to allow for:

- Eye strain or visual fatigue and/or finger fatigue, which leads to numbness and temporary loss of sensitivity to read braille (a common side effect of reading braille)
- A reader to describe diagrams or illustrated materials
- The use of other testing accommodations

Setting

- Special lighting
- Individual/small group
- Additional desk or work space (braille readers require extra space on which to place materials)

Presentation

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- Verbalization of writing (e.g., information that is being presented on a whiteboard or on an overhead is spoken aloud as it is being written.)
- Text-to-speech software programs for tests read
- Key words or phrases highlighted in directions
- Increased size, shape, space for answers
- Increased spacing
- Decreased number of test items per page
- Markers to maintain place
- Calculation devices/talking calculator
- Abacus
- Tactile graphics
- Manipulatives
- Braille manipulatives
- Verbal description of graphics
- Adapted measuring devices, such as scales, graduated cylinders, braille/large-print rulers, tactile measuring tools, etc.
- Nonvisual indicators in experiment-like situations (e.g., buzzers for lights)
- Boldface letters and/or white paper for increased contrast
- Digital version of test with screen reader and/or magnification
- Adapted paper (e.g., braille paper, bold-line paper, or raised-line graph paper)
- Reduction of copy work (if an assignment/test requires copying text or problems, a worksheet is provided in either braille or large print)

Response

- Use of scribe x x > ÷ ‘ æ ’ C
- Recording devices (for recording answersvii2 (T1 1 Tf5 (er)7 (s)4 (v)4 gg5es)4 (()7 (f)12 (or)7

Tactile diagrams/raised line drawings
Use actual objects for 3D representation
Directions/procedures read to student
Braille/large-type directions and procedures
Assistive technology/adapted materials including (but not limited to):
- Devices that transform visual signals into audio output
- Talking thermometer/timers
- Glassware with embossed numbers
- Braille labeling

Examples of Testing Accommodations for Special Populations: Students who are Deaf or Hard of Hearing

Based on the unique needs of students who are deaf or hard of hearing, the following accommodations should be considered when making decisions:

Timing/Scheduling

- Extended time to allow for use of interpreter for listening section and use of pauses between passages for note taking
- Breaks
- Multiple day test administration

Setting

- Separate location
- Special seating in close proximity to interpreter
- Special acoustics (e.g., minimal extraneous noises)
- Reduced visual distractions (e.g., glare from lights)

Presentation

- Use of sign language interpreter to sign listening sections of tests
- Auditory amplification devices
- Auditory recording of questions, items, and passages for students with reading disabilities
- Test passages, questions, item, and multiple-choice responses signed to student (if the student s disability also affects his or her ability to decode print)
- Preferential seating
- Test administration directions may be clarified or interpreted if the substance of the directions is not changed
- Student reads listening script for listening passages

Response

- Sign responses through interpreter for students whose disability affects their ability to respond in the standard manner
- Auditory amplification

Recommending and Administering Tests Read

The accommodation of tests read allows students with disabilities that limit their ability to decode print the opportunity to demonstrate content knowledge in all subject areas by mitigating the effects of a reading or print disability. Tests read should be a low-incidence accommodation, as it is not effective or appropriate for many students with disabilities. Providing read-aloud accommodations for students who do not need them may have a negative effect on such students test performance.

Accommodating students with disabilities through auditory presentation of tests does not replace high-quality, specially designed reading instruction by appropriately certified and qualified teachers for such students, nor does it eliminate the need for schools to conduct ongoing assessments[4] of the individual reading skills of such students, and provide continued instruction on specific reading skills. Students with disabilities who are provided the accommodation of tests read on the Grades 3-8 ELA Assessments must still be considered, astlTc 0 Tw ( )Tj oTs11 (oT)4 (s1 (ilit)-4 (i4 (s)4 (6Ta.S)Tj -0.002e(e -maye oTsu(a)1n(4(e i)6 (n)16Ne i)Y(A)S(A)(8 E)De i onssR (i)6(ons)oud an

student s testing accommodations are recommended based on current information related to his or her present levels of performance.

Sample profiles of student s with disabili ties in the elementary or intermediate grades that severely limit or preclude the ability to decode print *:

Sample #1: *Amaya is a student with a learning disability. She is in 5th grade and has been consistently receiving research-based, specially designed reading instruction by appropriately certified and qualified teachers. Although she has made slow progress since kindergarten, as evidenced by progress monitoring within a Response to Intervention framework and reports on IEP goals and objectives, recent evaluation results indicate that her decoding and fluency skills are significantly below average, at more than two standard deviations below the mean. Amaya prefers to read with the accommodation of color overlays, but even with the use of such accommodations, classroom reading assessments indicate that her instructional reading level is consistent with skills shown by students in first grade. However, when provided auditory accommodations in class, she is able to demonstrate grade-level comprehension and content knowledge.*

Sample #2: *Ben is a 3rd grade student who is blind. He has been identified as a student with a disability and is receiving instruction in braille by appropriately trained and qualified teachers. However, he is not yet proficient in braille, as his blindness resulted from an accident he experienced over the summer. He requires auditory accommodations in order to participate in instruction and assessments involving print.*

Sample #3: *Chava is a 6th grade student who has been identified as having a disability due to "other health impairment." When she was 9 years old, Chava had a stroke which impaired some skills related to reading, writing, speech, and language. Her writing skills have improved since her stroke, but reading and oral word retrieval remain significant challenges. Chava receives research-based, specially designed reading instruction by appropriately certified and qualified teachers, as well as related services. She has made progress in functional reading skills; however, her decoding skills are still significantly below average, as evidenced by recent evaluation results. Although evaluation results show that her auditory comprehension is slightly below average, auditory accommodations in class allow her to meaningfully participate and progress in grade-level activities and assessments involving text.*

*The profiles above are fictional. Any resemblance to actual persons or events is purely coincidental.

SAMPLE DOCUMENTATION

Testing conditions appropriate for a student with a disability that severely limits or precludes the ability to decode print who _____ receive the "tests read" accommodation on the Grades 3-8 ELA Assessments or Reading Section of the NYSESLAT:

Testing Acc ommodations	Testing Conditions	Implementation Specifications
Tests Read	For all State and local tests, including tests of reading comprehension	Text-to-speech software may be used to provide this

Appendix F
Testing Accommodation Decision- Making Tool for Tests Read

The chart below may be used by school personnel to facilitate collaborative decision-making related to the recommendation of tests read (via human reader or technology) as a testing accommodation for students with disabilities in grades 3 through 8. The questions in this tool should be considered each time a student s individualized education program (IEP) or Section 504 Accommodations Plan (504 plan) is reviewed to determine the appropriateness of this accommodation. After completing the chart, check the box below indicating the recommended testing accommodation for the Committee on Special Education (CSE) or Section 504 Committee to review and consider when developing the student s IEP/504 plan. This tool is for local use, only. Do not submit this form to the New York State Education Department (NYSED).

Procedures for Administering Tests Read on State Assessments

The testing accommodation of tests read may be provided to students with disabilities by way of human reader or technology. When a proctor is reading State assessments and examinations aloud to a student(s), the test must be read in a neutral manner, without intonation or emphasis, and without otherwise drawing attention to key words or phrases. Passages and questions must be read word for word, without any clarification or explanation. If the stem of the question and/or the answer choices make reference to part of a reading passage solely as line numbers or paragraph numbers, the reader should re-read the specified part(s) of the passage to the student. The principal should provide the test proctor with an exam booklet no earlier than one hour in advance of the required starting time, so that the proctor can become familiar with the exam before reading it aloud to the student. When reading a mathematics test question to a student who has this accommodation, all numbers and mathematics symbols, along with words, should be spoken by the proctor to the student. For example, the symbol < should be read as less than, and 1,211 should be read as one thousand, two hundred, eleven. Please refer to the guide provided in the next section on reading mathematics symbols to students.

State assessments provided through computer-based testing have text-to-speech capabilities embedded in the testing platform. If a student s IEP/504 plan specifies text-to-speech as a testing accommodation (or an implementation specification for the tests

Any other features that a text-to-speech software program or audio playback device might have that would provide the student with information or assistance not permitted on State assessments (such as a dictionary, thesaurus, or website) must be

Appendix F

Procedures for the Use of a Scribe

Testing accommodations allowing the use of a scribe may be recommended for students who, because of a disability, need someone to transcribe their dictated responses on tests. Implementing this accommodation generally necessitates the use of an alternate location and extended time. These additional accommodations must also be specified in the IEP/504 plan to be provided. If "extended time" and "separate location" are needed only when the use of a scribe or a recording device is required, that must be indicated so that the accommodations are not provided during other times when not appropriate. Scribes may be teachers, teacher aides, teacher assistants, or other school personnel who are appropriately prepared to provide this accommodation. Scribes must have an understanding of how to record responses using the procedures described and be familiar with the test, including knowledge of the vocabulary used in the test.

The following procedures must be used to implement the testing accommodation "use of scribe. Generally, the student is expected to provide any punctuation beyond what is needed at the end of a sentence, as well as paragraphing, and capitalization of proper nouns.[5]

- When use of a scribe is indicated as a testing accommodation on an IEP/504 plan, the student may dictate responses directly to the scribe or into a recording device, which may be played back by a scribe for transcription. If a recording device is recommended to implement this testing accommodation, this should be indicated accordingly as an implementation specification in the student s IEP/504 plan.

- Scribes must record word-for-word what the student dictates or records. Scribes may capitalize the first letter of each sentence and provide punctuation at the end of a sentence. Scribes must leave out additional punctuation (e.g., commas or quotation marks) and capitalization of proper nouns. Students do not have to spell words aloud while dictating to a scribe.

- A word processor may be used by a scribe to type a student s dictation, and scribes should write/type a student s dictation on every other line.

- When the student s dictation is complete, the scribe shows the student the written response and asks him or her to indicate where capitalization of proper nouns, additional punctuation, and paragraphing should be used.

- The student reads the completed dictation/transcription and indicates if there are any further changes to be scribed on the skipped lines.

- The scribe must then transfer the student s completed responses

Procedures for Mu ltiple Day Administration of State Assessments

Considerations for Multiple Day Test Administration

Multiple day test administration is a testing accommodation designed to permit students who, because of their disability-related needs, are unable to complete a State assessment[6]

Assurance form that the school will comply with procedures governing the administration of State assessments over multiple days.

All completed form s must be e-mailed to the Office of State Assessment (OSA) at MultipleDayTesting@nysed.gov no later than the day before the administration of the affected State assessment. Please include Multiple Day Administration, followed by the school s BEDS Code (e.g., Multiple Day Administration 010002345678) in the subject line. The chief school officer (or their designee) will receive a confirmation e-mail that the form was submitted. If the school has e-mailed the *Assurance* form by the deadline, the school may provide the multiple day testing accommodation to the named students.

A copy of each completed *Assurance* form must be retained by the school for the purposes of data collection and/or monitoring. This *Assurance* form for multiple day administrations will apply to all subsequent State assessments for that student administered in that school without the submission of additional *Assurance* forms to OSA. If the student s current school submitted an *Assurance* form for multiple day administrations under the previous procedure, the school is not required to submit additional *Assurance* forms to OSA either. However, if a student for whom a school was authorized to administer State assessments over multiple days transfers to another school, the student s new school would need to submit an *Assurance of Multiple Day*

intermediate levels, the assessment must begin on a day within the approved testing window, as determined by NYSED, for the assessment of the same title for all other students. In the event the student has more than one State assessment scheduled on the same day, all State assessments must begin on that day.

- Students must receive the amount of extended time indicated in their IEP/504 plan to complete the examination or section(s) administered during a given day.

Appendix H

New York State Education Department
Assurance of Multiple Day Administration of State Assessments

School BEDS Code	
School Name	
School Street Address	
School City	
School Zip Code	
Name of Chief School Officer (Or their Designee)	
E-mail Address	
Phone Number	

Student's) L U V W D Q G / D V W 1 D P H (Schools must keep student's full name on file.)	, Q L W L D O V
Last Five Digits of Student's New York State Student Identification System (NYSSIS) ID #	(Input last five digits only)

New York State Education Department
Multiple Day Administration Security Certificate for Chief School Officers (Or Their Designees)

I, , as the chief sch

New York State Education Department
Multiple Day

Appendix J

Allowable Testing Accommodations Across New York State s Testing Program s

This chart was developed as a general reference tool on whether specific testing accommodations are permissible on NYS tests. Testing accommodations that are allowed for use with students with disabilities on certain NYS tests are indicated with Y (YES); testing accommodations that are not allowed for use with students with disabilities on certain NYS tests are indicated with N (NO). Numbers used in the chart reflect specific grade levels which apply to the accommodation indicated. Please be advised that the list of testing accommodations included in this chart is not exhaustive. Additional information on the permissibility of specific testing accommodations is included in the School Administrator s Manual for each NYS test noted in the chart below. School Administrator s Manuals are available on the Office of State Assessment s webpage (http://www.nysed.gov/state-assessment/test-manuals).

Testing Accommodation	3-8 ELA	3-8 Math	4 & 8 Science	Regents	NYSAA	NYSESLAT	NYSITELL
Directions read more than standard number of times	Y	Y	Y	Y	Y	Y	Y
Directions simplified	Y	Y	Y	Y	Y	Y	Y
Key words in directions highlighted (student/adult)	Y	Y	Y	Y	Y	Y	Y
Student highlights key words in questions	Y	Y	Y	Y	Y	Y	Y
Adult highlights key words in questions	N	N	N	N	N	N	N
Present test in smaller segments/sections*	Y	Y	Y	Y	Y	Y	Y
Tests read aloud (human reader)	Y	Y	Y	Y	Y	Y	Y
Text-to-speech*	Y	Y	Y	Y	Y	Y	Y
Student reads tests aloud to self	Y	Y	Y	Y	Y	Y	Y
Student reads the listening script for listening passages (for deaf/hard-of-hearing students who are not proficient in sign language)	n/a	n/a	n/a	n/a	n/a	Y	Y
Use of reading window /guide to maintain place	Y	Y	Y	Y	Y	Y	Y
Use of magnification device	Y	Y	Y	Y	Y	Y	Y
Use of interactive whiteboard*	Y	Y	Y	Y	Y	Y	Y