



Public Schools of North Carolina

Accommodations

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NCDPI Division of Accountability Services

Purpose of this Presentation

- This presentation is only meant to highlight key points
- This presentation should not replace a full reading of the *Testing Students with Disabilities* nor the *Testing Students Identified as English Learners* publications



What is an Accommodation?

Students with a documented disability, transitory impairment, and/or identified as an English learner are eligible to receive certain accommodations to make content in both instruction and testing meaningful and accessible



An Accommodation ...

Does:

- Make the instruction/assessment accessible given a student's particular needs
- Provide equal access for all students regardless of disability
- Align across instruction and assessment
- Make a change to materials or procedures but not what is measured

Does Not:

- Change the construct of the assignment/assessment
- “Water-down” an assignment/assessment
- Increase the student's scores or change the way things are graded
- Change the test itself in a way that changes what is meant to be measured



Modifications ...

- Change what is meant to be measured in an assessment
- Alters the construct of the assessment
- Alters language load, complexity, answer choices

Accommodations

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Modifications

Modifications are not allowed on NC State Assessments



Accommodation Decision Making

A team approach is always a best practice when making accommodation decisions

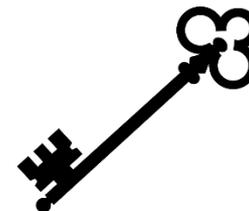


Who is eligible?

- Students with a documented disability
 - Individualized Education Program (IEP)
 - Section 504 Plan
- Students identified as English Learners (ELs)
 - Specifications can be found at www.ncpublicschools.org/accountability/policies/slep/
- Students with current transitory impairment documentation



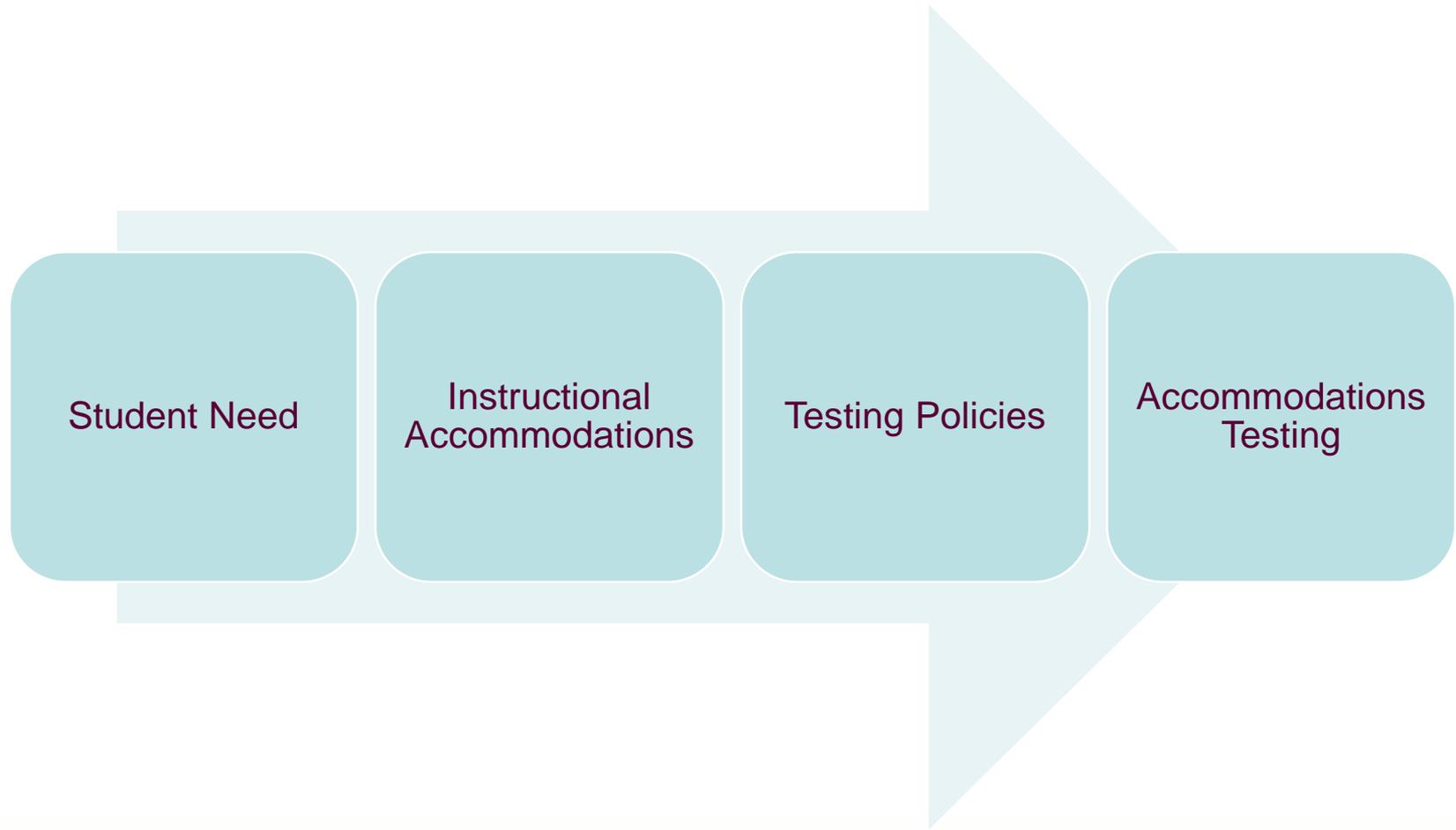
Collaboration is KEY!



- IEP, 504, EL, Transitory Impairment Plan teams each contain a variety of professionals.
- Working in the respective teams, professionals should work through guiding questions and consider the student's unique needs when making accommodations decisions.



Decision Making Process



Considerations for Team Decision-Making

- Base accommodations decisions on individual student need.
- Refer to the list of state-approved testing accommodations.
- Understand purpose of the accommodation and make sure it is relevant to the student's needs and the demands of the test.
- Take into account other identifications a student may have (e.g., EL), which may require specific accommodations based on the area of need and/or content.



Considerations for Team Decision-Making

- All professionals working with the student should be informed of the accommodations needed.
- Students should be using accommodations routinely during instruction and similar classroom assessments.
 - It is a best practice for students to use a testing accommodation for a minimum of 30 school days prior to using it on a test.
 - Unfamiliarity with a testing accommodation can cause anxiety, confusion, and misrepresent a student's ability.



Documentation

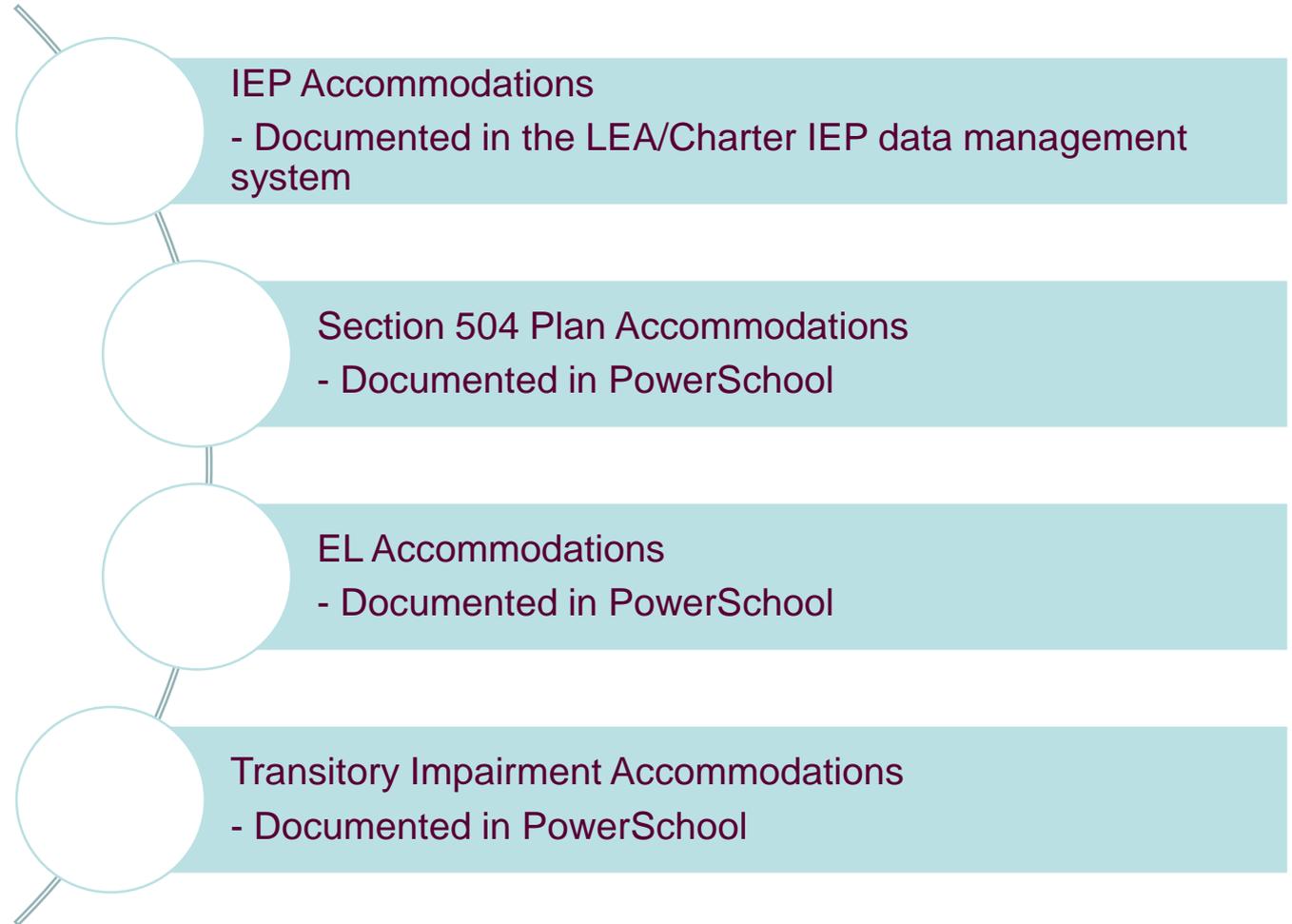
Documentation keeps responsible parties informed of student needs



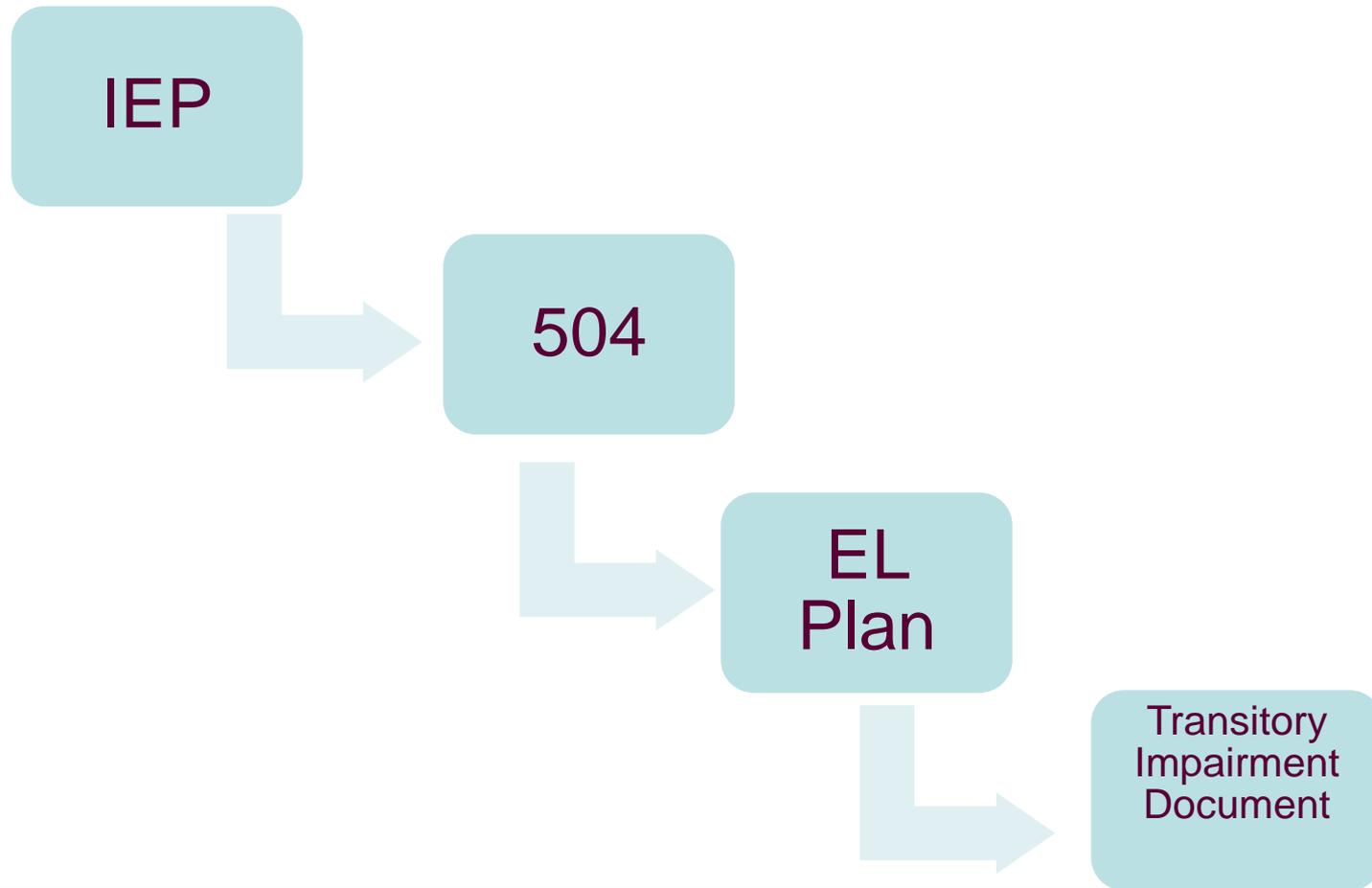
Documentation

Accommodations:

- Must be clearly selected for each individual test.
- Must be discussed and updated at every meeting to ensure accuracy.
- Must be specifically written to reflect the student's unique needs for each assessment.
- Are best provided when language that is consistent with state-approved testing policies is used.



Students with More Than One Identification: Precedence of Documentation



State-Approved Accessibility Features

Accessibility features are available to all students regardless of IEP/504/EL/Transitory status



Accessibility Features for All Students

- Accessibility features are accessibility supports that are provided at the local level and are available to **all** students as they access instructional or assessment content.
- The use of any of the described accessibility features can be considered a part of a standard test administration
- In order to be used during an assessment, students must have experience using the accessibility features regularly in classroom instruction and with similar classroom assessments.
- They must not be introduced for the first time during state assessments.



Accessibility Features

Online Administrations

- Highlighter Tool
- Color Contrast
- Adapted Mouse

Paper-and-Pencil Administrations

- Highlighters
- Reading Tracker
- Color Acetate Overlays

- Adapted Pencil
- Preferential Seating within the Regular Classroom
- Adaptive Seating
- Read Aloud Test Directions
- Redirection



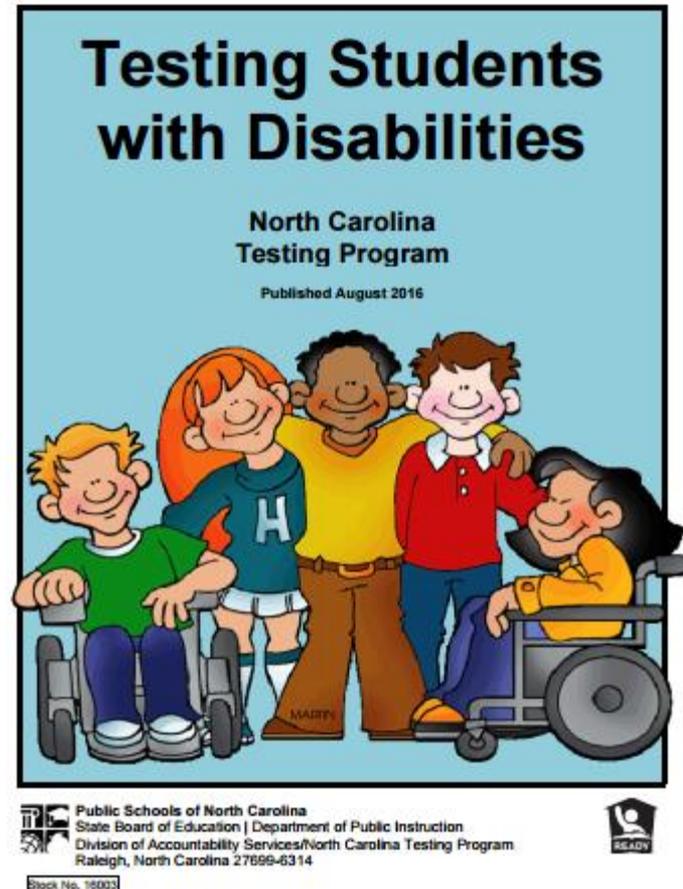
State-Approved Testing Accommodations

Accommodations which are available for students with an IEP/504



IEP/504 Accommodations

- Divided into categories:
 - Special Print Versions
 - Assistive Technology (AT) Devices and Special Arrangements
 - Special Test Environments



<http://www.ncpublicschools.org/accountability/policies/tswd/>

Ordering Braille Editions

- Braille Editions must be entered into the LEA-approved accommodations management system at the time of the IEP/504 Committee meeting
- EBAE and UEB Braille can be ordered from TNN
- Uncontracted Braille requires an *Accommodation Notification Request Form*
- Ordering must match the Braille code that the student routinely uses in the classroom



Large Print Edition

- Standard test forms are printed on 8.5” x 11” paper using 12-point Verdana font
- *Large Print Edition* tests are printed on 11” x 17” paper using 22-point Verdana font.
- Accommodation must be entered into the LEA-approved accommodations management system at the time of the IEP/504 Committee meeting



One Test Item Per Page Edition

- This accommodation provides one test question on each page
- Each 8.5" x 11" page contains 12 point Verdana font
- It is printed one-sided and comes unbound
- Reading selections and test items are in the same format as a regular test book
- Accommodation must be entered into the LEA-approved accommodations management system at the time of the IEP/504 Committee meeting



Special Print Versions

- If entered into the IEP data management system at least 30 days ahead of time, materials will be shipped accordingly
- If a special request is needed, file the *Accommodation Notification Request Form* as soon as possible to allow time for creation and delivery of items



AT Devices

Low-Technology Devices

- Clipboards
- Dry erase boards and markers
- Slant boards

Sensory Techniques

- Chewing gum
- Hand fidget
- Weighted blanket/vest



AT Devices Continued

Amplification Devices

- Personal hearing aids
- Classroom FM systems
- Cochlear implants
- Whisper phones/PVC pipes

Special Lighting

- Use of a specific bulb type/brightness within testing area



Glucose Meters and Insulin Pumps

To take care of diabetes needs, students may require additional accommodations. Diabetic students wearing insulin pumps, using glucose meters, or requiring snacks do not have to test in a separate room if these accommodations have been used routinely during classroom instruction and similar classroom assessments and their classmates are accustomed to the diabetes management care procedures.

- Students requiring a cellular device to communicate with a glucose monitor are able to have the phone in the testing room
- The test administrator must ensure that the phone is kept away from other students and is not used for any reason other than to communicate with the continuous glucose monitor



AT Devices Continued

Speech Recognition Systems

- Student dictates command and responses to the computer
- If using, student must also receive *Testing in a Separate Room* (one-on-one) accommodation

Talking Word Processors/Screen-Reading Software

- Computer reads aloud what the student has entered
- Student must use headphones or testing in a one-on-one setting



AT Devices Continued

Keyboarding Devices

- Typewriter, word processor, electronic Braille note taker

Alternative /Customized Keyboards

- Sticky keys
- Touch screens
- Trackballs
- All can be used unless the use of the specific device would invalidate test results



AT Devices Continued

Screen Enlarging Programs

- Can be used during testing
- Test administrator must ensure that other students cannot see testing materials

Accessibility Operations

- Examples include filter keys, toggle keys, and high-contrast settings
- Can be used unless their use would invalidate test results



AT Devices Continued

Audiotapes to Record Responses

- If using, must also be tested in a one-on-one setting
- Either the student or the student's scribe can transfer the responses to the test document
- If transcribing, the transcription and verification process must occur under secure conditions in a group setting

Eye Gaze Device and/or Software

- All requirements for a word processor accommodation must be followed when using an eye gaze system



AT Devices Continued

Interactive Whiteboard

- Must be tested in a one-on-one setting
- The board and/or attached machine must not save or maintain any portion of the secure test(s)

Calculators

- Talking and large key calculators
- Calculators that print
- Graphing calculator use through software programs
- Immediately following testing, all calculators and related output must be purged



Use of AT Devices

- Test administrators must ensure the software is compatible with the NCTest Chrome App, NCTest Secure Browser, or NCTest iPad App and does not cause the App or browser to close when the technology is used.
- The functionality of the software can be tested through the use of the Online Tutorial and/or Online Released Items for the assessment.
- Any program or software that sends information presented on the screen to a third party vendor's server must not be used in conjunction with NCTest.



Dictation to a Scribe

- Allows a student to dictate his/her responses to test questions to a scribe who records the responses
- Student must be tested in a one-on-one setting with two trained test administrators
- The scribe must transcribe responses verbatim from the student and may not prompt or question the student or correct a student's responses



Interpreter/Transliterators Signs/Cues Test

- Use of this accommodation invalidates tests which measure reading comprehension
- Interpreter/transliterators must be proficient in the student's communication modality
- Fingerspelling and clarification in any manner are prohibited
- Interpreter/transliterators must sign only one test form to a group at a time



Interpreter/Transliterators Signs/Cues Test

Paper-and-Pencil Test

- Interpreter/transliterators may review the test up to two days prior to testing
- Review must occur under secure conditions in a group setting
- Notes may be made in the interpreter/transliterators book but must remain secure

Online Test

- Online forms are randomly selected so prior review is not possible
- Interpreter/transliterators may use an additional monitor, set to duplicate the student's monitor, to aid in interpreting/transliterating



Student Marks Answers in Test Book

- Allows student to record responses to test questions directly in the test book
- Student does NOT receive an answer sheet
- Not applicable for tests administered online
- Transcribing student responses must occur under secure conditions in a group setting
- Only answers on the regular answer sheet will be scored



Student Reads Test Aloud to Self

- Must be tested in a one-on-one setting
- Test administrator and proctor must not correct the student as he/she reads aloud
- Test administrator and proctor must not read all or any part of the test to the student (unless student also has the *Test Administrator Reads Test Aloud (in English)* accommodation)



Test Administrator Reads Test Aloud (in English)

- Invalidates scores on tests which measure reading comprehension
- Student must receive *Testing in a Separate Room* accommodation, either small group with other students requiring the same accommodation or in a one-on-one setting



Test Administrator Reads Test Aloud (in English)

- Test Administrator Reads Everything
 - Student is to have every word read aloud
- Test Administrator Reads by Student Request
 - Student is only to have words read aloud upon his or her request
- Math Exclusion
 - Student does not require numbers in mathematics tests to be read aloud
- Other
 - Student only requires this accommodation when there is greater content than usual or unknown vocabulary words on a test but does not need the accommodation for tests with shorter sentences



Computer Reads Test Aloud–Student Controlled

- Invalidates tests which measure reading comprehension
- Student must use head phones or be tested in a one-on-one setting
- There are no audio files within the test environment for graphics, graphs, or tables with a test item; drag-and-drop item answer choices; application content (menus, embedded tools), error messages, or warning/reminder messages
- These are human vocalizations using a number of different voices; therefore volume may differ from item to item within a single test form



Computer Reads Test Aloud–Student Controlled

- There are three methods in which a student may have an online test read aloud:
 1. The traditional *Test Administrator Reads Test Aloud (in English)* accommodation
 2. The *Computer Reads Test Aloud–Student Controlled* accommodation
 3. A combination of the two methods



Computer Reads Test Aloud—Student Controlled

- This accommodation increases the stress on bandwidth and network connectivity at both the school and LEA level
- Caution must be used when scheduling students with this accommodation



Tests That Measure Reading Comprehension

- Beginning-of-Grade 3 English Language Arts/Reading Test
- North Carolina EOG Assessments of English Language Arts/Reading (Grades 3–8)
- North Carolina EOC Assessment of English II
- NCFEs of English I, English III, and English IV



Braille Writer/Slate and Stylus (Braille Paper)

- It is recommended that the test administrator have knowledge of applicable Braille codes



Cranmer Abacus

- If the student is using his/her own abacus, the test administrator may need to remind the student to bring the abacus for testing
- Before the test begins, the test administrator is to check that the abacus is in proper working order
- Only the student is permitted to operate the abacus during the test



Magnification Device

- A device that dynamically magnifies text and images
- If student is using his/her own magnification device, the test administrator may need to remind the student to bring it
- Test administrator must ensure that test items are not visible to other students



Special Test Environments

Multiple Testing Sessions

- Maintain test security and follow guidelines outlined in publication
- Absenteeism and motivation may become an issue

Scheduled Extended Time

- Be specific with amount of additional time needed

Testing in a Separate Room

- One-on-One
- Small Group
- Consider other special circumstances



Use of Accommodations Not Described

- In the event the IEP Team or Section 504 Committee recommends the provision of an accommodation or procedures not located in the TSWD guide, the LEA test coordinator must be notified immediately.
- An *Accommodation Notification Request Form*, must be completed with the appropriate signatures.
- The NCDPI must receive the *Accommodation Notification Request Form* within thirty (30) school days of the IEP Team or Section 504 Committee's decision or at least three (3) weeks before the test administration, whichever occurs first. The NCDPI will provide the LEA test coordinator with a written response, advising whether the use of the accommodation(s) or procedures invalidates the results for the test.



Use of Accommodations Not Described

Accommodation Notification Request Form	
School Code (6 digits)	
School Name:	
Student Name:	
Student ID Number:	
Assigned Grade Level:	
Testing Accommodation Documentation:	<input type="checkbox"/> Section 504 Plan <input type="checkbox"/> Individualized Education Program (IEP)
Name of State Test(s):	<input type="checkbox"/> Beginning-of-Grade 3 <input type="checkbox"/> End-of-Course Biology <input type="checkbox"/> End-of-Grade Math <input type="checkbox"/> NC Math 1 <input type="checkbox"/> End-of-Grade Reading <input type="checkbox"/> End-of-Course English II <input type="checkbox"/> End-of-Grade Science <input type="checkbox"/> College and Career Readiness
	<input type="checkbox"/> NCFE English I <input type="checkbox"/> NCFE Chemistry <input type="checkbox"/> NCFE English III <input type="checkbox"/> NCFE Physics <input type="checkbox"/> NCFE English IV <input type="checkbox"/> NCFE Physical Science <input type="checkbox"/> NCFE Grades 4–8 Social Studies <input type="checkbox"/> NCFE Earth/Environmental Science <input type="checkbox"/> NCFE American History: The Founding Principles, Civics, and Economics <input type="checkbox"/> NCFE NC Math 2 <input type="checkbox"/> NCFE World History <input type="checkbox"/> NCFE NC Math 3 <input type="checkbox"/> NCFE American History I <input type="checkbox"/> NCFE Advanced Functions and Modeling <input type="checkbox"/> NCFE American History II <input type="checkbox"/> NCFE Discrete Mathematics <input type="checkbox"/> NCFE Grades 4, 6, 7 Science <input type="checkbox"/> NCFE Precalculus <input type="checkbox"/> <input type="checkbox"/> <i>NCEXTENDI</i> <input type="checkbox"/> <input type="checkbox"/> ACCESS for ELLs 2.0 <input type="checkbox"/> <input type="checkbox"/> W-APT
First Test Date <i>mm/dd/yyyy</i>	
Specify the Accommodation (2–3 words):	
Describe <u>in detail</u> how the accommodation will be used during the test administration.	

Explain <u>in detail</u> the reason(s) the accommodations available in the state accommodations publications are not appropriate for the student.	
Explain <u>in detail</u> the reason(s) that the student requires the use of the accommodation. Documentation must be on file to verify that the student has used this accommodation routinely during regular classroom instruction and similar classroom assessments this school year.	

 Exceptional Children Teacher's Signature

 Date

 Principal's Signature

 Date

 LEA Test Coordinator's Signature

 Date

Online submission of the *Accommodation Notification Request Form* is available in NC Education in the TNN Test Materials Order System.



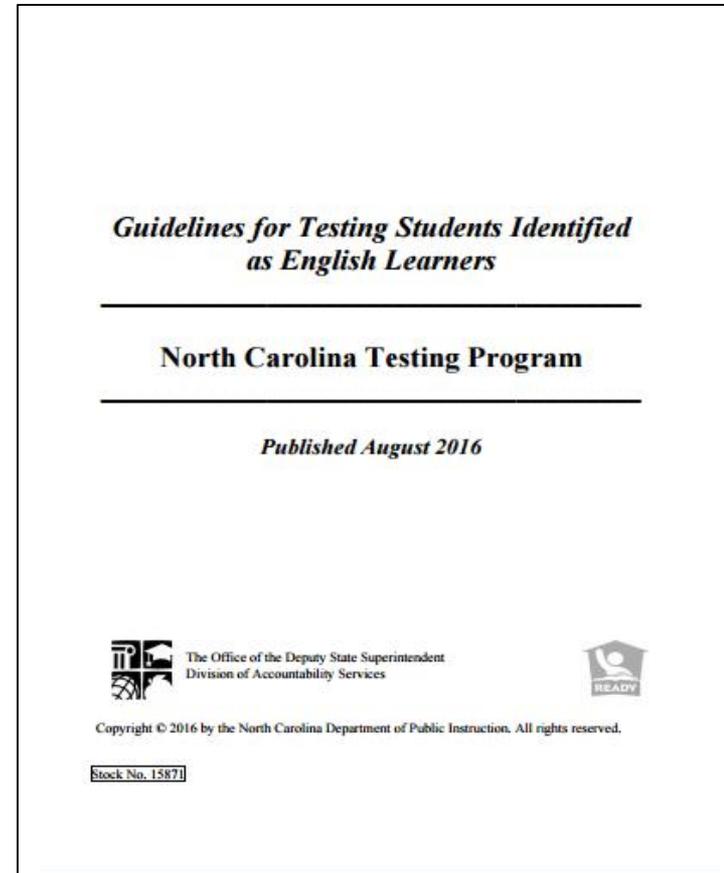
State-Approved Testing Accommodations

Accommodations available for students identified as English Learners (ELs)



LEP Accommodations

- Determined using a multidisciplinary team
- Should be documented in the EL plan
- Must be entered in PowerSchool
- May not be allowed for every test



<http://www.ncpublicschools.org/accountability/policies/slep/>



LEP Accommodations

- English/Native Language Word-to-Word Bilingual Dictionary/Electronic Translator
- Multiple Testing Sessions
- Scheduled Extended Time
- Testing in a Separate Room
- Student Reads Test Aloud to Self
- Test Administrator Reads Test Aloud in English
- Computer Reads Test Aloud – Student Controlled



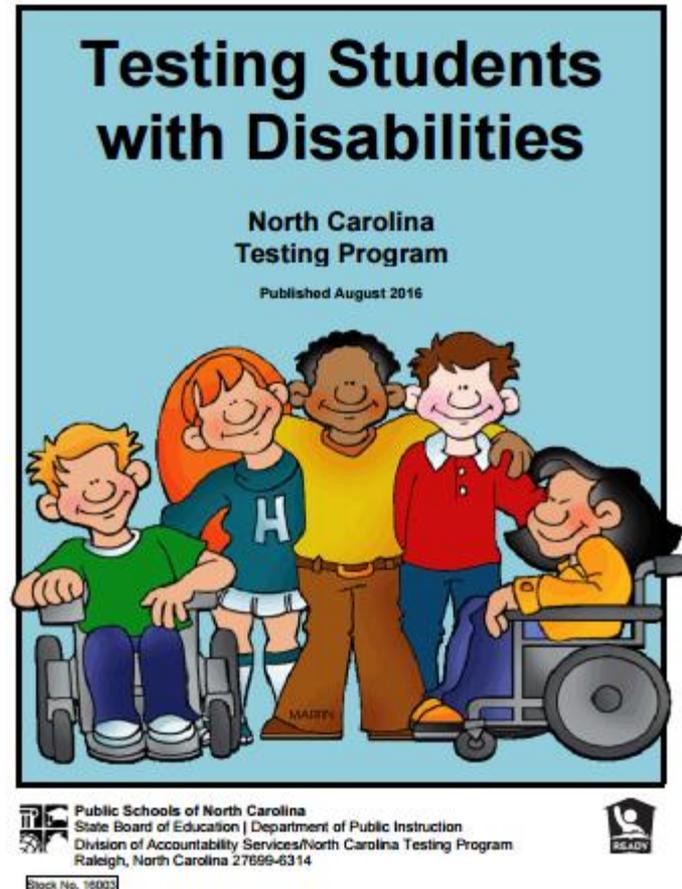
State-Approved Testing Accommodations

Accommodations available for students with a transitory impairment



Transitory Impairment

- An impairment with an actual or expected duration of six months or less
- A multidisciplinary committee having familiarity with the student will make determinations
- Accommodations should be documented in PowerSchool and in Transitory Impairment documentation



<http://www.ncpublicschools.org/accountability/policies/tswd/>

Monitoring Accommodations

North Carolina provides the United States Education Department evidence of the accommodations monitoring process



Components of the Accommodation Monitoring System

Required Testing Accommodations

- Completed by case manager during team meeting (prior to testing)
- Recorded in the respective data management system

Provided Testing Accommodations

- Completed by test administrator before testing then again during/after testing
- If paper administration, data also noted on answer sheet

Used Testing Accommodations

- Completed by test administrator after testing
- Forms stored in student's IEP/504 folder for at least one year

Required Testing Accommodations

- Completed by case manager during team meeting (prior to testing)
- Recorded in the respective data management system

- Documented in data management system appropriate for plan (e.g., PowerSchool, third party vendor, CECAS)
- Used during test session scheduling to ensure all accommodations can be provided

Review of Accommodations Used During Testing

Student Name PowerSchool ID Case Manager Choose one of the following plans (according to order of accommodations documentation): <input type="checkbox"/> IEP <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> LEP Plan <input type="checkbox"/> Transitory Impairment Documentation Start Date: End Date: Test: <input type="checkbox"/> BOGG <input type="checkbox"/> EOG <input type="checkbox"/> RTA3 <input type="checkbox"/> EOC <input type="checkbox"/> HDCF <input type="checkbox"/> CDRAA <input type="checkbox"/> CTE <input type="checkbox"/> ACCESS for ELLs Subject/Subject:	Complete one form per test. Before testing, complete the top of the form. During/after testing, complete Column 2. Completed forms kept in the student's Individualized Education Program (IEP) folder and 504-related English proficient (LEP)/transitory impairment documentation accessible for future reference. NOTE: While the list below includes all state-approved accommodations do not apply to students identified solely as LEP. Testing accommodations should be consistent with the accommodations routinely during classroom instruction and/or similar classroom assessments. <input type="checkbox"/> Regular Administration <input type="checkbox"/> Other Administration
Check the required accommodations documented on the student's IEP/Section 504 Plan/LEP Plan/Transitory Impairment Documentation. Example: <input checked="" type="checkbox"/> Test Administrator Reads Test Aloud (In English) Specify: <input type="checkbox"/> Read by Student Request <input checked="" type="checkbox"/> Read Everything <input type="checkbox"/> Other <input type="checkbox"/> Braille Edition <input type="checkbox"/> Large Print Edition <input type="checkbox"/> One Test Item Per Page Edition <input type="checkbox"/> Assistive Technology Devices Specify: <input type="checkbox"/> Braille Writer/Slate and Stylus (and Braille Paper) <input type="checkbox"/> Cranmer Abacus <input type="checkbox"/> Dictation to a Scribe <input type="checkbox"/> Interpreter/Transliterator Signs/Cues Test <input type="checkbox"/> Magnification Devices <input type="checkbox"/> Word-to-Word Bilingual (English/Non-English Language) <input type="checkbox"/> Dictionary/Electronic Translator (LEP only) <input type="checkbox"/> Student Marks Answers in Test Book <input type="checkbox"/> Student Reads Test Aloud to Self <input type="checkbox"/> Test Administrator Reads Test Aloud (In English) Specify: <input type="checkbox"/> Read by Student Request <input checked="" type="checkbox"/> Read Everything <input type="checkbox"/> Other <input type="checkbox"/> Computer Reads Test Aloud—Student Controlled <input type="checkbox"/> Multiple Testing Sessions Specify: <input type="checkbox"/> Scheduled Extended Time Amount: <input type="checkbox"/> Testing in a Separate Room Specify: <input type="checkbox"/> Special NCDPI-Approved Accommodation(s) Specify:	Column 2: To Be Completed during/after Testing Was the accommodation provided to the student? Describe the specific details of how this accommodation was provided to the student. Example: Test administrator read the entire test aloud. Student is along while the test administrator read aloud.
Printed name of person completing this portion of form: Signature of person completing this portion of form:	Printed name of person completing this portion of form: Signature of person completing this portion of form:
Comments/considerations for next IEP/504/LEP/transitory impairment team meeting:	

This form is available in electronic format at <http://www.ncpublicschools.org/accountability/policies/cecas>.
NCDPI Division of Accountability Services March 2013

Check the required accommodations documented on the student's IEP/Section 504 Plan/LEP Plan/Transitory Impairment Documentation.

Example: <input checked="" type="checkbox"/> Test Administrator Reads Test Aloud (In English) Specify: <input type="checkbox"/> Read by Student Request <input checked="" type="checkbox"/> Read Everything <input type="checkbox"/> Other
<input type="checkbox"/> Braille Edition
<input type="checkbox"/> Large Print Edition
<input type="checkbox"/> One Test Item Per Page Edition
<input type="checkbox"/> Assistive Technology Devices
Specify:
<input type="checkbox"/> Braille Writer/Slate and Stylus (and Braille Paper)
<input type="checkbox"/> Cranmer Abacus
<input type="checkbox"/> Dictation to a Scribe
<input type="checkbox"/> Interpreter/Transliterator Signs/Cues Test
<input type="checkbox"/> Magnification Devices
<input type="checkbox"/> Word-to-Word Bilingual (English/Native Language)
<input type="checkbox"/> Dictionary/Electronic Translator (LEP only)
<input type="checkbox"/> Student Marks Answers in Test Book
<input type="checkbox"/> Student Reads Test Aloud to Self
<input type="checkbox"/> Test Administrator Reads Test Aloud (In English)
Specify: <input type="checkbox"/> Read by Student Request <input checked="" type="checkbox"/> Read Everything <input type="checkbox"/> Other
<input type="checkbox"/> Computer Reads Test Aloud—Student Controlled
<input type="checkbox"/> Multiple Testing Sessions
Specify:
<input type="checkbox"/> Scheduled Extended Time
Amount:
<input type="checkbox"/> Testing in a Separate Room
Specify:
<input type="checkbox"/> Special NCDPI-Approved Accommodation(s)
Specify:



Provided Testing Accommodations

- Completed by test administrator before testing then again during/after testing
- Also noted on answer sheets/online platform

- Analyzed during monitoring visits to ensure all accommodations required are provided to students
- Must be noted either on paper answer sheet or online system

Review of Accommodations Used During Testing

<p>Student Name: _____</p> <p>PowerSchool ID: _____</p> <p>Case Manager: _____</p> <p>Choose one of the following plans (according to order of accommodations documentation):</p> <p><input type="checkbox"/> IEP <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> LEP Plan</p> <p><input type="checkbox"/> Transitory Impairment Documentation</p> <p>Start Date: _____</p> <p>End Date: _____</p> <p>Test: <input type="checkbox"/> BOGGS <input type="checkbox"/> EOG <input type="checkbox"/> RTAS <input type="checkbox"/> EOC <input type="checkbox"/> HOFCE</p> <p><input type="checkbox"/> CDRAA <input type="checkbox"/> CTE <input type="checkbox"/> ACCESS for ELLs</p> <p>Subject/Subject: _____</p>	<p>Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder and/or Section 504/linked English proficient (LEP)/transitory impairment documentation to be accessible for future reference.</p> <p>NOTE: While the list below includes all state-approved accommodations, some do not apply to students identified solely as LEP. Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and/or similar classroom assessments.</p> <p><input type="checkbox"/> Regular Administration <input type="checkbox"/> Other Administration</p> <p>School: _____</p> <p>Grade: _____</p> <p>Test Date: _____</p> <p>Test Administrator: _____</p>
<p>Column 1: To Be Completed before Testing</p> <p>Check the required accommodations documented on the student's IEP/Section 504 Plan/LEP Plan/Transitory Impairment Documentation.</p> <p>Example:</p> <p><input type="checkbox"/> Test Administrator Reads Test ALOUD (in English)</p> <p>Specify: <input type="checkbox"/> Read by Student Request <input type="checkbox"/> Read Everything <input type="checkbox"/> Other</p> <p><input type="checkbox"/> Braille Edition</p> <p><input type="checkbox"/> Large Print Edition</p> <p><input type="checkbox"/> One Test Item Per Page Edition</p> <p><input type="checkbox"/> Assistive Technology Devices</p> <p>Specify: _____</p> <p><input type="checkbox"/> Braille Writer/State and Stylus (and Braille Paper)</p> <p><input type="checkbox"/> Chommer Abacus</p> <p><input type="checkbox"/> Dictation to a Scribe</p> <p><input type="checkbox"/> Interpreter/Translator Signu/Click Test</p> <p><input type="checkbox"/> Magnification Devices</p> <p><input type="checkbox"/> Word-to-Word Bilingual (English/Hispanic Language)</p> <p><input type="checkbox"/> Dictionary/Electronic Translator (LEP only)</p> <p><input type="checkbox"/> Student Marks Answers in Test Book</p> <p><input type="checkbox"/> Student Reads Test ALOUD to Self</p> <p><input type="checkbox"/> Test Administrator Reads Test ALOUD (in English)</p> <p>Specify: <input type="checkbox"/> Read by Student Request <input type="checkbox"/> Read Everything <input type="checkbox"/> Other</p> <p><input type="checkbox"/> Computer Reads Test ALOUD—Student Controlled</p> <p><input type="checkbox"/> Multiple Testing Sessions</p> <p>Specify: _____</p> <p><input type="checkbox"/> Scheduled Extended Time</p> <p>Amount: _____</p> <p><input type="checkbox"/> Testing in a Separate Room</p> <p>Specify: _____</p> <p><input type="checkbox"/> Special HCPSP-Approved Accommodation(s)</p> <p>Specify: _____</p> <p>Printed name of person completing this portion of form: _____</p> <p>Signature of person completing this portion of form: _____</p>	<p>Column 2: To Be Completed during/after Testing</p> <p>Was this accommodation provided to the student?</p> <p>Describe the specific details of how this accommodation was provided to the student.</p> <p>Did the student use the accommodation? If yes, how did he/she use it?</p> <p>Example: Yes</p> <p>Example: No</p>
<p>Comments/considerations for next IEP/504/LEP/transitory impairment team meeting:</p> <p>_____</p>	

This form is available in electronic format at <http://www.ncpublicschools.org/accountability/policies/docs>.

HCPSP Division of Accountability Services May 2018 Week 10a 10001

Was this accommodation provided to the student during testing?

Example: Yes



Used Testing Accommodations

- Completed by test administrator after testing
- Forms stored in student's IEP/504 folder for at least one year

- Provides useful information to help teams make decisions about future accommodation needs
- Can help refine and/or scale back accommodations to better support student access and independence

Review of Accommodations Used During Testing

Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder and/or Section 504/Modified English proficient (LEP)/transitory impairment documentation to be accessible for future reference.

NOTE: While the list below includes all state-approved accommodations, some do not apply to students identified solely as LEP. Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.

Regular Administration Other Administration

Student Name		School	
PowerSchool ID		Grade	
Case Manager		Test Date	
Choose one of the following plans (according to order of accommodations documentation):		Test Administrator	
<input type="checkbox"/> IEP <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> LEP Plan <input type="checkbox"/> Transitory Impairment Documentation			
Dates of Plan			
Start Date:			
End Date:			
Test:			
<input type="checkbox"/> BOGGS <input type="checkbox"/> EOG <input type="checkbox"/> RTAS <input type="checkbox"/> EOC <input type="checkbox"/> HOFCE <input type="checkbox"/> CDRAA <input type="checkbox"/> CTE <input type="checkbox"/> ACCESS for ELLs			
Subject/Subject:			

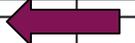
Column 1: To Be Completed before Testing	Column 2: To Be Completed after Testing
Check the required accommodations documented on the student's IEP/Section 504 Plan/LEP Plan/Transitory Impairment Documentation.	Was the accommodation provided to the student during testing?
Example: <input checked="" type="checkbox"/> Test Administrator Reads Test Aloud (in English) Specify: <input type="checkbox"/> Read by Student Requester <input type="checkbox"/> Other	Example: Test administrator read the entire test aloud. Student followed along while the test administrator read aloud.
Describe the specific details of how this accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?	Describe the specific details of how this accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?
Example: Test administrator read the entire test aloud. Student followed along while the test administrator read aloud.	Describe the specific details of how this accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?

This form is available in electronic format at <http://www.ncpublicschools.org/assessment/quality/forms>.

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Describe the specific details of **how** this accommodation was provided to the student.
 Did the student **use** the accommodation? If yes, **how** did he/she use it?

Example: Test administrator read the entire test aloud. Student followed along while the test administrator read aloud.



Accommodations Monitoring at Local Level

- Local plan for ensuring accommodations are appropriately decided upon and provided during instruction and testing
- Monitoring responsibilities specified in the Test Administrators Guide for:
 - LEA Test Coordinator
 - School Test Coordinator
 - Test Administrator
 - Proctor



Accommodations Monitoring by the NCDPI

- Review of LEA testing plans
- Monthly collection and audit of required testing accommodations data
- Following testing, report of discrepancies between required and provided testing accommodations
- Yearly targeted visits to monitor accommodations documentation and delivery during testing



Accommodations

Using a student-focused team approach that aims to provide access for all students helps ensure appropriate accommodations

