

# **Accommodations Manual**

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Selection, Use, and Evaluation of  
Accommodations that Support Instruction  
and Assessment of Children with Disabilities

February, 2011

# Acknowledgements

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# O Introduction

Ohio' Accommodations Manual: *Selection, Use and Evaluation of Accommodations that Support Instruction and Assessment of Children with Disabilities* is based on a five-step process. It is designed to assist Individualized Education Program (IEP) and 504 Plan teams, general and special education teachers, administrators, and district level assessment staff with the selection, provision, and evaluation of the effectiveness of the use of instruction and assessment accommodations by children with disabilities.

This guidance in this manual pertains to children with disabilities who may require the use of accommodations to support their participation in standards-based instruction and large-scale assessments. The five steps include:

1. Consider the Child: Expect Children with Disabilities to Achieve Grade-level Academic Content Standards.
2. Learn about Accommodations for Instruction and Assessment.
3. Select Accommodations for Instruction and Assessment.
4. Provide Accommodations during Instruction and Assessment.
5. Evaluate and Improve Accommodations Use.

Accommodations are changes made in the way materials are being presented or in the way the child demonstrates learning, as well as changes in setting, timing, and scheduling, with the expectation that the child will reach the standard set for all children. Accommodations:

- ◆ Are designed to provide equity, not advantage, and serve to level the playing field for children with disabilities.
- ◆ Reduce or even eliminate the effects of a child's disability when used appropriately; they do not reduce learning expectations.
- ◆ May be appropriate for instruction, but may not be appropriate for use on state assessments.
- ◆ May promote equal access to grade-level content when provided during instruction and assessments.

Informed decision making regarding accommodations is critical in ensuring successful and meaningful participation of children with disabilities in instruction and the assessment process. Decisions about the provision of appropriate accommodations begin with making good instruction decisions. In turn, making appropriate instruction decisions is facilitated by gathering and reviewing good information about the child's disability and present level of performance in relation to the academic content standards.



# 1 STEP 1: Consider the Child: Expect Children with Disabilities to Achieve Grade-Level Academic Content Standards

## Purposes of Step 1:

- To focus on understanding the child and how the disability affects the child's learning in order to provide the child with appropriate accommodations that provide equal access to standards-based instruction and assessment.
- To provide a foundation and context for the use of accommodations with children with disabilities.

## Consider the Child

- ✓ What are the child's interests?
- ✓ What are the child's learning strengths?
- ✓ What are the child's learning needs that result from his or her disability?
- ✓ How do the child's needs affect achievement of grade-level academic content standards?
- ✓ What specialized instruction does the child need to achieve the grade-level content standards?
- ✓ What accommodations will increase the child's access to instruction and assessment by reducing the effects of the disability and "leveling the playing field"?
- ✓ What, if any, sensory, motor, and processing characteristics of this child need to be considered when identifying accommodations?

△ **Tool 1: Access Needs that May Require Accommodations** – additional questions.

△ **Tool 3: Accommodations from the Child's Perspective** – questions to collect information about needed accommodations.

Answering these questions will assist the IEP team or the 504 team, including the parents, to make informed decisions about the child's specially designed instruction and to select appropriate accommodations to meet the child's needs.

Through the evaluation and planning process the IEP team or 504 team, including the parents, becomes acquainted with the child's interests, strengths, learning styles and unique needs. Information provided by the child's teachers will assist the IEP or 504 team in identifying how the child's needs have an adverse impact on the child's achieving the grade-level academic content standards and the instruction supports that are necessary to help the child participate in routine activities throughout the school day. Information provided by parents and family members about how the child performs in settings other than the classroom also provides valuable information for the team.

## Providing Each Child with Equal Access to Grade-level Content

With the focus of legislation aimed at accountability and the inclusion of all children comes the requirement to ensure equal access to grade-level content standards. Academic content standards are educational targets outlining what children are expected to know and be able to do at each grade level. Teachers ensure that children work toward grade-level content standards by using a range of instruction strategies based on the varied strengths and needs of the children. For children with disabilities, accommodations are provided during instruction and assessments to help promote equal access to grade-level content. To accomplish this goal of equal access,

- ◆ Every IEP or 504 team member must be familiar with content standards and accountability systems at the state and district level;
- ◆ Every IEP or 504 team member must know where to locate standards and updates; and
- ◆ Collaboration between general and special educators must occur for successful access.

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

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by the academic content standards and who know how to differentiate instruction for diverse learners.
2. IEPs for children with disabilities are developed to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for “learning how to learn”).
3. Appropriate accommodations are provided to help children access grade-level content.

**Ohio’s Academic Content Standards** are posted on the ODE Web site at <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=1695&TopicRelationID=1696>.

## Federal and State Laws Requiring Participation in Assessments

Several laws require the participation of children with disabilities in standards-based instruction and assessment initiatives. These include the No Child Left Behind (NCLB) Act of 2001, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and the Rehabilitation Act of 1973 (Section 504).

### Federal Laws

#### No Child Left Behind Act of 2001 (NCLB)

**Act** – <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

**Regulations** – [http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&tpl=/ecfrbrowse/Title34/34cfr200\\_main\\_02.tpl](http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&tpl=/ecfrbrowse/Title34/34cfr200_main_02.tpl)

**Stronger accountability for educational achievement results is one of the basic education reform principles contained in NCLB. Beginning in 2007–2008, NCLB required the participation of all public school children in the following assessments:**

- ◆ reading/language arts and mathematics for all children in grades 3–8 and at least one grade in high school; and
- ◆ science in at least one grade in each of three grade spans (3–5, 6–9, and 10–12).

These assessments form the basis of the federal accountability system. Federal accountability is defined in terms of Adequate Yearly Progress (AYP), a way to measure the achievement of academic standards for all children and their respective demographic groups. Districts and states are held accountable for achieving academic standards on an annual basis through public reporting and ultimately through consequences if AYP measures are not met.

Federal regulations require all children, including those receiving special education services, to be assessed on grade-level curriculum (34 CFR, Parts 200 and 300). To this end, NCLB explicitly calls for “reasonable adaptations and accommodations for children with disabilities (as defined under Section 602(3) of the Individuals

with Disabilities Education Act) necessary to measure the academic achievement of such children relative to State academic content and State academic achievement standards” [Sec. 1111 (b) (3) (C) (ix) (II)].

English language learners are required to be assessed in a valid and reliable manner and provided reasonable accommodations on assessments required by NCLB, “including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such children know and can do in academic content areas” [Sec. 1111 (b) (3) (C) (ix) (III)].

*(Adapted from Texas Accommodations Manual.)*

## Individuals with Disabilities Education Improvement Act of 2004

**Act** – <http://www.edresourcesohio.org/files/pl108-446.pdf>

**Regulations** – [http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&tpl=/ecfrbrowse/Title34/34cfr300\\_main\\_02.tpl](http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&tpl=/ecfrbrowse/Title34/34cfr300_main_02.tpl)

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

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

## Rehabilitation Act of 1973 (Section 504)

**Act** – <http://www.dotcr.ost.dot.gov/Documents/ycr/REHABACT.HTM>

**Regulations** – [http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&tpl=/ecfrbrowse/Title34/34cfr104\\_main\\_02.tpl](http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&tpl=/ecfrbrowse/Title34/34cfr104_main_02.tpl)

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against individuals with disabilities who seek access to programs and activities provided by entities that receive financial assistance from the federal government, including organizations that receive U.S. Department of Education funding. In the public school setting, children with disabilities protected by Section 504 have the right to the aids and services required to meet their educational needs to the same extent as other children.

*Note: This information is included in Section 12 of the IEP, Statewide and District-Wide Testing.*

## State Laws

### Ohio Revised Code

#### **3301.0711(C)(1)(a) – Administration and grading of tests.**

<http://codes.ohio.gov/orc/3301.0711>

Any student receiving special education services under Chapter 3323 of the Revised Code may be excused from taking any particular assessment required to be administered under this section if the individualized education program developed for the student pursuant to section 3323.08 of the Revised Code excuses the student from taking that assessment and instead specifies an alternate assessment method approved by the department of education as conforming to requirements of federal law for receipt of federal funds for disadvantaged pupils. To the extent possible, the individualized education program shall not excuse the student from taking an assessment unless no reasonable accommodation can be made to enable the student to take the assessment.

#### **Futher Clarification:**

Federal regulations (*The No Child Left Behind Act* and the *Individuals with Disabilities Education Act Amendments of 1997*), as well as Ohio Revised Code 3301.0711 stipulate that all students, including those with disabilities, must participate in state-required assessments. In Ohio, the following three options exist for meeting this requirement:

1. participation in the “regular” statewide assessment without accommodations;
2. participation in the “regular” statewide assessment with accommodations; or
3. participation in a state-approved alternate assessment.

The Alternate Assessment for Students with Disabilities (AASWD) is one of the three forms of statewide assessment. AASWD is appropriate only for children with the most significant cognitive disabilities who are either completing a curriculum that is modified substantially (in form and/or substance) by the IEP from the general education curriculum or completing the general education curriculum but have a disability that presents unique and significant challenges such that the IEP provides for accommodations that exceed the allowable criteria for statewide assessment accommodations.

For additional information on alternate assessment, see the Ohio Department of Education Web site, <http://education.ohio.gov>, keyword search: *alternate assessment*.

#### **3323.011(F) – Individualized education program**

<http://codes.ohio.gov/orc/3323.011>

A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments consistent with section 612(a)(16) of the “Individuals with Disabilities Education Improvement Act of 2004,” 1412. If the IEP team determines that the child shall take an alternate assessment on a particular state or district-wide assessment of student achievement, the IEP shall contain a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

*Note: This statement must be included in Section 12 of the IEP, Statewide and District-Wide Testing.*

## Ohio Administrative Code

### **3301-13-03 (C) – Establishing provisions for the participation of students with disabilities in required assessments administered at the designated grades.**

<http://codes.ohio.gov/oac/3301-13-03>

All students with disabilities shall take the required assessments established by rule 3301-13-01 of the Administrative Code that are administered to nondisabled students at the designated grades except any student with disabilities who is excused from taking any particular assessment and is required to participate instead in an alternate assessment in accordance with the provisions of paragraph (D) of this rule. For any student with disabilities who takes an assessment that is administered to nondisabled students, the school district shall include that information in the student's IEP, or document that information in writing for a section 504 student, and provide such a student with disabilities with any appropriate accommodations permitted under paragraph (H) of this rule.

### **3301-13-10 Standard to develop a plan for any accommodation for or an excuse from statewide tests for students with disabilities in chartered nonpublic schools.**

<http://codes.ohio.gov/oac/3301-13-10>

- A. The provisions of this rule shall apply only to a student who meets **all** of the following eligibility criteria:
1. The student has been identified as a child with a disability based on an evaluation conducted in accordance with section 3323.03 of the Revised Code or section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (January 3, 2005);
  2. The student has been enrolled by the parent in a chartered nonpublic school; and
  3. The student with a disability:
    - a. Is not being provided publicly funded special education services; or
    - b. Is receiving publicly funded special education services that do not address the academic objectives as measured by any particular assessment.

- B. The chartered nonpublic school shall annually develop a written plan that complies with **all** of the following:

1. Addresses the eligible student's needs;
2. Parents must be included in the development of the written plan;
3. Any excuse from participation in achievement tests must be made in accordance with rule 3301-13-03 of the Administrative Code and must be specified in the written plan. If a plan developed for a student excuses the student from taking any statewide tests, the chartered nonpublic school may not prohibit the student from taking the tests;
4. Any accommodation must be made in accordance with rule 3301-13-03 of the Administrative Code and must be specified in the written plan;
5. Parents must agree to the written plan;
6. The chartered nonpublic school shall implement the plan; and
7. The plan and the decision to provide any accommodation for or to excuse a student with a disability from statewide tests shall be reviewed annually.

### **3301-51-07(H)(1)(g) – Individualized Education Program**

<http://codes.ohio.gov/oac/3301-51-07>

A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments consistent with Section 612(a)(16) of the IDEA.

## Including All Children in State Assessments

Public school districts and community schools are required by federal and state law to administer all statewide tests (state diagnostic, achievement and graduation tests) to all children enrolled in the grades designated for testing. This includes:

- ◆ Children with disabilities who have individualized education program (IEPs),
- ◆ Children with disabilities who have 504 plans, and
- ◆ Children who are English Language Learners (ELLs).

*Note: This manual uses the term “English Language Learner” (ELL) and refers to ELLs with disabilities and not to ELLs.*

Children with IEPs or 504 plans shall take the regular statewide tests either with or without allowable accommodations. Children with the most severe cognitive disabilities may participate in an alternate assessment, if they qualify, and it is specified in writing in their IEPs.

**Home Instruction.** A child with an IEP who is enrolled in a public school district but who is receiving services at home is required to take the tests. See the [Ohio Statewide Assessment Program Test Rules Book](#), Ohio Department of Education, Office of Assessment. The [Test Rules Book](#) is posted at [http://www.edresourcesohio.org/files/Statewide\\_Rules\\_Book\\_092410.pdf](http://www.edresourcesohio.org/files/Statewide_Rules_Book_092410.pdf).

**Chartered Nonpublic Schools.** Children with disabilities who are parentally placed in chartered nonpublic schools are required to take and pass the tenth-grade Ohio Graduation Test (OGT) in order to receive an Ohio high school diploma unless the child is excused from the consequences of the testing requirement.

A child, parentally placed in a chartered nonpublic school, may receive allowable accommodations when taking state assessments or may be excused from participating in the state assessments. (3301-12-10)

See [Guidelines for Providing Services to Children with Disabilities Parentally Placed in Ohio Chartered and Nonchartered Nonpublic Schools](#), Ohio Department of Education, Office for Exceptional Children, April 2009. [http://www.edresourcesohio.org/files/Guidance\\_Doc\\_for\\_Nonpublics\\_04\\_091.pdf](http://www.edresourcesohio.org/files/Guidance_Doc_for_Nonpublics_04_091.pdf).

Children who are English Language Learners (ELLs) must participate in statewide assessments; however, there are specific conditions for ELLs that are not included in this Accommodations Manual. ELLs have specific criteria for accommodations and extended or additional accommodations. All of the text in this Accommodations Manual refers to children with disabilities who have individualized education programs (IEPs) or children with disabilities who have 504 plans. Please do not assume that specific information in this Accommodations Manual applies equally to ELLs. For example, text throughout Step 2 applies only to students with disabilities with IEPs or 504 plans and does not apply to ELLs. Specific rules for accommodations listed do not allow accommodations for ELLs on the statewide assessments. ELLs with disabilities may be allowed accommodations stated in this manual based on a disability; however, specific accommodations such as use of dictionary, language translator or use of a foreign-language CD have specific criteria not stated in this manual. Please refer to the [Test Rules Book](#). [http://www.edresourcesohio.org/files/Statewide\\_Rules\\_Book\\_092410.pdf](http://www.edresourcesohio.org/files/Statewide_Rules_Book_092410.pdf).

IEP and 504 team members must actively engage in a planning process that addresses:

- ◆ Assurance of the provision of accommodations to facilitate a child’s inclusion in grade-level instruction and state assessments, and
- ◆ Use of alternate assessments to assess the achievement of children with the most significant cognitive disabilities.

# Ohio's Statewide Assessment Program

Ohio's statewide assessment program is comprised of the following tests. Each test is described in the [Test Rules Book](http://www.edresourcesohio.org/files/Statewide_Rules_Book_092410.pdf) posted at [http://www.edresourcesohio.org/files/Statewide\\_Rules\\_Book\\_092410.pdf](http://www.edresourcesohio.org/files/Statewide_Rules_Book_092410.pdf).

- ◆ **Ohio Achievement Assessments (OAA)**  
grades 3-8
- ◆ **Ohio Graduation Tests (OGT)**
- ◆ **Ohio Test of English Language Acquisition (OTELA)**
- ◆ **Alternate Assessments for Students with Significant Disabilities (AASWD)**
- ◆ **Diagnostic Assessments (K-3)**
- ◆ **Kindergarten Readiness Assessment-Literacy (KRA-L)**
- ◆ **Algebra I or II End of Course Exam (Optional)**



# 2 STEP 2: Learn about Accommodations for Instruction and Assessment

**Purpose of Step 2: To learn about accommodations that may reduce or eliminate the effects of a child's disability and provide equitable access to grade-level content for children with special needs.**

## What are accommodations?

Accommodations are practices and procedures that provide equitable access during instruction and assessments for children with special needs. Accommodations are designed to support each child's access to instruction or test content, interactions with content, and response to content. The purpose of accommodations is to reduce or eliminate the effects of a child's disability, and in the case of a child who is also identified as an English Language Learner (ELL), to eliminate barriers to the academic standards caused by language differences. Children with IEPs, Section 504 Plans, or identified as English Language Learners (ELLs) may be provided with assessment accommodations; the accommodations do not reduce expectations for learning.

Accommodations provided to a child during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments; however, some instruction accommodations may not be appropriate for use on certain statewide assessments. It is critical that educators become familiar with state policies about the appropriate use of accommodations during assessments.

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

## Who is involved in making decisions about accommodations?

IEP and 504 teams must make instruction and assessment accommodation decisions for children based on individual need in accordance with state and federal guidelines. Children with IEPs and 504 Plans must be provided accommodations based on individual need. Some accommodations may be appropriate for classroom instruction but not be allowable for assessments. Any accommodation that gives a child with a disability an unreasonable advantage is not allowable, because it does not allow for valid assumptions to be made from the test results. Accommodations must be documented in IEPs and 504 Plans. For children with disabilities who are also ELLs, the English as a Second Language (ESL) or bilingual teacher should also be involved. A collaborative dialogue among ESL/bilingual teachers, general education teachers, parents and families, test examiners or coordinators, program coordinators, and the child's own input can help determine which assessments and accommodations are appropriate for the individual child.

## Categories of Accommodations

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

- ◆ **Presentation Accommodations** – change how an assignment or assessment is given to a child. These include alternate modes of access which may be auditory, multisensory, tactile, or visual.
- ◆ **Response Accommodations** – allow children to complete assignments, assessments, and activities in different ways (alternate format or procedure) or to solve or organize problems using some type of assistive device or organizer.
- ◆ **Timing/Scheduling Accommodations** – increase the allowable length of time to complete an assignment or assessment, or change the way the time is organized for an assignment or assessment.
- ◆ **Setting Accommodations** – change the location in which an assignment or assessment is given or the conditions of the setting.

△ **Tool 1: Access Needs That May Require Accommodations: Tables A - M** – for examples of accommodations in these categories.

## Accommodations vs. Modifications

**Accommodations** do not reduce learning expectations. They provide access. However, modifications refer to practices that change, lower, or reduce learning expectations.

**Modifications** can increase the gap between the achievement of children with disabilities, including ELLs with disabilities, and expectations for proficiency at a particular grade level.

Examples of modifications include:

- ◆ Requiring a child to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems).
- ◆ Reducing assignments and assessments so a child only needs to complete the easiest problems or items.
- ◆ Using an accommodation that invalidates what is being measured by the assessment.
- ◆ Revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a child only has to pick from two options instead of four).

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

## IEP and 504 Team Considerations for Instruction Accommodations

To assure children with disabilities are engaged in standards-based instruction, every IEP and 504 team member needs to be familiar with the [Ohio Academic Content Standards](http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=1695&TopicRelationID=1696) (<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=1695&TopicRelationID=1696>).

The process of making decisions about accommodations is one in which the IEP and 504 team members attempt to “level the playing field” so that children with disabilities can participate in the general education curriculum. In leveling the field the team should consider the following:

- ◆ The child’s characteristics
- △ **Tool 1: Access Needs that May Require Accommodations** – questions to assist in identifying needs.
- ◆ Instruction tasks expected of children to demonstrate proficiency in grade-level content based on the content standards; and
- ◆ Consistency between accommodations documented in the standards-based IEP, accommodations used for classroom instruction, and those used on assessments.

IEP and 504 team members should ask: Does the child really need the accommodation? A child may not be receiving an accommodation he or she needs or may be receiving too many. Research demonstrates that more is not necessarily better when it comes to accommodations, and that providing children with accommodations that are not truly needed may have a negative impact on performance. The better approach is to focus on a child’s identified needs within the general education curriculum.

- △ **Tool 2: Accommodation Use in the Classroom** – a tool for tracking a child’s use of accommodations.
- △ **Tool 3: Accommodations from the Child’s Perspective** – a questionnaire.
- △ **Tool 4: Parent Input in Accommodations** – questions for parents to ask.

## Accommodations for English Language Learners with Disabilities

Teams making decisions about instruction accommodations for ELLs with disabilities should additionally consider the following characteristics for accommodations decisions in the classroom:

- ◆ The child’s current English language proficiency level;
- ◆ Annual review of the child’s progress toward attaining English language proficiency;
- ◆ The child’s experience and length of time in U.S. schools; and
- ◆ The primary language of instruction in each content area and the length of time that the child has received instruction in that language.

*(Adapted from Minnesota Manual Of Accommodations for Students with Disabilities in Instruction and Assessment: A Guide to Selecting, Administering, and Evaluating the Use of Accommodations.)*



# 3 STEP 3: Select Accommodations for Instruction and Assessment

**Purpose of Step 3: To assist educators in making decisions about appropriate instruction and assessment accommodations for children with disabilities.**

To assure children with disabilities are engaged in standards-based instruction and assessments, every IEP and 504 team member must be knowledgeable about Ohio’s Academic Content Standards and the district’s local curriculum. Effective decision-making about the provision of appropriate accommodations begins with making good instruction decisions. In turn, making appropriate instruction decisions is facilitated by gathering and reviewing good information about the child’s disability and present level of performance.

The process of making decisions about accommodations is one in which members of the IEP or 504 team attempt to “level the playing field” so that children with disabilities can participate in the general education curriculum. IEP or 504 team meetings that simply engage people in checking boxes on a state or local “compliance” document are neither conducive to sound decision-making practices, nor do they advance equal opportunities for children to participate in the general education curriculum.

## Documenting Accommodations on a Child’s IEP

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

The IEP team may address accommodations when:

1. Discussing a child’s special instruction factors (Section 2 of the IEP).
  - Behavior,
  - Limited English proficiency,
  - Blind or visually impaired,
  - Communication needs,
  - Assistive technology devices and /or services, and
  - Specially designed physical education.
2. Developing the child’s profile (Section 3 of the IEP). Accommodations that have been provided to the child may be included in the Profile.
3. Developing the present levels of academic achievement and functional performance (Section 6 of the IEP). Accommodations that have been provided to the child may be included in the present level statements.
4. Describing a child’s specially designed services (Section 7 of the IEP).
  - Accommodations and assistive technology are documented in this section.
5. Discussing, when appropriate, the need for transportation as a related service (Section 8 of the IEP).
6. Discussing a child’s participation in statewide and district-wide testing (Section 12 of the IEP).
  - Accommodations for testing are documented in this section.

*Annotations for the IEP*, Ohio Department of Education, Office for Exceptional Children

[http://www.edresourcesohio.org/files/iep\\_annotiations\\_1009.pdf](http://www.edresourcesohio.org/files/iep_annotiations_1009.pdf)

*Going Places with A Standards-Based IEP (GPS-IEP)*, Ohio Department of Education, Office for Exceptional Children

<http://www.edresourcesohio.org/index.php?slug=gps-iep>

## Documenting Accommodations on a Child's 504 Plan

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

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

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

- Communicable diseases (e.g., hepatitis);
- Temporary disabilities from accidents who may need short term hospitalization or homebound recovery;
- Allergies or asthma;
- Drug or alcoholic addictions, as long as they are not currently using illegal drugs;
- Environmental illnesses; or
- Attention difficulties.

## Making Decisions for Assessment Accommodations

The decision-making process for state assessment accommodations should include consideration of at least these three factors:

1. The child's characteristics (e.g., disabilities, language proficiency, accommodations used in classroom instruction/assessments to access and perform in academic standards and state tests).
- △ **Tool 1: Access Needs that May Require Accommodations**
2. Individual test characteristics: knowledge about what tasks are required on state assessments and ways to remove physical and other barriers to a child's ability to perform those tasks.
  - Questions to ask to guide the selection of accommodations.

### Questions to Ask about Individual Test Characteristics

1. What are the characteristics of the test my child needs to take? Are the tasks similar to classroom assessment tasks or does the child have the opportunity to practice similar tasks prior to testing?
2. Does the child use an accommodation for a classroom task that is allowed for similar tasks on the state or district tests?
3. Are there other barriers that could be removed by using an accommodation that is not already offered or used by the child?

*(Adapted from Minnesota Manual Of Accommodations for Students with Disabilities in Instruction and Assessment: A Guide to Selecting, Administering, and Evaluating the Use of Accommodations.)*

- Test blueprints posted on the **Ohio Department of Education Web site**, <http://education.ohio.gov> (keyword search: **test blueprints**), identify the number of test items by category: short-answer, multiple-choice or extended-response.
- **Ohio's Statewide Testing Portal** (<http://portal.success-ode-state-oh-us.info/>) includes information on "What's Expected of Students," "What Kids at Each Level Can Usually Do," and "Released Test Questions."

### 3. Ohio's policy for assessment accommodations and for maintaining validity of assessments.

Ohio Administrative Code Rule 3301-13-03 (H) stipulates the following four criteria for allowable accommodations on statewide tests:

- **The accommodation is specified in a child with disabilities' IEP and is provided for in classroom and district-wide assessments.**

In addition, the accommodation must be documented in writing on the testing page of the IEP or 504 Plan *BEFORE* the student takes a test.

- **The accommodation cannot change the content or structure of the test.**

For example, the test administrator may not convert open-ended questions to multiple choice questions.

These criteria refer *only* to children with disabilities, including ELLs with disabilities. They do not refer to ELLs.

- **The accommodation cannot change what type of knowledge or skill that a test is intended to measure.**

For example, the test administrator is not permitted to read the passages from a reading test because this would change the test from a measure of reading skills to a measure of listening skills. The use of assistive technologies (e.g., an acceptable calculator on a mathematics test or an acceptable word processor on a writing test) may be allowed if it does not change what a test is intended to measure. Such allowable accommodations may be appropriate to support a child's participation in a statewide test.

- **The accommodation cannot change or enhance the child's response.**

For example, a scribe may record *ONLY* the actual response provided by a child. If such an accommodation is provided in the classroom, then the IEP or 504 team may determine that the accommodation should be provided to the child at the time of testing. School staff should use caution, however, when providing these types of accommodations because the potential exists to exceed the criteria for allowable accommodations, i.e., the scribe could enhance a child's response and invalidate the

assumption made from the test result. The two most common allowable methods for scribing to accommodate the participation of a child with a disability in the area of writing are word processing and dictation. Specific guidelines for these two methods of scribing can be found in the [Test Rules Book](http://www.edresourcesohio.org/files/Statewide_Rules_Book_092410.pdf). [http://www.edresourcesohio.org/files/Statewide\\_Rules\\_Book\\_092410.pdf](http://www.edresourcesohio.org/files/Statewide_Rules_Book_092410.pdf).

**Any accommodation given on statewide assessment must meet ALL four of these criteria.**

- ◆ **Fact Sheet 1: Statewide Assessment Accommodation Guidance Chart (a list of allowable accommodations for the statewide assessments)** – developed by the Ohio Department of Education.

### Child Characteristics: Questions to Guide Accommodation Selection for Instruction and State Assessments

Selecting accommodations for instruction and assessment is the role of a child's IEP or 504 team. Use the questions provided below to guide the selection of appropriate accommodations.

#### Questions to Ask to Guide the Selection of Accommodations

|  |
|--|
| 1. What are the child's learning strengths?  |
| 2. What are areas of further improvement needed?   |
| 3. Are the accommodations the child currently receives providing opportunities for the child to attain the level of independence needed as an adult?             |
| 4. Does the child know how to advocate for appropriate accommodations?   |
| 5. How do the child's learning needs affect the achievement of grade-level content standards?  |
| 6. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the child need to achieve grade-level content standards? |
| 7. What accommodations are regularly used by the child during instruction and assessments?   |
| 8. What are the results for assignments and assessments when accommodations were used and not used?  |
| 9. What is the child's perception of how well an accommodation "worked?"   |

|  |
|--|
| 10. Are there effective combinations of accommodations?  |
| 11. What difficulties did the child experience when using accommodations?  |
| 12. What are the perceptions of parents, teachers, and specialists about how the accommodation worked?                             |
| 13. Should the child continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued? |

- △ **Tool 1: Access Needs that May Require Accommodations** – additional questions.
- △ **Tool 2: Accommodation Use in the Classroom** – tracking of accommodations.
- △ **Tool 5: After-Test Accommodation Questions** – questions to determine if accommodations were useful.
- △ **Tool 6: Accommodations Requested by the IEP Team for Use by the Child** – accommodations requested by child.

## Involving Children in Selecting, Using, and Evaluating Accommodations

It is critical for children with disabilities to understand their disabilities and learn self-advocacy strategies for success in school and throughout life. Some children have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of “authority figures,” may be a new role for children, one for which they need guidance and feedback. Teachers and other IEP team members can play a key role in working with children to advocate for themselves in the context of selecting, using, and evaluating accommodations. Depending on their level of English proficiency, ELLs with disabilities may need to be provided with a bilingual interpreter to help with communication.

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

- △ **Tool 3: Accommodations from the Child’s Perspective** – questions to collect information about needed accommodations.
- △ **Tool 5: After-Test Accommodation Questions** – questions to determine if accommodations were useful.
- △ **Tool 6: Accommodations Requested by IEP Team for Use by Child** – a form for use by the child identifying accommodations needed by the child when participating in assessment.
- △ **Tool 9: Accommodations Journal** – tracking of accommodations by child.

## Prior Accommodation Use

Accommodations should not be used for the first time on a state test. Instead make sure to address these instruction concerns ahead of the state assessment:

- ◆ Plan time for children to learn new accommodations.
- ◆ Plan for evaluation and improvement of accommodation use (See *Step 5: Evaluate and Improve Accommodations*).

## Accommodations for Instruction vs. Assessment

Sometimes accommodations used in instruction may not be used on an assessment.

- ◆ Plan time for children to practice NOT using certain accommodations before the state assessment.

In some cases the accommodations used in instruction may not be allowed on a test because they would invalidate the results of the test so

that the performance no longer reflects what the test was designed to measure. In these instances teachers should be sure to allow the child ample opportunities to perform on classroom tasks and assessments without the use of the accommodation.

- ◆ Some instruction accommodations may alter what a test is designed to measure.

If the accommodation is considered a necessary step in scaffolding grade-level content instruction, having some practice without the accommodation during classroom work would be an expected practice to gauge the child's progress independent of the accommodation and would also provide the child opportunities to practice not using an accommodation before the state assessment. If the instruction accommodation is more permanent in nature and is not permitted on a state assessment, decision makers should consider whether the accommodation alters what the test measures. If after considering these steps the appropriateness of using an accommodation is not clear, contact district or state personnel about its use.

## For English Language Learners with Disabilities

In addition to the previously mentioned factors to consider for assessment accommodations, teams making accommodations decisions for ELLs with disabilities should also consider, as they did for instruction accommodations, the following characteristics:

- ◆ The child's current English language proficiency level as determined in the child's most recent English language proficiency assessment (which could be the initial assessment administered at time of enrollment or the most recent administration of the Ohio Test of English Language Proficiency (OTELA)).
- ◆ Annual review of the child's progress toward attaining English language proficiency as measured by the OTELA.
- ◆ The child's experience and length of time in U.S. schools.
- ◆ The primary language of instruction in the content area and the length of time that the child has received instruction in that language.

The IEP or 504 team must include an individual familiar with the language learning needs of the ELL with a disability (such as the English as a Second Language (ESL) teacher/tutor) for whom the assessment accommodation decisions are being made.

*(Adapted from Minnesota Manual Of Accommodations for Students with Disabilities in Instruction and Assessment: A Guide to Selecting, Administering, and Evaluating the Use of Accommodations.)*

## State Accommodations Policies: Maintaining Validity of Assessments

When selecting accommodations for state assessments with a child, it is important to keep in mind both the accommodation policies set to maintain the validity of an assessment and to know the consequences of the decisions. If the IEP or 504 team determines that a child should use a certain accommodation during an assessment but the child refuses to use the accommodation, the IEP team should meet to determine if the child's test should be invalidated. If a child has a testing accommodation identified on his or her IEP and is choosing not to use the accommodation in testing situations (classroom, district-wide and statewide), the accommodation should be removed from the child's IEP.

Consideration for longer term consequences is important for IEP or 504 teams as well. For example, as children with disabilities begin to make postsecondary choices, these may factor into the nature of accommodation choices and availabilities open to them. The IEP or 504 teams may want to discuss whether or how this affects decisions about accommodations for assessments.

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

**Questions to Ask about Maintaining  
Validity of Assessment**

- |  |
|--|
| 1. Does the state or district allow the identified accommodation for the test (or portion of the test noted as a barrier)? |
| 2. If not, does the accommodation change what is measured on the assessment?   |

*(Adapted from Minnesota Manual Of Accommodations for Students with Disabilities in Instruction and Assessment: A Guide to Selecting, Administering, and Evaluating the Use of Accommodations.)*

**Dos and Don'ts When Selecting Accommodations**

|   |   |
|---|---|
| <b>Do</b> ...make accommodation decisions based on individualized needs.  | <b>Don't</b> ...make accommodation decisions based on disability category or whatever is easiest to do (e.g., preferential seating).                |
| <b>Do</b> ...select accommodations that remove the adverse impact of the disability, increase access to instruction, and demonstrate learning.  | <b>Don't</b> ...select accommodations unrelated to documented learning needs or are intended to give children an unfair advantage.                  |
| <b>Do</b> ...be certain to document instruction and assessment accommodation(s) on the IEP or 504 Plans.  | <b>Don't</b> ...use an accommodation that has not been documented on the IEP or 504 Plan.   |
| <b>Do</b> ...be familiar with the types of accommodations that can be used as both instruction and assessment accommodations. (For information about assistive technology go to the Ohio Center for Autism and Low Incidence [OCALI ] Web site at <a href="http://www.ocali.org/index.php">http://www.ocali.org/index.php</a> ) | <b>Don't</b> ...assume that all instruction accommodations are appropriate for use on assessments.  |
| <b>Do</b> ...be specific about the “Where, When, Who, and How” of providing accommodations.   | <b>Don't</b> ...simply indicate an accommodation will be provided “as appropriate” or “as necessary.”   |
| <b>Do</b> ...refer to state accommodations policies and understand implications of selections.  | <b>Don't</b> ...check every accommodation possible on a checklist simply to be “safe.”  |
| <b>Do</b> ...evaluate accommodations used by the child.   | <b>Don't</b> ...assume the same accommodations remain appropriate year after year.  |
| <b>Do</b> ...get input about accommodations from teachers, parents, and children, and use it to make decisions at IEP or 504 team meetings.   | <b>Don't</b> ...make decisions about instruction and assessment accommodations alone.   |
| <b>Do</b> ...provide accommodations as needed routinely for classroom instruction as identified in the child’s IEP.   | <b>Don't</b> ...provide an accommodation for the first time on the day of a test.   |
| <b>Do</b> ...select accommodations based on specific individual needs in each content area.   | <b>Don't</b> ...assume certain accommodations, such as extra time, are appropriate for every child in every content area                            |
| <b>Do</b> ...consider the individual needs of ELLs with disabilities.   | <b>Don't</b> ...assume ELLs with disabilities with similar disability characteristics to fluent English children will need the same accommodations. |

# 4 STEP 4: Provide Accommodations during Instruction and Assessment

**Purpose of Step 4:** To consider the “logistics” of providing accommodations during instruction and assessment.

## Instruction Accommodations

The child must be provided the selected accommodations during instruction periods in which they are needed. An accommodation may not be used solely during assessments. The following chart provides examples of appropriate and inappropriate practices for accommodation use in instruction.

### Examples of Appropriate and Inappropriate Accommodation Practices in Instruction

#### During Instruction

| Appropriate Practices  | Inappropriate Practices  |
|--|--|
| Use accommodations that allow children to be included and to achieve grade-level content.  | All children with disabilities are provided the same accommodations.   |
| Accommodations needed in assessment are available in instruction.  | Children with disabilities are not provided opportunities to use accommodations selected for assessments in the classroom. |
| Accommodation choices are made that will provide the most seamless experience between instruction and assessment (while maintaining validity of assessment). | Use accommodations that compromise a child’s ability to learn grade-level content.   |
| School personnel track children’s ongoing accommodation use to ensure their needs for accommodations are met on assessment days.*                            | School level personnel are not aware of the accommodation needs of children in instruction.                                |

*IEP meetings may be held up to a year before the assessment dates and accommodations for assessment on the IEP may no longer be needed or other accommodations may be more appropriate. Therefore, IEP teams should meet prior to the assessment dates and revise the IEP as needed.*

*(Adapted from Minnesota Manual Of Accommodations for Students with Disabilities in Instruction and Assessment: A Guide to Selecting, Administering, and Evaluating the Use of Accommodations.)*

# Accommodations during Assessment

## Planning for Test Day

Once decisions have been made about providing accommodations to meet an individual child's needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is not uncommon for members of the IEP or 504 team, most often the intervention specialists, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all children who may need them. Thus, it is essential for all IEP and 504 team members to know and understand the requirements and consequences of district and state assessments including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day.

Prior to the day of a test, be certain test administrators and monitors know what accommodations each child will be using and how to administer them properly. For example, test administrators and monitors need to know whether a child will be allowed extra time to complete the test and when the testing time is ended, what plan exists for the child to continue working. Staff administering accommodations, such as reading to a child or writing child responses, must adhere to specific guidelines so that a child's scores are valid.

Children must have a current IEP or 504 plan in effect to be provided with accommodations on assessments except for those accommodations that are provided for all children (e.g., children have up to 2.5 hours on the same day to complete each test.) A newly identified child may receive accommodations for instruction as an "at risk" child until the IEP or 504 plan is completed. An intervention specialist may serve "at risk" children as long as Free Appropriate Public Education (FAPE) is being provided for those already identified children.

△ **Tool 7: Logistics Planning Checklist** – may be used to plan for assessment accommodations for an individual child.

△ **Tool 8: Assessment Accommodations Plan** – record of accommodations to be provided and person responsible for arranging.

## Administering Assessments and Accommodations

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, monitors, and all staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in assessments must:

- ◆ Take appropriate security precautions before, during, and after the administration of the assessment;
- ◆ Understand the procedures needed to administer the assessment prior to administration;
- ◆ Administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;
- ◆ Avoid any conditions in the conduct of the assessment that might invalidate the results;
- ◆ Provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and
- ◆ Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

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

## Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Ethical testing practices include:

- ◆ Establishing and implementing intervention programs to help students gain necessary knowledge and skills to score at the proficient level on the state tests,
- ◆ Integrating instruction activities that address the academic content standards at each grade level so that children will learn the skills and knowledge they need to accurately show what they know and can do,
- ◆ Making sure that students are prepared for the different types of content measured by the tests,
- ◆ Taking appropriate security precautions before, during and after administration of the test, and
- ◆ Actively monitoring children during tests and keeping them focused and on task.

Unethical testing practices relate to inappropriate interactions between test administrators and children taking the test. Unethical practices include:

- ◆ Allowing a child to answer fewer questions,
- ◆ Changing the content by paraphrasing or offering additional information,
- ◆ Coaching children during testing,
- ◆ Editing child responses, or giving clues in any way,
- ◆ Providing an accommodation for state assessments that has not been provided for the child when taking classroom and district-wide tests, and
- ◆ Providing an accommodation that has not been documented in writing in the IEP or 504 plan before the child takes a test.

Educational professionals have an obligation to provide and use tests that are fair to all test takers regardless of age, gender, race, disability, ethnicity, religion, and linguistic background. Standardization of test and test administration help ensure that all students are given equal opportunity to demonstrate what they know. Ohio's Standards for the Ethical Use of Tests

are stated in the [Ohio Administrative Code 3301-7-01](http://codes.ohio.gov/oac/3301-7-01) (<http://codes.ohio.gov/oac/3301-7-01>) and are included in the [Ohio Statewide Assessment Program Test Rules Book](http://www.edresourcesohio.org/files/Statewide_Rules_Book_092909.pdf). ([http://www.edresourcesohio.org/files/Statewide\\_Rules\\_Book\\_092909.pdf](http://www.edresourcesohio.org/files/Statewide_Rules_Book_092909.pdf))

## Standardization

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about child learning.

Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual child learning.

## Test Security

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the child is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to:

1. Keep testing materials in a secure place to prevent unauthorized access,
2. Keep all test content confidential and refrain from sharing information or revealing test content with anyone, and
3. Return all materials as instructed.

The Ohio Department of Education has issued "[Guidelines and Procedures: Maintaining Test Security and Reporting Testing Incidents](http://www.edresourcesohio.org/files/Statewide_Rules_Book_092410.pdf)." The guidelines and additional information on test security are included in the [Ohio Statewide Assessment Program Test Rules Book](http://www.edresourcesohio.org/files/Statewide_Rules_Book_092410.pdf). ([http://www.edresourcesohio.org/files/Statewide\\_Rules\\_Book\\_092410.pdf](http://www.edresourcesohio.org/files/Statewide_Rules_Book_092410.pdf)) Guidelines for test security are also included in the following documents:

- ◆ **District Test Coordinator Manual**
- ◆ **School Test Coordinator Manual**
- ◆ **Directions for Administration Manual**

These manuals may be downloaded at <http://www.ohiodocs.org>.





| <b>Questions to Guide Evaluation of Accommodation Use at the <u>School or District Level</u></b>  |
|---|
| 1. Are there policies to ensure ethical testing practices?  |
| 2. Are there policies to ensure the standardized administration of assessments?   |
| 3. Are there policies to ensure test security practices are followed before, during, and after the day of the test?   |
| 4. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?   |
| 5. Are children receiving accommodations as documented in their IEP and 504 plans?  |
| 6. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?  |
| 7. What types of accommodations are provided and are some needed more than others?  |
| 8. How well do children who receive accommodations perform on state and local assessments?  |
| 9. If children are not meeting the expected level of performance, is it due to the children not having had access to the necessary instruction?                                     |
| 10. If children are not meeting the expected level of performance, is it due to the children not receiving the accommodations, or using the accommodations that were not effective? |

| <b>Questions to Guide Evaluation of Accommodation Use at the <u>Child Level</u></b>  |
|--|
| 1. What accommodations are provided/ used by the child during instruction and assessments?   |
| 2. What are the results of classroom assignments and assessments when accommodations are used verses when accommodations are not used?                     |
| 3. If a child did not meet the expected level of performance, is it due to not having access to the necessary instruction?                                 |
| 4. If a child did not meet the expected level of performance, is it due to not receiving the accommodatio or using accommodations that were not effective? |
| 5. What is the child's perception of how well the accommodation worked?  |
| 6. What combinations of accommodations, based on measurable data, seem to be effective?  |
| 7. What are the difficulties encountered in the use of accommodations?   |
| 8. What are the perceptions of teachers and others about how the accommodation appears to be working?  |

These questions can be used to formatively evaluate the accommodations used at the child level, as well as the school or district levels. School and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the child-level questions need to be considered by the IEP or 504 team. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire IEP or 504 team should contribute to the information gathering and decision-making process.

Tools that may assist with the evaluation of accommodations include:

- △ **Tool 2: Accommodation Use in the Classroom** – a tool for tracking a child's use of accommodations.
- △ **Tool 3: Accommodations from the Child's Perspective** – a questionnaire.
- △ **Tool 5: After-Test Accommodation Questions** – questions to determine if accommodations were useful.
- △ **Tool 9: Accommodations Journal** – tracking of accommodations by child.

# Fact Sheets

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# 1 Fact Sheet 1: Statewide Assessment Accommodations

Ohio Administrative Code Rule 3301-13-03 stipulates the following four criteria for allowable accommodations on statewide tests:

1. The accommodation must be provided for the student in the classroom for classroom- and district-wide tests and the accommodation must be documented in writing in the IEP or 504 plan;
2. The accommodation cannot change the content or structure of the test;
3. The accommodation cannot change what the test is intended to measure; and
4. The accommodation cannot change or enhance the student's response.

Any accommodation given on statewide assessments must meet **ALL** of these criteria. The list of accommodations are shown as a guide to assist educators in determining appropriate accommodations, but in no case may any accommodation be given which does not meet ALL four of the criteria listed above.

Note: A list of common assessment accommodations is provided in this document. This list is meant to help teams make appropriate decisions about allowable accommodations for statewide assessment. It is not an exhaustive list. Designations as “allowable” or “not allowable” for the test subjects/grades and accommodations have been made in light of the four allowable criteria for statewide assessment accommodations, a careful review of the test content and test structure of various Ohio assessments by the Ohio Department of Education (ODE) Office of Assessment and Office of Curriculum and Instruction staff.

- ❖ For assistance in applying these criteria call the Office for Exceptional Children for further clarification at (877) 644-6338. The Office for Exceptional Children is also the correct resource at ODE to contact for all other questions related to students with disabilities.
- ❖ For assistance regarding accommodations for the Ohio Test of English Language Acquisition (**OTELA**) for grades K-12 limited English proficient (LEP) students contact the Office of Assessment at (614) 466-0223.
- ❖ Those who need assistance about statewide assessment administration regarding an accommodation should call the Office of Assessment at (614) 466-0223.

## Ohio Statewide Assessment Accommodation Guidance Chart

| Specific Accommodation                 | Description of Accommodation  | Allowable/Not Allowable  | Tests Applicable      | Type of Accommodation |
|--|---|--|-----------------------|-----------------------|
| <b>Adaptive furniture</b>              | Slant board, chair with arms, foot rest, table tall enough for wheelchair   | Allowable  | All tests             | Setting               |
| <b>Amplification device</b>            | Personal amplification device, assistive listening device used to amplify presentation of test materials <b>ONLY</b> -no recording allowed. Ensure that device is working.  | Allowable  | All tests             | Presentation          |
| <b>Braille</b>                         | Consult Braille edition test materials for specific instructions.   | Allowable  | All tests             | Presentation          |
| <b>Braille</b>                         | Braillewriter, slate and stylus, electronic Braille notetaker. Note responses <b>must be</b> transcribed into general answer document in #2 pencil in order to be scored. See the <i>Ohio Statewide Assessment Program Rules Book</i> for scribing guidelines.  | Allowable  | All tests             | Response              |
| <b>Breaks during testing</b>           | Stand at the desk and stretch, walk around the building, meet nutritional needs of student, <b>NO</b> discussion. After breaks, students may not return to previously attempted items.  | Allowable  | All tests             | Timing-scheduling     |
| <b>Calculator - grades 3 and 4</b>     | Used to perform mathematical operations.  | <b>Not</b> allowable grades 3 and 4  | All tests             | Response              |
| <b>Calculator - grades 5 and above</b> | <ul style="list-style-type: none"> <li>• Calculators allowed for ALL students grade 6 and above.</li> <li>• May be allowed as accommodation for some grade 5 students per four criteria. (<u>Documented in individualized education program (IEP) for math goal(s)</u>)</li> <li>• Specialized calculator (i.e., talking, Braille) per IEP documentation is allowed.</li> <li>• All calculators must meet guidelines of Ohio Department of Education (ODE)-approved calculator-see test administration guidelines. Note: All students taking statewide assessment (Ohio Achievement Assessment (OAA), Ohio Graduation Test (OGT)) that use a calculator must follow ODE policies regarding their use. To access the calculator policy on the ODE web site: click Testing -- Achievement Tests -- Blueprints for OAA – Math: ODE Calculator Policy for Grades 6-8 and OGT. The policy document contains the approved functionality of calculators used for statewide assessments.</li> <li>Re-read ANY directions, break general directions into steps or paraphrase general test directions <b>ONLY</b>.</li> </ul> | Allowable for qualifying grade 5 students. All students use calculators at grade 6 and above | Math OAA and Math OGT | Response              |

| Ohio Statewide Assessment Accommodation Guidance Chart |  |                              |                  |                       |
|--|--|------------------------------|------------------|-----------------------|
| Specific Accommodation                                 | Description of Accommodation   | Allowable/Not Allowable      | Tests Applicable | Type of Accommodation |
| <b>Clarify directions</b>                              | Re-read ANY directions, directions can be repeated as often as necessary, break <b>general</b> directions into steps or paraphrase general test directions <b>ONLY</b> .   | Allowable                    | All tests        | Presentation          |
| <b>Clarify directions/ questions</b>                   | Define or clarify word or phrase found in <b>test questions</b>  | Not allowable                | All tests        | Presentation          |
| <b>Dictation Scribe</b>                                | Student's oral responses must be transcribed verbatim into test or answer document. (In the OGT and OAA writing test, the scribe cannot provide any punctuation and capitalization to the student response unless directed to do so by the student.) Scribing accommodations are intended for students with disabilities who cannot physically write or record their responses during testing. Students who have a reduced ability to write due to pain, paralysis, loss of function or a loss of endurance and students whose handwriting is indecipherable resulting in illegible written products (scribbling). Scribes are also an appropriate accommodation for students who can write but have a documented disability in the area of written expression that results in a significant interference with their ability to express their knowledge in writing. This disability should be documented through a comprehensive evaluation (ETR) which establishes that the child's written expression skills are significantly below age and state-approved grade level standards even when the child is provided with appropriate instruction and learning experiences. (Note: scribes are not an allowable accommodation for children who have difficulty focusing, sitting still or staying on task. These children may receive the accommodations of frequent breaks, snacks and extra time to complete the tests.) See the <i>Ohio Statewide Assessment Program Rules Book</i> for scribing guidelines. | Allowable<br>See description | All tests        | Response              |
| <b>Dictionary</b>                                      | <b>Only</b> for students classified as <u>Limited English Proficient (LEP)</u> , <b>must</b> be the same dictionary that is used for classroom instruction.  | Allowable (LEP)              | OAA & OGT        | Response              |
| <b>Dictionary, thesaurus</b>                           | Students <b>who are not</b> classified as LEP.   | Not allowable                | All tests        | Response              |

## Ohio Statewide Assessment Accommodation Guidance Chart

| Specific Accommodation   | Description of Accommodation  | Allowable/Not Allowable                | Tests Applicable                               | Type of Accommodation |
|--|---|--|--|-----------------------|
| Different paper – graph or grid paper, wide-ruled or lined paper | Used to align work (keep numbers in proper columns, i.e. graph paper) or raised/boldline paper when only white space is provided. Responses <b>must be</b> transcribed verbatim into general test or answer document by appropriate personnel. See the <i>Ohio Statewide Assessment Program Rules Book</i> for scribing guidelines. | Allowable                              | All tests                                      | Response              |
| English audio CD   | Represents standardized read-aloud accommodation for <b>directions, questions and answer choices</b> aloud. (Reading test passages are NOT read aloud on CD.)   | Allowable                              | All tests                                      | Presentation          |
| Extended time  | Exceed one school day.  | Not allowable                          | All tests                                      | Timing-scheduling     |
| Extended time  | One school day as defined by school district. Each OAT and OGT test completed in one day. Each OTELA section must be completed in one day.  | Allowable                              | All tests                                      | Timing-scheduling     |
| Familiar test administrator                                      | Test administrator and/or interpreter who is known by student. However, interpreter cannot be a family member of student.   | Allowable (NOT family member)          | All tests                                      | Presentation          |
| Fidgets, organizers  | Weighted lap object or vest, bead cushion, vibrating pillow.  | Allowable                              | All tests                                      | Setting               |
| Formula or reference sheet (Gr. 8 & OGT)                         | Formula sheet is provided for ALL students at grade 8 and OGT. Must be the specific formula sheet provided by state for test administration.  | Allowable as provided by state in test | Math OAA/OGT - Grades 8 & 10 <u>ONLY</u>       | Response              |
| Formula or reference sheet                                       | List of formulas or other reference information (e.g. number line, operation charts: +, -, x, touch math, etc.) (except for formula sheet provided by state for grade 8 and 10 math.) Graphic organizers.   | Not allowable                          | All tests                                      | Response              |
| Formula or reference sheet                                       | Explanation of use of formulas.   | Not allowable                          | All tests                                      | Response              |
| Grammar checker  | Portable electronic grammar checker.  | Allowable                              | Reading, Math, Science, Social Studies OAA/OGT | Response              |
| Grammar checker  | Portable electronic grammar checker.  | <u>Not allowable</u>                   | <b>WRITING</b>                                 | Response              |
| Individual   | One student with one test administrator.  | Allowable                              | All tests                                      | Setting               |
| Large print text   | Consult large print edition test materials for specific instructions.   | Allowable                              | All tests                                      | Presentation          |
| Low-tech writing tools   | Pencil grip, weighted pencil or other writing device. #2 pencils MUST be used to record responses for scoring.  | Allowable                              | All tests                                      | Response              |

## Ohio Statewide Assessment Accommodation Guidance Chart

| Specific Accommodation  | Description of Accommodation  | Allowable/Not Allowable                               | Tests Applicable        | Type of Accommodation |
|---|---|---|-------------------------|-----------------------|
| <b>Magnification device</b>                                   | Magnifier, electronic magnifying system, closed circuit television or document camera used to magnify or project test materials <b>ONLY</b> - NO copying, recording, reproducing or scanning allowed.   | Allowable   | All tests               | Presentation          |
| <b>Manipulative - magnet</b>                                  | Magnets not allowed on science tests.   | Not allowable   | Science OAA/OGT         | Response              |
| <b>Manipulative - protractor</b>                              | Protractors are allowed for ALL students on grade 5 math achievement test. Protractors used must follow guidelines per test administration guidelines for grade 5 math.   | Allowable per specific grade 5 math admin. guidelines | Math OAA - grade 5 ONLY | Response              |
| <b>Manipulative - ruler</b>                                   | Rulers are allowed for ALL students on grade 3 math achievement test. Rulers used must follow guidelines per test administration guidelines for grade 3 math.   | Allowable per specific grade 3 math admin. guidelines | Math OAA - grade 3 ONLY | Response              |
| <b>Manipulatives</b>  | Student with <u>visual</u> impairments uses manipulatives to enact or construct elements of response before response is in recorded test booklet or answer document.  | Allowable   | All tests               | Response              |
| <b>Manipulatives</b>  | Student <u>without</u> visual impairments uses manipulatives to enact response before writing response in test booklet and answer document.   | Not allowable   | All tests               | Response              |
| <b>Mark responses in test book instead of answer document</b> | Student answers in test book rather than on answer document. (Grade 3 and 4 students must answer in test book for OAA.) Responses <u>must</u> be <u>transcribed verbatim</u> into answer document by appropriate personnel. See the <i>Ohio Statewide Assessment Program Rules Book</i> for scribing and transcribing guidelines. | Allowable   | All tests               | Response              |
| <b>Physical supports</b>                                      | Slant board, tape or <u>magnets</u> to secure paper to work area for all tests <u>except science</u> . Slant board or tape <b>ONLY</b> to secure paper to work area for science—Magnets may not be used in any way on science tests. Assist with turning pages at student request or use of page turner.                          | Allowable (but no magnets on science)                 | All tests               | Presentation          |
| <b>Pointing</b>   | Student points to correct responses and test administrator scribes responses in student's test booklet or answer document. See the <i>Ohio Statewide Assessment Program Rules Book</i> for scribing guidelines.   | Allowable   | All tests               | Response              |

## Ohio Statewide Assessment Accommodation Guidance Chart

| Specific Accommodation             | Description of Accommodation  | Allowable/Not Allowable      | Tests Applicable | Type of Accommodation |
|------------------------------------|---|------------------------------|------------------|-----------------------|
| <b>Read aloud</b>                  | Read aloud <b>reading passages/ selections</b> on <b>Reading</b> tests.   | Not allowable                | Reading OAA/OGT  | Presentation          |
| <b>Read aloud</b>                  | Read <b>directions, questions</b> and <b>answer choices</b> aloud on test. Cannot read aloud reading passages.  | Allowable                    | All tests        | Presentation          |
| <b>Read aloud softly to self</b>   | Student reads aloud softly to self out of hearing range of other students (non-disruptive); whisper phone.  | Allowable                    | All tests        | Presentation          |
| <b>Redirect or cuing</b>           | Verbal, gesture, and/or physical prompts to <u>stay on task</u> . These prompts may <b>NOT</b> cue answers.   | Allowable                    | All tests        | Presentation          |
| <b>Reduced noise distractions</b>  | Headphones, ear plugs.  | Allowable                    | All tests        | Setting               |
| <b>Reduced visual distractions</b> | Study carrel, location without extraneous items in line of sight.   | Allowable                    | All tests        | Setting               |
| <b>Reorder questions</b>           | <b>Person other than</b> student chooses the order of questions to answer.  | Not allowable                | All tests        | Presentation          |
| <b>Reorder questions</b>           | <u>Student</u> may answer questions in order of his/her choice (self-initiated).  | Allowable                    | All tests        | Presentation          |
| <b>Scribe - Dictation</b>          | Student's oral responses must be transcribed verbatim into test or answer document. Scribing accommodations are intended for students with disabilities who cannot physically write or record their responses during testing. Students who have a reduced ability to write due to pain, paralysis, loss of function or a loss of endurance and students whose handwriting is indecipherable resulting in illegible written products (scribbling). Scribes are also an appropriate accommodation for students who can write but have a documented disability in the area of written expression that results in a significant interference with their ability to express their knowledge in writing. This disability should be documented through a comprehensive evaluation (ETR) which establishes that the child's written expression skills are significantly below age and state-approved grade level standards even when the child is provided with appropriate instruction and learning experiences. (Note: Scribes are not an allowable accommodation for children who have difficulty focusing, sitting still or staying on task. These children may receive the accommodations of frequent breaks, snacks and extra time to complete the tests.) See the <i>Ohio Statewide Assessment Program Rules Book</i> for scribing guidelines. | Allowable<br>See description | All tests        | Response              |

| Ohio Statewide Assessment Accommodation Guidance Chart |   |                         |  |                       |
|--|---|-------------------------|--|-----------------------|
| Specific Accommodation                                 | Description of Accommodation  | Allowable/Not Allowable | Tests Applicable   | Type of Accommodation |
| <b>Sign language</b>                                   | For the purposes of statewide testing, sign-language is considered a second language and should be treated the same as any other language from a translation standpoint. The intent of the phrase "sign verbatim" does not mean a word-to-word translation per se as this is not appropriate for any language translation. The expectation is that it should faithfully translate, to the greatest extent possible, all of the words on the test without changing or enhancing the meaning of the content, adding information or explaining concepts unknown to the student. Must <i>sign verbatim</i> the <b>directions, questions and answer choices</b> . <b>Reading test passages cannot be signed.</b> | Allowable               | All tests  | Presentation          |
| <b>Sign language</b>                                   | Sign to define or clarify word or phrase in a test question.  | Not allowable           | All tests  | Presentation          |
| <b>Small group</b>                                     | Small group of students with one test administrator.  | Allowable               | All tests  | Setting               |
| <b>Small group</b>                                     | Student interaction, student oral responses.  | Not allowable           | All tests  | Setting               |
| <b>Special lighting</b>                                | Incandescent or natural lighting.   | Allowable               | All tests  | Setting               |
| <b>Spell checker</b>                                   | Portable electronic spell checker.  | Not allowable           | <b>Writing</b><br>OAA/OGT  | Response              |
| <b>Spell checker</b>                                   | Portable electronic spell checker. Only spell check features are allowable (without definitions and synonyms).  | Allowable               | Reading,<br>Mathematics,<br>Science and<br>Social Studies<br>OAA/OGT | Response              |
| <b>Time of day</b>                                     | Test at time of day most beneficial to student including make-up days (not to exceed one school day).   | Allowable               | All tests  | Setting               |
| <b>Visual aids</b>                                     | Filters to cover parts of test, reading guides (place markers/straight edge to maintain place or assist with tracking, single line window markers), colored overlays (transparencies), lamps, page flags.   | Allowable               | All tests  | Presentation          |
| <b>Visual aids</b>                                     | Highlighters and/or colored pencils may be used on test booklets but all scored responses <b>must be written in #2 pencils</b> . However, ODE doesn't recommend the use of highlighters for grades 3 and 4 on OAA.  | Allowable               | All tests  | Presentation          |

## Ohio Statewide Assessment Accommodation Guidance Chart

| Specific Accommodation   | Description of Accommodation   | Allowable/Not Allowable              | Tests Applicable | Type of Accommodation |
|--|--|--------------------------------------|------------------|-----------------------|
| <p><b>Word processor (“scribe”) computer, word processor, keyboarding device, typewriter to key responses.</b></p> | <p>Student responses must be transcribed verbatim into test or answer document. Scribing accommodations are intended for students with disabilities who cannot physically write or record their responses during testing. Students who have a reduced ability to write due to pain, paralysis, loss of function or a loss of endurance and students whose handwriting is indecipherable resulting in illegible written products. Scribes are also an appropriate accommodation for students who can write but have a documented disability in the area of written expression that results in a significant interference with their ability to express their knowledge in writing. This disability should be documented through a comprehensive evaluation (ETR) which establishes that the child’s written expression skills are significantly below age and state-approved grade level standards even when the child is provided with appropriate instruction and learning experiences. (Note: scribes are not an allowable accommodation for children who have difficulty focusing, sitting still or staying on task. These children may receive the accommodations of frequent breaks, snacks and extra time to complete the tests.) See the <i>Ohio Statewide Assessment Program Rules Book</i> for scribing guidelines.</p> | <p>Allowable<br/>See description</p> | <p>All tests</p> | <p>Response</p>       |

\*\*\*For assistance regarding accommodations for the Ohio Test of English Language Acquisition (OTELA) for K-12 limited English proficient (LEP) students contact the Office of Assessment at (614) 466-0223.

# 2 Fact Sheet 2: Dos and Don'ts When Selecting Accommodations

|  |   |
|--|---|
| <b>Do...</b> make accommodation decisions based on individualized needs.   | <b>Don't...</b> make accommodation decisions based on disability category or whatever is easiest to do (e.g., preferential seating).                |
| <b>Do...</b> select accommodations that remove the adverse impact of the disability, increase access to instruction, and demonstrate learning.   | <b>Don't...</b> select accommodations unrelated to documented learning needs or are intended to give children an unfair advantage.                  |
| <b>Do...</b> be certain to document instruction and assessment accommodation(s) on the IEP or 504 Plans.   | <b>Don't...</b> use an accommodation that has not been documented on the IEP or 504 Plan.   |
| <b>Do...</b> be familiar with the types of accommodations that can be used as both instruction and assessment accommodations. (For information about assistive technology go to the Ohio Center for Autism and Low Incidence [OCALI] Web site at <a href="http://www.ocali.org/index.php">http://www.ocali.org/index.php</a> ) | <b>Don't...</b> assume that all instruction accommodations are appropriate for use on assessments.  |
| <b>Do...</b> be specific about the "Where, When, Who, and How" of providing accommodations.  | <b>Don't...</b> simply indicate an accommodation will be provided "as appropriate" or "as necessary."   |
| <b>Do...</b> refer to state accommodations policies and understand implications of selections.   | <b>Don't...</b> check every accommodation possible on a checklist simply to be "safe."  |
| <b>Do...</b> evaluate accommodations used by the child.  | <b>Don't...</b> assume the same accommodations remain appropriate year after year.  |
| <b>Do...</b> get input about accommodations from teachers, parents, and children, and use it to make decisions at IEP or 504 team meetings.  | <b>Don't...</b> make decisions about instruction and assessment accommodations alone.   |
| <b>Do...</b> provide accommodations as needed routinely for classroom instruction as identified in the child's IEP.  | <b>Don't...</b> provide an accommodation for the first time on the day of a test.   |
| <b>Do...</b> select accommodations based on specific individual needs in each content area.  | <b>Don't...</b> assume certain accommodations, such as extra time, are appropriate for every child in every content area.                           |
| <b>Do...</b> consider the individual needs of ELLs with disabilities.  | <b>Don't...</b> assume ELLs with disabilities with similar disability characteristics to fluent English children will need the same accommodations. |

(Adapted from the *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities*, The Council of Chief State School Officers, Second Edition, August 2005.)



# Tools

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# 1 Tool 1: Access Needs That May Require Accommodations

*Directions: Use these questions to identify characteristics that may indicate a need for an accommodation. Mark "Yes" if the child has the characteristic. Then you may follow the next steps for more information about potential types of accommodations (e.g., presentation and response) that could be helpful in instruction and may be allowable for Ohio's statewide assessments.*

Child \_\_\_\_\_ Date \_\_\_\_\_

| Characteristics   | YES                      | Next Step<br>(refer to 2.1 Tables for accommodations) |
|---|--------------------------|---|
| 1. Does the child have blindness, low, or partial vision that requires an accommodation?  | <input type="checkbox"/> | Go to "A" Table                                       |
| 2. Does the child have a hearing impairment that requires an accommodation?   | <input type="checkbox"/> | Go to "B" Table                                       |
| 3. Does the child have some other physical disability that requires an accommodation? (e.g., uses a word processor, tape recorder, or scribe to complete assignments or tests?) | <input type="checkbox"/> | Go to "C or H" Table                                  |
| 4. Does the child have a communication disorder?  | <input type="checkbox"/> | Go to "D" Table                                       |
| 5. Has the child been identified as having a reading disability, or difficulty with decoding?   | <input type="checkbox"/> | Go to "E" Table                                       |
| 6. Does the child have a writing disability or have difficulty with spelling?   | <input type="checkbox"/> | Go to "F" Table                                       |
| 7. Does the child have weak manual dexterity, a motor disability, or have trouble typing or using a pencil?   | <input type="checkbox"/> | Go to "C" H or "F" Table                              |
| 8. Does the child have a mathematics related disability?  | <input type="checkbox"/> | Go to "G" Table                                       |
| 9. Is the child easily distracted, or does the child have a short attention span or have difficulty tracking from one page to another and maintaining his or her place?         | <input type="checkbox"/> | Go to "I" Table                                       |
| 10. Does the child need directions repeated frequently?   | <input type="checkbox"/> | Go to "J" Table                                       |
| Characteristics Affecting Setting Accommodations  | YES                      | Next Steps<br>for this section                        |
| 11. Do others easily distract the child or does that child have difficulty remaining on task?   | <input type="checkbox"/> | Go to "K" Table                                       |
| 12. Does the child require any specialized equipment or other accommodations that may be distracting to others?   | <input type="checkbox"/> |   |
| 13. Does the child have visual or auditory impairments that require special lighting or acoustics?  | <input type="checkbox"/> |   |
| 14. Can the child focus on the child's own work in a large group setting?   | <input type="checkbox"/> |   |
| 15. Does the child exhibit behaviors that may disrupt the attention of other children?  | <input type="checkbox"/> |   |
| 16. Do any physical accommodations need to be made for the child in the classroom?  | <input type="checkbox"/> |   |

| <b>Characteristics Affecting Timing and Scheduling</b>   | <b>YES</b>               | <b>Next Steps for this section</b> |
|--|--------------------------|------------------------------------|
| 17. Can the child work continuously for the length of time allocated for standard test administration?   | <input type="checkbox"/> | Go to "L" Table                    |
| 18. Does the child use other accommodations or adaptive equipment that require more time to complete test items(e.g., Braille, scribe, use of head pointer to type)? | <input type="checkbox"/> |                                    |
| 19. Does the child tire easily due to health impairments?  | <input type="checkbox"/> |                                    |
| 20. Does the child have a visual impairment that causes eyestrain and requires frequent breaks?  | <input type="checkbox"/> |                                    |
| 21. Does the child have a learning disability that affects the rate at which the child processes written information?  | <input type="checkbox"/> |                                    |
| 22. Does the child have a motor disability that affects the rate at which the child writes responses?  | <input type="checkbox"/> |                                    |
| 23. Does the child take any type of medication to facilitate optimal performance?  | <input type="checkbox"/> |                                    |
| 24. Does the child's attention span or distractibility require shorter working periods and frequent breaks?  | <input type="checkbox"/> |                                    |
| <b>Related to a Disability (ELLs with Disabilities)</b>  | <b>YES</b>               | <b>Next Steps for this section</b> |
| 25. Does the child have trouble, unrelated to disability, with reading directions, prompts, or classroom test items?   | <input type="checkbox"/> | Go to "M" Table                    |
| 26. Does the child have trouble constructing responses in English because of limited language proficiency?   | <input type="checkbox"/> |                                    |
| 27. Does the child have trouble with English vocabulary?   | <input type="checkbox"/> |                                    |
| 28. Does the child need help organizing responses in English?  | <input type="checkbox"/> |                                    |
| 29. Does the child need more time to complete work?  | <input type="checkbox"/> |                                    |

# Tables A-M



## Accommodations for Use in Instruction Based on a Child's Characteristics.

# A

**Table A. Child's Characteristic:  
Blind, Low Vision, Partial Sight**

|                               | <b>Child with a Disability</b>   | <b>ELL with a Disability</b>  |
|-------------------------------|--|---|
| <b>Accommodation Category</b> | Consider the following accommodations for use in instruction* to help the child reach grade-level content  | If the child is an ELL with a disability with this characteristic consider these accommodations for instruction* in addition to those listed at left:   |
| <b>Presentation</b>           | <ul style="list-style-type: none"> <li>• Large print</li> <li>• Magnification devices</li> <li>• Braille</li> <li>• Human reader</li> <li>• Audiotope or compact disk (CD)</li> <li>• Screen reader</li> <li>• Large print or Braille notes, outlines, and instructions</li> <li>• Talking materials</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Large print in another language</li> <li>• Human bilingual reader</li> <li>• Other language, bilingual, or simplified English audiotape or compact disk(CD)</li> <li>• Screen reader in another language</li> <li>• Other language* Braille versions of notes, outlines, and instructions</li> <li>• Bilingual/other language talking materials</li> </ul> |
| <b>Response</b>               | <ul style="list-style-type: none"> <li>• Express response to a scribe through speech</li> <li>• Type on or speak to word processor</li> <li>• Type on Braille</li> <li>• Speak into tape recorder</li> <li>• Use personal note taker</li> <li>• Use calculation devices (e.g., talking calculator with enlarged keys, abacus) for math*</li> </ul> | <ul style="list-style-type: none"> <li>• Express response to a scribe through another language</li> <li>• Type on or speak to word processor in other language</li> <li>• Type on other language Braille</li> <li>• Speak into tape recorder in other language</li> <li>• Use personal note taker in other language</li> </ul>  |

For information on assistive technology go to the Ohio Center for Autism and Low Incidence (OCALI) Web site at <http://www.ocali.org/index.php>.

*\*Note: Although beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodation used in instruction may not be allowed for assessment.*

See **Fact Sheet 1** for guidance in selecting accommodations for Ohio's statewide assessments.

## Accommodations for Use in Instruction Based on a Child's Characteristics.

### **B** Table B. Child's Characteristic: Deaf; Hard of Hearing

|                               | <b>Child with a Disability</b>  | <b>ELL with a Disability</b>  |
|-------------------------------|---|---|
| <b>Accommodation Category</b> | Consider the following accommodations for use in instruction* to help the child reach grade-level content   | If the child is an ELL with a disability with this characteristic, consider these accommodations for instruction* in addition to those listed at left:  |
| <b>Presentation</b>           | <ul style="list-style-type: none"> <li>• Sign language</li> <li>• Audio amplification devices</li> <li>• Screen reader</li> <li>• Visual cues</li> <li>• Written notes, outlines, and instructions</li> <li>• Videotape and descriptive video</li> <li>• Advanced organizers and outlines of lectures</li> <li>• Use gestures (e.g., point to materials)</li> <li>• Repeat questions and responses from classmates</li> <li>• Allow child to copy notes from classmate</li> <li>• Captioned versions of video/film with script</li> <li>• Give interpreter instruction materials in advance</li> <li>• Learn manual signs and teach them to hearing classmates</li> <li>• Telecommunication device</li> </ul> | <ul style="list-style-type: none"> <li>• Sign language or use of signs other than American sign language</li> <li>• Screen reader in other language</li> <li>• Written notes, outlines, and instructions in English, simplified English or other language</li> <li>• Videotape and descriptive video captions or narrative in English, simplified English or other language</li> <li>• Provide advanced organizers and outlines of lectures for child to follow in English, simplified English or other language</li> <li>• Allow child to copy notes from classmate in another language</li> <li>• Simplified English or bilingual captioning of versions of videos/films with script</li> <li>• Give language or sign interpreter instruction materials in advance</li> </ul> |
| <b>Response</b>               | <ul style="list-style-type: none"> <li>• Express response to scribe or interpreter</li> <li>• Type on or speak to word processor</li> <li>• Use spelling and grammar assistive devices</li> <li>• Use visual organizers</li> <li>• Use graphic organizers</li> </ul>  | <ul style="list-style-type: none"> <li>• Express response to bilingual scribe or interpreter</li> <li>• Type on or speak to word processor in other language</li> <li>• Use spelling and grammar assistive devices in English or bilingual</li> </ul>   |

For information on assistive technology go to the Ohio Center for Autism and Low Incidence (OCALI) Web site at <http://www.ocali.org/index.php>.

*\*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodation used in instruction may not be allowed for assessment.*

See **Fact Sheet 1** for guidance in selecting accommodations for Ohio's statewide assessments.

## Accommodations for Use in Instruction Based on a Child's Characteristics.

# C

### Table C. Child's Characteristic: Weak Manual Dexterity; Difficulty with Pencil; Difficulty Typing on Standard Keyboard

|                        | Child with a Disability  | ELL with a Disability   |
|------------------------|--|---|
| Accommodation Category | Consider the following accommodations for use in instruction* to help the child reach grade-level content:   | If the child is an ELL with a disability with this characteristic, consider these accommodations for instruction* in addition to those listed at left:  |
| Presentation           |  |   |
| Response               | <ul style="list-style-type: none"> <li>Express response to a scribe through speech, pointing or by using an assistive communication device, voice-activated computers</li> <li>Type on or speak to word processor</li> <li>Speak into tape recorder</li> <li>Use thick pencil or pencil grip</li> <li>Use written notes, outlines, and instructions</li> </ul> | <ul style="list-style-type: none"> <li>Express response to a English or bilingual scribe through speech, pointing or by using an assistive communication device</li> <li>Voice activated computer</li> <li>Type on or speak to English or bilingual word processor</li> <li>Use written notes, outlines, and instructions in English, simplified English or in combination with other language</li> </ul> |

For information on assistive technology go to the Ohio Center for Autism and Low Incidence (OCALI) Web site at <http://www.ocali.org/index.php>.

*\*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodation used in instruction may not be allowed for assessment.*

See **Fact Sheet 1** for guidance in selecting accommodations for Ohio's statewide assessments.

## Accommodations for Use in Instruction Based on a Child’s Characteristics.

**D** **Table D. Child’s Characteristic: Communication Disorder**

|                               | <b>Child with a Disability</b>   | <b>ELL with a Disability</b>   |
|-------------------------------|--|--|
| <b>Accommodation Category</b> | Consider the following accommodations for use in instruction* to help the child reach grade-level content:   | If the child is an ELL with a disability with this characteristic, consider these accommodations for instruction* in addition to those listed at left:   |
| <b>Presentation</b>           | <ul style="list-style-type: none"> <li>• Personal FM system</li> <li>• Clarify directions (rephrase, explain)</li> <li>• Clarify test questions (rephrase, ask the question in a different format, e.g. instead of open-ended provided response choices)</li> <li>• Visual aids (provide written directions, graphics, diagrams, color coding, highlighting)</li> <li>• Provide captioned versions of videos</li> <li>• Provide guided notes</li> <li>• Provide note-taking assistance</li> <li>• Use hand-held microphone to pass around the class during class discussions</li> <li>• Repeat questions and answers from students</li> <li>• Provide graphic organizers</li> <li>• Break long assignments/projects into steps; provide a model of the finished project</li> <li>• Make eye contact with child before giving directions</li> <li>• Give short, simple directions; avoid verbal overload</li> <li>• Preview important vocabulary and key concepts prior to a lesson</li> <li>• Use advance organizers (Advance organizers used in reading may involve a preview of the objectives, topics and subtopics, questions, or the chapter summary.)</li> <li>• Provide study guides, review packets</li> <li>• Use demonstration, hands-on activities</li> </ul> | <ul style="list-style-type: none"> <li>• Clarify directions in another language</li> <li>• Clarify test questions or present questions in another language</li> <li>• Provide written directions in another language</li> <li>• Provide captioned versions of videos/scripts in another language</li> <li>• Provide guided notes in simplified English or another language</li> <li>• Provide note-taking assistance in another language</li> <li>• Repeat what children have said in another language.</li> <li>• Break long assignments/projects into steps in another language; provide a model of the finished project in another language</li> <li>• Give short, simple directions in another language</li> <li>• Preview important vocabulary and key concepts in another language prior to a lesson</li> <li>• Use of advance organizers in another language</li> <li>• Provide study guides, review packets</li> </ul> |

## Accommodations for Use in Instruction Based on a Child's Characteristics.

### D Table D. Child's Characteristic: Communication Disorder

*Continued from previous page*

|                        | Child with a Disability   | ELL with a Disability   |
|------------------------|---|---|
| Accommodation Category | Consider the following accommodations for use in instruction* to help the child reach grade-level content:  | If the child is an ELL with a disability with this characteristic, consider these accommodations for instruction* in addition to those listed at left:  |
| Response               | <ul style="list-style-type: none"> <li>• Grammar checker/ spell checker</li> <li>• Allow non-verbal responses (pointing, gestures, pantomime, eye gaze responses)</li> <li>• Allow for class presentations to be given individually to the teacher or to a small group</li> <li>• Allow class presentations to be done as part of a small group</li> <li>• Allow child to record class presentation at home and provide teacher the video to assess</li> <li>• Allow child to use assistive communication device to respond</li> <li>• Add to the child's response by extending it and expanding it.</li> <li>• Allow "processing time" for children to respond</li> <li>• Allow amplification such as hand held microphone for responses</li> <li>• Have script of child's speech/ presentation on an overhead projector while student reads or delivers speech</li> <li>• Allow child to use note cards for class presentations to organize thoughts</li> </ul> | <ul style="list-style-type: none"> <li>• Bilingual grammar checker</li> <li>• Provide English support in class presentations</li> <li>• Allow class presentations to be done with proficient English speakers</li> <li>• Add to the child's response by extending it and expanding it in another language.</li> </ul> |

For information on assistive technology go to the Ohio Center for Autism and Low Incidence (OCALI) Web site at <http://www.ocali.org/index.php>.

*\*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodation used in instruction may not be allowed for assessment.*

See **Fact Sheet 1** for guidance in selecting accommodations for Ohio's statewide assessments.

## Accommodations for Use in Instruction Based on a Child's Characteristics.

# E

**Table E. Child's Characteristic:  
Reading Disability; Difficulty Decoding**

|                               | <b>Child with a Disability</b>  | <b>ELL with a Disability</b>   |
|-------------------------------|---|--|
| <b>Accommodation Category</b> | Consider the following accommodations for use in instruction* to help the child reach grade-level content:                                | If the child is an ELL with a disability with this characteristic, consider these accommodations for instruction* in addition to those listed at left:   |
| <b>Presentation</b>           | <ul style="list-style-type: none"> <li>• Human reader</li> <li>• Audiotape or CD</li> <li>• Screen reader</li> <li>• Videotape</li> </ul> | <ul style="list-style-type: none"> <li>• Human bilingual reader</li> <li>• Simplified English or other language audiotape or CD</li> <li>• Screen reader in English or other language</li> <li>• Videotape with English, simplified English, other language or bilingual captioning</li> </ul> |
| <b>Response</b>               | <ul style="list-style-type: none"> <li>• Partner reading – children read to each other</li> </ul>   |  |

For information on assistive technology go to the Ohio Center for Autism and Low Incidence (OCALI) Web site at <http://www.ocali.org/index.php>.

*\*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodation used in instruction may not be allowed for assessment.*

**See Fact Sheet 1** for guidance in selecting accommodations for Ohio's statewide assessments.

## Accommodations for Use in Instruction Based on a Child's Characteristics.

# F

**Table F. Child's Characteristic:  
Writing Disability; Difficulty with Spelling**

|                               | <b>Child with a Disability</b>   | <b>ELL with a Disability</b>   |
|-------------------------------|--|--|
| <b>Accommodation Category</b> | Consider the following accommodations for use in instruction* to help the child reach grade-level content:   | If the child is an ELL with a disability with this characteristic, consider these accommodations for instruction* in addition to those listed at left:   |
| <b>Presentation</b>           |  | <ul style="list-style-type: none"> <li>• Allow spelling dictionary/reference lists</li> </ul>  |
| <b>Response</b>               | <ul style="list-style-type: none"> <li>• Express response to a scribe through speech</li> <li>• Type on or speak to word processor</li> <li>• Speak into tape recorder</li> <li>• Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer)</li> <li>• Use written notes, outlines, and instructions</li> </ul> | <ul style="list-style-type: none"> <li>• Express response to a bilingual scribe through speech in English or other language</li> <li>• Type on or speak to word processor in English or other language</li> <li>• Speak into tape recorder in English or other language</li> <li>• Use spelling and grammar assistive devices in English or in other languages</li> <li>• Use written notes, outlines, and instructions in simplified English or another language</li> </ul> |

For information on assistive technology go to the Ohio Center for Autism and Low Incidence (OCALI) Web site at <http://www.ocali.org/index.php>.

*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodation used in instruction may not be allowed for assessment.*

See **Fact Sheet 1** for guidance in selecting accommodations for Ohio's statewide assessments.

## Accommodations for Use in Instruction Based on a Child's Characteristics.

# G

### Table G. Child's Characteristic: Mathematics Disability

|                        | Child with a Disability  | ELL with a Disability  |
|------------------------|--|--|
| Accommodation Category | Consider the following accommodations for use in instruction* to help the child reach grade-level content:   | If the child is an ELL with a disability with this characteristic, consider these accommodations for instruction* in addition to those listed at left:   |
| Presentation           |  | <ul style="list-style-type: none"> <li>• Allow simplified English or bilingual versions of math information</li> <li>• Allow computation steps to be presented in other culture's way</li> </ul>   |
| Response               | <ul style="list-style-type: none"> <li>• Calculation devices</li> <li>• Visual organizers</li> <li>• Graphic organizers</li> <li>• Math tables and formula sheets</li> </ul> | <ul style="list-style-type: none"> <li>• Allow child to perform computations using their cultural way if different</li> <li>• Bilingual calculation devices</li> <li>• Simplified English or bilingual organizers, tables or formula sheets</li> </ul> |

For information on assistive technology go to the Ohio Center for Autism and Low Incidence (OCALI) Web site at <http://www.ocali.org/index.php>.

*\*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodation used in instruction may not be allowed for assessment.*

See **Fact Sheet 1** for guidance in selecting accommodations for Ohio's statewide assessments.

## Accommodations for Use in Instruction Based on a Child's Characteristics.

# H

**Table H. Child's Characteristic:  
Physical Disability**

|                               | <b>Child with a Disability</b>  | <b>ELL with a Disability</b>   |
|-------------------------------|---|--|
| <b>Accommodation Category</b> | Consider the following accommodations for use in instruction* to help the child reach grade-level content:  | If the child is an ELL with a disability with this characteristic, consider these accommodations for instruction* in addition to those listed at left:   |
| <b>Presentation</b>           |   |  |
| <b>Response</b>               | <ul style="list-style-type: none"> <li>Express response to a scribe through speech, pointing, or by using an assistive communication device</li> <li>Type on or speak to word processor</li> <li>Speak into tape recorder</li> <li>Use augmentative devices for single or multiple messages (e.g., communication boards, voice output devices, speech synthesizers)</li> <li>Use written notes, outlines, and instructions</li> </ul> | <ul style="list-style-type: none"> <li>Respond to scribe in other language</li> <li>Type on or speak to word processor with other language capabilities (e.g., Naturally Speaking for other languages)</li> <li>Use written notes, outlines, and instructions in English, simplified English, or other language</li> </ul> |

*\*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodation used in instruction may not be allowed for assessment.*

See **Fact Sheet 1** for guidance in selecting accommodations for Ohio's statewide assessments.

## Accommodations for Use in Instruction Based on a Child's Characteristics.

**Table I. Child's Characteristic:  
Easily Distracted; Short Attention Span**

|                               | <b>Child with a Disability</b>   | <b>ELL with a Disability</b>  |
|-------------------------------|--|---|
| <b>Accommodation Category</b> | Consider the following accommodations for use in instruction* to help the child reach grade-level content:   | If the child is an ELL with a disability with this characteristic, consider these accommodations for instruction* in addition to those listed at left:  |
| <b>Presentation</b>           | <ul style="list-style-type: none"> <li>• Use books on tape or recorded books to help focus on text</li> <li>• Give short and simple directions with examples</li> </ul>  | <ul style="list-style-type: none"> <li>• Use books on tape or recorded books in simplified English or in bilingual versions</li> </ul>  |
| <b>Response</b>               | <ul style="list-style-type: none"> <li>• Write in test booklet instead of on answer sheet</li> <li>• Monitor placement of child responses on answer sheet</li> <li>• Use materials or devices used to solve or organize responses</li> <li>• Use visual organizers</li> <li>• Use graphic organizers</li> <li>• Highlight key words in directions</li> <li>• Have child repeat and explain directions to check for understanding</li> <li>• Use template</li> <li>• Use graph paper to keep numbers in proper columns</li> </ul> | <ul style="list-style-type: none"> <li>• Use visuals or graphics with English, simplified English or bilingual text</li> <li>• Allow child to repeat or explain directions in other language for understanding</li> </ul> |

For information on assistive technology go to the Ohio Center for Autism and Low Incidence (OCALI) Web site at <http://www.ocali.org/index.php>.

*\*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodation used in instruction may not be allowed for assessment.*

**See Fact Sheet 1** for guidance in selecting accommodations for Ohio's statewide assessments.

## Accommodations for Use in Instruction Based on a Child's Characteristics.

# J

**Table J. Child's Characteristic:  
Needs Repetition of Instructions/Directions**

|                                | <b>Child with a Disability</b>   | <b>ELL with a Disability</b>  |
|--------------------------------|--|---|
| <b>Accommodation Category</b>  | Consider the following accommodations for use in instruction* to help the child reach grade-level content:   | If the child is an ELL with a disability with this characteristic, consider these accommodations for instruction* in addition to those listed at left:  |
| <b>Instructions/Directions</b> | <ul style="list-style-type: none"> <li>• Repeat directions or instructions</li> <li>• Write directions out</li> <li>• Model steps in directions/instructions</li> <li>• Child takes notes during directions</li> <li>• Child retells directions</li> <li>• Provide visual directions; e.g., sequenced pictures representing the steps and directions.</li> </ul> | <ul style="list-style-type: none"> <li>• Present directions in simplified English or other language</li> <li>• Depending on appropriateness, slower rate or more clearly spoken directions. Natural speech is important.</li> </ul> |

*\*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodation used in instruction may not be allowed for assessment.*

See **Fact Sheet 1** for guidance in selecting accommodations for Ohio's statewide assessments.

## Accommodations for Use in Instruction Based on a Child's Characteristics.

# K

**Table K. Child's Characteristics Related to Setting Needs (for instruction)**

|                               | <b>Child with a Disability</b>  | <b>ELL with a Disability</b>   |
|-------------------------------|---|--|
| <b>Accommodation Category</b> | Consider the following accommodations for use in instruction* to help the child reach grade-level content:  | If the child is an ELL with a disability with this characteristic, consider these accommodations for instruction* in addition to those listed at left:   |
| <b>Setting</b>                | <ul style="list-style-type: none"> <li>• Use headphones, sound buffers, or preferred acoustic seating for child</li> <li>• Study carrel, alternate seating within room or resource room</li> <li>• Special lighting</li> <li>• Checkpoints for work completion</li> <li>• Clearly defined limits</li> <li>• Frequent reminders</li> </ul> | <ul style="list-style-type: none"> <li>• Consideration for cross-cultural norms for personal space, individual/group behavior, schooling expectations, etc.</li> <li>• Acoustic considerations for linguistic needs (some sounds harder to perceive by other language backgrounds)- may influence communication style in classroom activities/setting</li> </ul> |

*\*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodation used in instruction may not be allowed for assessment.*

**See Fact Sheet 1** for guidance in selecting accommodations for Ohio's statewide assessments.

## Accommodations for Use in Instruction Based on a Child's Characteristics.



**Table L. Child's Characteristics Related to Timing and Scheduling (for instruction)**

|                               | <b>Child with a Disability</b>  | <b>ELL with a Disability</b>  |
|-------------------------------|---|---|
| <b>Accommodation Category</b> | Consider the following accommodations for use in instruction* to help the child reach grade-level content:  | If the child is an ELL with a disability with this characteristic, consider these accommodations for instruction* in addition to those listed at left:  |
| <b>Timing and Scheduling</b>  | <ul style="list-style-type: none"> <li>• Allow more time on assignments and assessments</li> <li>• Allow more breaks</li> <li>• Study buddy to help child keep on track</li> <li>• Reduced assignments while keeping key concepts</li> <li>• Alternate assignments or class assessments</li> <li>• Chunk material with flexible timing</li> </ul> | <ul style="list-style-type: none"> <li>• Sensitivity to cultural timing needs (e.g., religious practices, special observances)</li> <li>• Bilingual or same language speaking study buddy to keep on track with class work</li> </ul> |

*\*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodation used in instruction may not be allowed for assessment.*

See **Fact Sheet 1** for guidance in selecting accommodations for Ohio's statewide assessments.

## Accommodations for Use in Instruction Based on a Child's Characteristics.

# M

### Table M. ELLs with Disabilities: Language Characteristics That May Not Be Related to Disability

| Accommodation Category | Consider language proficiency level related to where child should be by grade for instruction* accommodations to help the child reach grade-level content:   |
|------------------------|--|
|                        | <ul style="list-style-type: none"> <li>• Simplify directions, prompts or how class test items are written or presented to child</li> <li>• Use familiar cultural contexts for content</li> <li>• If known, address differences in writing organization in first language and English – side by side or using outlines grids</li> <li>• Allow more time to complete work – language processing, or more “wait time” after questions for child to form response in English</li> <li>• Use simpler sentence structures as a step towards more complex structures</li> <li>• Active voice</li> <li>• Picture or text glosses in English or other languages</li> <li>• Data displayed in alternate way than text or text only</li> <li>• Building solid base of high frequency vocabulary while adding more challenging vocabulary</li> </ul> |

*\*Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodation used in instruction may not be allowed for assessment.*

See **Fact Sheet 1** for guidance in selecting accommodations for Ohio's statewide assessments.

# 2

## Tool 2: Accommodation Use in the Classroom

Use this chart to track different aspects of how a child uses an accommodation in your classroom. This will help inform decision making on assessment accommodations.

Child \_\_\_\_\_ Date \_\_\_\_\_

What accommodation(s) does the child use in the classroom? List them under "accommodation" in the chart. Then follow the questions in the chart.

| Accommodation | 1. Is it noted in child's IEP? | 2. For what task(s) is it used? (e.g. task type* or content/standard) | 3. Does the child use it for that task every time? Note how often. | 4. Has the child's need been met? | 5. Has the child's need changed? | 6. Has it accommodated the adverse impact of the disability? | 7. Does the child use it alone or with assistance? (e.g., aide, peers?) | 8. Notes: (e.g., does one accommodation seem more effective when used with another on a task, etc.) |
|---------------|--------------------------------|---|--|-----------------------------------|----------------------------------|--|---|---|
|               |                                |   |  |                                   |                                  |  |   |   |
|               |                                |   |  |                                   |                                  |  |   |   |
|               |                                |   |  |                                   |                                  |  |   |   |
|               |                                |   |  |                                   |                                  |  |   |   |

\*How taking in or responding to information presented, solving, or organizing information, specific content/standards being learned or assessed, etc.

Adapted from Minnesota Manual Of Accommodations for Students with Disabilities in Instruction and Assessment: A Guide to Selecting, Administering, and Evaluating the Use of Accommodations, National Center on Educational Outcomes (NCEO), August 2009.

# 3 Tool 3: Accommodations From The Child's Perspective

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

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

2. **Explain what you do well in this class.**

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

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

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

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

5. **In the list that follows, write down all of the classes you are taking now.** Then look at a list of accommodations. Next to each class, write down how each accommodation has been helpful.

## Class List

**Classes**

**Accommodations**

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

# 4 Tool 4: Parent Input in Accommodations

## Questions Parents Should Ask About Accommodations in Instruction and Assessments

*(Note: Depending on the parents' level of English proficiency, the school may need to provide a bilingual interpreter to facilitate communication.)*

### About Instruction

- ◆ Is my child expected to reach regular or alternate achievement standards? Does this affect what types of accommodations are available to my child in instruction or on assessments?
- ◆ What accommodations does my child need to access and reach the academic standards?
- ◆ Are there accommodations that could be allowed in instruction that are not currently being provided?
- ◆ Are there accommodations being used at home that could be used in instruction to help children access and learn content or help them in performing certain academic tasks?
- ◆ How can my child and I advocate to receive accommodations not yet provided in instruction?
- ◆ Are the accommodations my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase out or discontinue the use of a certain accommodation?
- ◆ How are the various staff members who work with my child providing accommodations? (across regular, special education, ESL/bilingual, or other staff)

### About Assessment

- ◆ What are the tests my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?
- ◆ Are the accommodations allowed on state tests also provided for district tests, building tests, and classroom tests?
- ◆ Can my child participate in part of an assessment with or without accommodations?
- ◆ If my child is not taking the general assessment, is it because the test is “too hard” or because the accommodation needed is not allowed on the assessment?
- ◆ If an accommodation is not allowed on a statewide assessment, refer to the Statewide Assessment Accommodation Guidance Chart for a list of accommodations that the state has determined do not change what is being measured. Contact the Ohio Department of Education if you have questions about whether a specific accommodation not listed can be allowed.
- ◆ Are there consequences for allowing certain changes to how my child participates in a test? How will my child's test scores count?
- ◆ Do consequences of accommodations vary by type of test? If my child is also an ELL, are the accommodations allowed on tests of English language proficiency the same as other tests?



## 5

## Tool 5: After-Test Accommodation Questions

Use this form after a test to interview a child about the accommodation(s) provided, used, whether it was useful, and whether it should be used again. Also note any adjustments or difficulties experienced by the child in either how the accommodation was administered or in using the accommodation during the assessment.

| Child _____ |                        | Date _____                  |                               |  |  |  |
|-------------|------------------------|-----------------------------|-------------------------------|--|--|--|
| Test Taken  | Accommodation Provided | Was the accommodation used? | Was the accommodation useful? | Were there any difficulties with the accommodation (are adjustments needed?) Explain the difficulties. | Should the accommodation be used again? If not, why? |  |
| 1.          |                        | Yes / No                    | Yes / No                      |  |  |  |
| 2.          |                        | Yes / No                    | Yes / No                      |  |  |  |
| 3.          |                        | Yes / No                    | Yes / No                      |  |  |  |
| 4.          |                        | Yes / No                    | Yes / No                      |  |  |  |
| 5.          |                        | Yes / No                    | Yes / No                      |  |  |  |
| 6.          |                        | Yes / No                    | Yes / No                      |  |  |  |

Child's signature \_\_\_\_\_

Assistant signature (if applicable) \_\_\_\_\_

# 6

## Tool 6: Accommodations Requested by IEP Team for Use by Child.

### REMOVE THIS TEXT BEFORE USE

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

*Note: Depending on their level of English proficiency, ELLs with disabilities may need the assistance of a bilingual interpreter to complete this form, or if literate in his or her native language, the ELL could be provided with a translated version of this form.)*

I, \_\_\_\_\_,

*(Child's name)*

need the following accommodations to take part in this assessment:

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

\_\_\_\_\_

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

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

\_\_\_\_\_

*(Child's signature)*

\_\_\_\_\_

*(Date)*

# 7 Tool 7: Logistics Planning Checklist

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

| <b>ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR</b>   | <b>Y</b> | <b>N</b> | <b>NA</b> |
|--|----------|----------|-----------|
| 1. Accommodations are documented on child's IEP or 504 plan.   |          |          |           |
| 2. The child uses accommodations regularly and evaluates use.  |          |          |           |
| 3. A master accommodations plan/data base listing assessment accommodation needs for all children tested is updated regularly.   |          |          |           |
| <b>PREPARATION FOR TEST DAY</b>  | <b>Y</b> | <b>N</b> | <b>NA</b> |
| 4. Special test editions are ordered for individual children based on information contained in master accommodations plan (e.g., audio tape, Braille, large print).  |          |          |           |
| 5. Test administrators/monitors receive a list of accommodation needs for children they will supervise (list comes from master accommodations plan/data base).   |          |          |           |
| 6. Adult supervision is arranged and test administrators receive training for each child receiving accommodations in small group or individual settings, including extended time (with substitutes available). |          |          |           |
| 7. Trained readers, scribes, and sign language interpreters are arranged for individual children (with substitutes available).   |          |          |           |
| 8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).  |          |          |           |
| <b>ACCOMMODATIONS ON THE DAY OF THE TEST</b>   | <b>Y</b> | <b>N</b> | <b>NA</b> |
| 9. All eligible children receive accommodations as determined by their IEP or 504 plan.  |          |          |           |
| 10. Provision of accommodations is recorded by test administrator.   |          |          |           |
| 11. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes).   |          |          |           |
| 12. Plans are made to replace defective equipment.   |          |          |           |
| <b>CONSIDERATION AFTER THE DAY OF THE TEST</b>   | <b>Y</b> | <b>N</b> | <b>NA</b> |
| 13. Responses are transferred to scannable answer sheets for children using special equipment and adapted test forms and response documents.   |          |          |           |
| 14. All equipment is returned to appropriate locations.  |          |          |           |
| 15. Children who take make-up tests receive needed accommodations.   |          |          |           |
| 16. Effectiveness of accommodations use is evaluated by test administrators and children, and plans are made for improvement.  |          |          |           |

# 8

## Tool 8: Assessment Accommodations Plan

| Child's Information       | Case Information                 |
|---------------------------|----------------------------------|
| Name: _____               | Intervention Specialist: _____   |
| Date of Assessment: _____ | School Year: _____               |
| Name of Assessment: _____ | Building/School: _____           |
|                           | General Education Teacher: _____ |

**Assessment accommodations that child needs for this assessment and date arranged:**

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

**Comments:**

\_\_\_\_\_

**Person responsible for arranging accommodations and due date:**

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

**Comments:**

\_\_\_\_\_

**Room assignment for assessment:** \_\_\_\_\_

**Planners for this process (signatures):** \_\_\_\_\_

# 9 Tool 9: Accommodations Journal

One way to keep track of what accommodations work for a child is to support the child in keeping an “accommodations journal.” The journal lets the child be “in charge” and could be kept up to date through regular consultation with a special education teacher or other staff member. It will be helpful to the IEP team in deciding which accommodations to document on a child’s IEP if the child comes to the IEP meeting with a journal documenting all of the following:

- ◆ Accommodations used by the child in the classroom and on tests,
- ◆ Test and assignment results when accommodations are used and not used,
- ◆ Child’s perception of how well an accommodation “works,”
- ◆ Effective combinations of accommodations,
- ◆ Difficulties of accommodations use, and
- ◆ Perceptions of teachers and others about how the accommodation appears to be working.

**In the spaces provided below, design and organize the use of an accommodations journal for one of your children. Answer these questions:**

1. What would you include as headings for the journal?

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2. When would the child make entries in the journal and what types of support would the child need to make these entries?

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3. With whom would the child share journal entries, and when would it be done?

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4. How could the journal be used in the development of a child’s IEP?

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