

# Testing Accommodations



# Welcome!

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## BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

*Students engage in self-advocacy and are involved in determining their own educational goals and plan.*

*Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.*

*Teachers design, provide, and assess the effectiveness of **pecially** designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.*

*Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.*

*Schools provide multi-tiered systems of behavioral and academic support.*

*Schools provide high quality inclusive programs and activities.*

*Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.*

# Manual Overview

## **Testing Accommodations for Students with Disabilities**

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**Policy and Tools to Guide Decision-Making and Implementation**

**February 2018**



# Why Update?

- Changes in federal and State laws, regulations, and guidance
- Changes to NYSED Office organization
- Changes to New York State testing program
- Updates to technology
- Updates to research and practice
- Comments and questions from the field

# Overview of Updated Manual

- Updates to layout and organization
- Added updates chart to beginning of manual
- Included detailed guidance on specific accommodations in appendices
- Updated contact information and resources

# Who is Involved?

- Student
- Parent(s)
- General Education Teacher
- Special Education Teacher
- School Psychologist and Related Service Providers
- Individual with a Bilingual Extension or Certification as a Teacher of English for Speakers of Other Languages (ESOL)

**Principals have an important role in the implementation of testing accommodations.**

# **Part 200 of the Regulations of the Commissioner of Education**

## **Section 200.4(d)(2)(vi)**

The IEP shall provide a statement of any individual testing accommodations to be used consistently by the student in the recommended educational program and in the administration of districtwide assessment of student achievement and, in accordance with department policy, State assessments of student achievement that are necessary to measure the academic achievement and functional performance of the student.



- Equal opportunity to *participate*
- Equal opportunity to *demonstrate knowledge/ability*
- Promote *access* to examinations



# Testing Accommodations are neither intended nor permitted to:

- Invalidate the results of the test
- Provide an unfair advantage for students with disabilities over students taking tests under standardized conditions
- Substitute for knowledge or abilities the student has not attained

## **Testing Accommodations:**

- Should not be excessive
- Should alter the standard administration of the test to the least extent possible

# Helping or Hindering?



# Accommodations vs Modifications

*How* vs *What*

# You Decide...



- The way test items are presented
- Simplification or explanation of test questions
- Student's method of response
- Use Clarification of test questions/items
- Setting in which test is administered
- of spell and/or grammar checking device on a test of the student's writing skills
- Timing/scheduling of test

A close-up photograph of a slice of chocolate cake. The cake is layered with white frosting and has a fresh strawberry on top. The text is overlaid on the cake slice.

**Flexible Scheduling/Timing**

**Flexible Setting**

**Method of Presentation**

**Method of Response**

**Other Accommodations**

# Consistent Implementation

- Implemented by trained or qualified individuals
- Consistently implemented throughout school program
- All State, district, building and teacher tests, quizzes and examinations



# **Basis For Not Implementing Testing Accommodations**

- Student Refusal
- Administration of Diagnostic Evaluations
- Not Permitted by State Education Department Policy on State Assessments



# Quality Indicators

## Testing Accommodations:

- are recommended by individuals who know the strengths and needs of the student, including parents (and the student, as appropriate) as active participants in decision-making who understand the purpose of testing accommodations.
- are consistent with the instructional accommodations currently used during classroom instruction.
- are determined student by student, based on the unique needs and individual learning characteristics of the student.
- are not based solely on the student's classification of disability or program placement.
- are routinely provided in the classroom.
- are not introduced for the first time during State or districtwide assessments.
- are determined systematically using a standard set of questions or variables to consider in making decisions.
- are documented in the IEP/504 Plan.
- are reviewed annually and at reevaluation by the CSE/CPSE/504 MDT.

# Walk-Through of New Manual



# Updated Manual:

Section I: Federal & State Requirements for Testing Accommodations (Pages 2-4)

Section II: Learn about Testing Accommodations (Pages 5-8)

Section III: Recommending Appropriate Testing Accommodations (Pages 9-16)

Section IV: Implementing Testing Accommodations (Pages 17-20)

# Testing Accommodations vs. Testing Modifications

## Testing Accommodations

- Allowed on State Exams
- Remove obstacles to the test-taking process without reducing expectations for learning

## Testing Modifications

- Allowed on Local Exams
- Changes that may lower or reduce learning expectations
- Affect the construct of the test

# Computer-Based Testing (CBT)

## CBT Testing Tools

- Generally available to all test takers
- Examples: Answer Eliminator, Zoom, Line Reader
- Does not need to be identified in the IEP

## CBT Accommodation Features

- Not available to all
- Based on individual needs
- Must be activated for the student by the school's testing coordinator
- Must be listed on the IEP under Testing Accommodations

# Computer-Based Testing

- Students should be given practice that enables them to become familiar with the use of specific CBT tools
- Should not be first introduced during an actual test



# Who is Involved?

## General Education Teacher

- “Has a significant role in the determination and use of testing accommodations for students with disabilities.” – Page 9-10
- Must provide instructional and testing accommodations

# Principal's Role

“Principals are responsible for ensuring that testing accommodations are fully, consistently, and appropriately implemented during the administration of local and State assessments, as specified in each student’s IEP/504 plan”

– Page 11



# Students Who Incur Disabilities Shortly Before Test Administration

- Principals provide certain accommodations for general education students who experience the onset of a short-term or long-term disability (30 days prior to administration)
- Extended Time
- Separate Location
- Answers may be recorded in any manner
- Reading a test to a student

# Documenting Testing Accommodations

- Must be specific, not generic test accommodation categories
- Avoid using “as needed,” “when necessary,” or “when appropriate”
- Page 14
- See Chart page 15

# Testing Accommodations

**TESTING ACCOMMODATIONS** (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN):

INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT'S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT

TESTING ACCOMMODATION	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**
<input type="checkbox"/> NONE		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	“when” <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	“how” <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

\*Conditions – Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.

\*\*Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

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TESTING ACCOMMODATION	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**
<input type="checkbox"/> NONE		
<input type="checkbox"/> <b>Extended Time</b> <input type="checkbox"/> <input type="checkbox"/> <b>Tests administered over multiple days</b> <input type="checkbox"/> <input type="checkbox"/> <b>Tests read</b>	<input type="checkbox"/> <b>for tests requiring extended written (essay) responses</b> <input type="checkbox"/> <input type="checkbox"/> <b>for tests with standard administration &gt;2 hours</b> <input type="checkbox"/> <input type="checkbox"/> <b>for all tests</b>	<input type="checkbox"/> <b>double time</b> <input type="checkbox"/> <input type="checkbox"/> <b>testing sessions are not to exceed 2 hours</b> <input type="checkbox"/> <input type="checkbox"/> <b>text-to-speech software</b>

\*Conditions – Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.

\*\*Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

# Planning and Preparation for Testing

- Building principals must ensure that testing accommodations are consistently and appropriately administered for all classroom tests/quizzes, district-wide assessments, and State assessments
- For State Assessments, reformatting of the test requires written permission by the Office of State Assessment

# Considerations for Implementation

- Not provided for the first time during a State exam
- Must be provided across all placement settings (Including ESY & Summer School)
- Providing accommodations during diagnostic testing or district-wide screenings can invalidate results
- Document student refusal or waiving of testing accommodations

# Appendix A:

## Question & Answer

Question Number	Topic
3	NYSAA and Testing Accommodations – Must be on IEP
4	Using terms “as needed,” “when appropriate,” – No must be specific
6	Questions Read – Generally, no – should be tests read
7	Tests Read at Secondary Level – Tests Read is permissible on all Regents Exams
9	Text-to-Speech, Speech-to-Text, and Word Prediction Software Programs <b>ARE</b> allowable on State exams (May need prior permission) Turn off access to internet, dictionary, thesaurus
10	Paper test be recommended – YES, must be ordered

# Appendix A:

## Question & Answer

Question Number	Topic
21	Reading Information to a student more than once - Yes
24	Revised test format – Principal is responsible for this accommodation – must be submitted to Office of State Assessment
25	Implementing at Teacher’s Discretion – No, must follow IEP/504 Plan
28	Can a scribe read a student’s dictated response back to the student – Yes, if student is provided with Tests Read
31	Extended Time & starting earlier in the day – Yes, discretion of the principal
34	Separate Setting – Separate room apart from the standard setting



# Appendix A:

## Question & Answer

Question Number	Topic
<b>35-37</b>	For Students Who are Deaf or Hard of Hearing
<b>38-43</b>	For Students with Blindness or Visual Impairment
<b>44-45</b>	Students with Disabilities who are English Language Learners/Multilingual Learners
<b>48</b>	Options for multiple exams on one single day – Consider multiple day administration, postpone, department approved alternative tests
<b>49</b>	Consequences if a school fails to provide testing accommodations required by the IEP/504 – misadministration

# Appendix B

Do's and Don'ts

When Recommending Testing  
Accommodations



# Appendix C

## Examples of Student Characteristics and Possible Testing Accommodations

- Excellent resource for SPED Teachers and Related Service Providers
- Clarity of language on IEPs
- Guide for Decision-Making

# Appendix D

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

- Timing/Scheduling
- Setting
- Presentation
- Response

# Appendix E

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

- Timing/Scheduling
- Setting
- Presentation
- Response

# Appendix F

## Recommending and Administering “Tests Read”

Background

Sample  
Profiles

Sample  
Documentation

Decision-  
Making Tool for  
Tests Read

Procedures for  
State  
Assessments

Guide to  
Reading Math  
Symbols

# Appendix G

## Procedures for the Use of a Scribe

- Consistent with information from last year's Grades 3-8 Administrator's Manual
- Student can dictate directly to the scribe or into a recording device, if specific in the IEP/504 Plan

# Scribing Procedures

1.

- Scribes must record word-for-word what student dictates or records.

2.)

- Scribe may capitalize first letter of each sentence and provide punctuation.
- Scribes must leave out additional punctuation and capitalization of proper nouns.

3.)

- Write on every other line (either on paper or by word processor)

4.)

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

5.)

- Student reads completed dictation and indicates any other changes.
- Scribe indicates changes on skipped lines.

6.)

- Scribe transfers student's completed response into booklet or CBT platform.



# Appendix H

## Administering Tests Over Multiple Days

- Considerations
- Step I – Documentation in the IEP/504 Plan
- Step II – Request Authorization to Administer State Assessments over Multiple Days
  - Done by the Chief School Officer or his/her designee
- Assurances & Security Certificates – in Student's permanent file
- Procedures

# Appendix I

## Sample Student Accommodation Refusal Form

- System for documenting student refusals, waiving of testing accommodations, or the use of testing accommodations



# Appendix J

## Allowable Testing Accommodations Across NY State Testing Programs

\*Valuable Chart – Share with District\*



# Questions?

