

IV. SPECIAL POPULATIONS AND ACCOMMODATIONS

Students with disabilities according to Individuals with Disabilities Education Improvement Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, as well as Limited English Proficient (LEP) students, may be eligible for accommodations. An accommodation is a change in the setting of the test administration, the timing, scheduling, presentation format, and/or method of response to the assessment. The goal in using accommodations is to give students an equal opportunity in assessment, not to give students an unfair advantage over other students or to subvert or invalidate the purpose of the tests. The accommodation should allow the test score to reflect a student’s proficiency in the area tested.

If an accommodation approved for use during a state assessment is not provided during general instruction or classroom assessment, it is inappropriate to provide that accommodation during a state assessment. For example, if the student does not have tests read aloud during classroom assessments, then *Tests Read Aloud* would not be an appropriate accommodation for state assessments. Therefore, it is crucial that general educators be knowledgeable about accommodations, use them routinely in the classroom, and be prepared to implement the use of approved accommodations during state assessments.

Accommodations for EOC testing are designated in the EOC Tests system by the School Test Coordinator during registration. The School Test Coordinator will provide to Teachers and Test Administrators a list of students in the testing group who require accommodations and the accommodations they are to receive. If a student who needs accommodations is not listed, the School Test Coordinator should be notified before testing begins.

Table 7 outlines the forms that are available for students with the accommodations *Braille*, *Large Print*, *Tests Read Aloud*, and *Communication Assistance*. Detailed information about administering these forms or ordering materials or scripts appears with the information for each accommodation.

Table 7. Accommodations/EOC Test Forms

Accommodation	Algebra I*, English II, Geometry, and Biology	English III Field Test
Braille	Braille form provided; Teacher/Test Administrator enters student responses online; these students receive the same form	Not available
Large Print	Online accommodated form provided	Online accommodated form provided
Tests Read Aloud	Online accommodated form with audio files provided	These students receive the same online form; Teacher/Test Administrator reads from the printed Tests Read Aloud/Communication Assistance script
Communication Assistance	These students receive the same online form; Teacher/interpreter signs or cues from the printed Communication Assistance script	These students receive the same online form; Teacher/interpreter signs or cues from the printed Tests Read Aloud/Communication Assistance script

* Applied Algebra I form for students enrolled in the Applied Algebra I course; a braille test form is not available for Applied Algebra I.

ACCOMMODATIONS FOR IDEA SPECIAL EDUCATION AND SECTION 504 STUDENTS

For students with disabilities, test accommodations are provided to minimize the effects of a disability to ensure that a student can demonstrate the degree of achievement he or she actually possesses. Not all students with disabilities will need test accommodations, but many will need them to provide a valid and accurate measure of their abilities. **For students with disabilities under IDEA or Section 504 of the Rehabilitation Act of 1973, test accommodations must not be different from or in addition to the accommodations provided in the classroom during instruction and assessment and as indicated on the student's Individualized Education Program (IEP) or Section 504 Individual Accommodation Plan (IAP).** The following accommodations may be provided to special education students classified as disabled under IDEA or to students with one or more disabilities according to Section 504.

Answers Recorded: If a student is unable to use a keyboard or write responses due to his or her disability, the test must be administered individually to allow the student to dictate orally or sign his or her responses to the Teacher or Test Administrator, who will enter the student's answers online as the student is taking the test. If the student is signing responses, an interpreter may also be involved. Teachers and others supporting a student's test taking must be neutral in responding to the student during test administration. Assistance in test administration must not give away the answers. The student's responses must accurately represent the student's own choices. The Teacher or Test Administrator must record exactly what the student dictates.

Assistive Technology: Assistive technology may include but is not limited to a tape recorder, calculator, abacus, grip for a pencil, visual magnification device, communication device, mask or marker to maintain place, speech synthesizer, or spellchecker. Students who are allowed to use a calculator as an approved *Assistive Technology* accommodation may use a calculator during every session of an EOC test.

Communication Assistance: For statewide assessments, communication assistance is signing or cuing the test for hearing-impaired students. When School Test Coordinators designate the accommodation in the EOC Tests system prior to testing, a single online form is assigned to all students receiving this accommodation, which will automatically download when a student logs in. This will assist Teachers and Test Administrators in administering the test to students with this accommodation in one setting. A Teacher, interpreter, or Test Administrator who is fluent in the signing or cuing modality routinely used by students should be available to repeat or clarify directions and sign the test **if warranted by the student's reading level as documented** on the IEPs or IAPs.

A Communication Assistance script is available for the interpreter to follow in administering the tests. Teachers or Test Administrators should request scripts through their School Test Coordinator, who must contact the District Test Coordinator. All scripts are secure and must be kept in the locked, secure storage area when not in use and must be returned to the LDOE. Along with the scripts, the LDOE will provide instructions for using and returning the scripts.

The Communication Assistance scripts include specific directions on what may and may not be signed or cued, so make sure you have ordered these scripts and used them. For English II and English III, all reading passages and their related items must not be signed or cued because these items measure reading. All sessions of the Algebra I (including the Applied Algebra I form), Geometry, and Biology tests may be signed or cued.

Each test should be signed directly as it appears. The interpreter must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers, which results in an invalid score.

If the accommodation *Communication Assistance* is not properly assigned before a student begins taking a test, the Teacher/Test Administrator or interpreter must sign the test from the computer screen. If more than one student is involved, they must be tested individually because they may have different test forms. When an accommodation is not properly assigned, it must be reported as a testing irregularity and properly documented.

Extended Time: Every student must be given sufficient time to respond to every test session. Time may also be extended and/or adjusted for certain students, such as those who have short attention spans or those who may be unable to concentrate for long periods of time on a given task. The test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period, or it may be determined appropriate to administer the test in a number of short sessions. Testing may also be stopped and continued at a later time.

If an extended break is taken, students must exit the session by clicking the **Exit** button and then clicking **Logout**, and the Teacher or Test Administrator must close the browser by using the Alt+F4 (Windows) or Cmd+Q (Mac) key command and then entering the administrator password. The session will need to be reopened if the student did not complete the session before exiting.

If testing is to be continued on another day, the Teacher or Test Administrator should inform the student—before the student exits the session—that he or she will not be able to return to previously submitted items when the session is reopened. **Testing of session 1 on the English II and English III tests cannot be extended beyond the day the session is begun.**

If a student has exited all three sessions but has not completed testing in a session, the session must be reopened before two school days have passed because student scores will then become available on EOC Tests reports. See page 12 for information about reopening test sessions.

Tests must be completed within the EOC testing window. The School Test Coordinator should be notified of any scheduling issues.

Individual/Small Group Administration: Tests may be administered to an individual or a small group of students (maximum, eight) requiring more attention than can be provided in a setting with more students. If other selected accommodations affect the standard administration of the test (e.g., *Answers Recorded*), individual administration must be used. A student with the accommodation *Individual Administration* must be tested one-on-one by the Teacher or Test Administrator in a location separate from other students.

Tests Read Aloud: If a student is assigned this accommodation during registration, an online form with embedded MP3 audio files will automatically download when the student logs in. Directions for playing the audio files and for controlling the volume should be provided to students before testing. Since students are using headphones or ear buds on the operational tests, they may test with their class instead of a small group. See page 20 for further information.

For the English II test, reading passages and their related items will not be read aloud. The audio tool, volume control bar, and audio icons will not appear with these passages and their items. **Audio is not available online for any of the English III field test.** The test must be read aloud to students using the *Communication Assistance/Tests Read Aloud* script.

If the accommodation Tests Read Aloud is not properly assigned before a student begins taking a test, the Teacher or Test Administrator must read the test aloud from the screen. If more than one student is involved, they must be tested individually because they may have different test forms. The English II and English III passages and their related questions may not be read aloud; doing so is a violation of test security. When an accommodation is not properly assigned, it must be reported as a testing irregularity and properly documented.

Transferred Answers: If a student is unable to enter responses on the computer, he or she may record them using his or her assistive device, write them on a separate sheet of paper, or braille the responses. The Test Administrator must enter the student's responses online exactly as the student wrote them. The responses must be entered within the school's scheduled testing window. All handwritten or brailled responses should be given to the School Test Coordinator to be kept in the locked, secure storage area until the student's results are received.

Large Print: If a student is assigned this accommodation during registration, a special online form is assigned. Students will have the ability to increase the font size on test directions, test items, and tool buttons to 21, 24, or 27 points using the Zoom tool (figure 4.1). Reading passages have 18-point type only. Students will not be able to use the Zoom tool to increase the type size of reading passages. The student tutorial (see page 8) includes a section that shows the Zoom tool and explains how to use it.



Figure 4.1

Although an online Geometry Reference Sheet and Typing Help charts are available to students with the accommodation *Large Print*, students should be provided a print copy to avoid excessive scrolling. Print copies should be downloaded and printed from the EOC Tests home page and enlarged to 125 percent or greater.

If the accommodation *Large Print* is not properly assigned before a student begins a test, the screen resolution on the monitor should be adjusted to 800 × 600 to enlarge the print. Changes to screen resolution are normally found under the Control Panel of the computer system. Some resolutions can also be changed directly on the monitor. Consult the computer's system manual for details on adjusting screen resolution. When an accommodation is not properly assigned, it must be reported as a testing irregularity and properly documented.

Braille: Once ordered, braille test books will be shipped—along with instructions, ancillary braille materials, and return shipping materials—directly to schools. Braille materials must be ordered by the District Test Coordinator. A Teacher or Test Administrator will log in to the EOC Tests system by using the student's log-in information and enter the student's responses. Ancillary materials include transcriber's notes; test administration instructions; a braille and a standard print copy of the Writer's Checklist for English II; a braille ruler, protractor, and graph paper for Algebra I and Geometry; and a braille and a standard print copy of the Geometry Reference Sheet. A read-aloud script is included for Teachers or Test Administrators to use with students who have the accommodation *Tests Read Aloud*. A separate student oath page is also sent with the braille materials for the student to sign instead of the oath in the braille test booklet.

Braille test books are not available for the Applied Algebra I form or for the English III field test. Students testing with braille do not participate in field testing. If a student requiring braille needs to take the Applied Algebra I form of the Algebra I test, the School Test Coordinator should be notified, who will then notify the District Test Coordinator. The District Test Coordinator should contact the LDOE for guidance.

Other: Any necessary accommodations may be used, but they must be determined by the IEP team or Section 504 committee and documented on the student’s IEP or IAP. The accommodations must not breach test security or invalidate the meaning of the test score or the purpose of the test. Examples of other accommodations include assisting the student in tracking the test items.

ACCOMMODATIONS FOR LEP STUDENTS

Directions to the test may be translated from English by the Teacher or Test Administrator or interpreter. Reading passages, test items, and answer options may **not** be translated. Student responses to constructed-response items must be written in English; they may not be translated into English by the Teacher or Test Administrator or interpreter. Native-language versions of state assessments are not provided for LEP students.

Students classified as limited English proficient (LEP) may receive LEP accommodations **if they are used routinely in the students’ classroom instruction and assessment.** Use of LEP accommodations will be determined by the classroom teacher and English as a Second Language (ESL) teacher or other individual providing language services. The following accommodations may be provided to LEP students.

Extended Time: Every student must be given sufficient time to respond to every test session. Time may also be extended and/or adjusted for students who must process from one language to another. Language processing is extremely tiring; therefore, the test administration time may have to be altered considerably to allow for intermittent short breaks, or it may be determined appropriate to administer the test in a number of short sessions. Testing may also be stopped and continued at a later time.

If an extended break is taken, students must exit the session by clicking the **Exit** button and then clicking **Logout**, and the Teacher or Test Administrator must close the browser by using the Alt+F4 (Windows) or Cmd+Q (Mac) key command and then entering the administrator password. The session will need to be reopened if the student did not complete the session before exiting. If testing is to be continued on another day, the Teacher or Test Administrator should inform the student—before the student exits the session—that he or she will not be able to return to previously submitted items when the session is reopened. **Testing of session 1 on the English II and English III tests cannot be extended beyond the day the session is begun.**

If a student has exited all three sessions but has not completed testing in a session, the session must be reopened before two school days have passed because student scores will then become available on EOC Tests reports. See page 12 for information about reopening test sessions.

The tests must be completed within the EOC testing window. The School Test Coordinator should be notified of any scheduling issues.

Individual/Small Group Administration: Tests may be administered to an individual or a small group of students (maximum, eight) requiring more attention than can be provided in a setting with more students. A student with the accommodation *Individual Administration* must be tested one-on-one by a Teacher or Test Administrator in a location separate from other students.

Provision of English/Native Language Word-to-Word Dictionary (No Definitions):

LEP students may use either a print or electronic English/native language word-to-word dictionary (no definitions) on all sessions of the test. The secure browser will not allow access to online dictionaries.

Tests Administered by ESL Teacher or by Individual Providing Language Services:

Familiarity with the speech patterns of the ESL teacher or the individual providing language services may help the student understand the test directions.

Tests Read Aloud: If a student is assigned this accommodation during registration, an online form with embedded MP3 audio files will automatically download when the student logs in. Directions for playing the audio files and for controlling the volume should be provided to students before testing. Since students are using headphones or ear buds on the operational tests, they may test with their class instead of a small group.

For the English II test, reading passages and their related items will not be read aloud. The audio tool, volume control bar, and audio icons will not appear with these passages and their items.

Audio is not available online for any of the English III field test. The test must be read aloud to students using the *Communication Assistance/Tests Read Aloud* script.

If the accommodation *Tests Read Aloud* is not properly assigned before a student begins taking an operational test, the Teacher or Test Administrator must read the test aloud from the screen. If more than one student is involved, they must be tested individually because they may have different test forms. The English II and English III passages and their related questions may not be read aloud; doing so is a violation of test security. When an accommodation is not properly assigned, it must be reported as a testing irregularity and properly documented.

TESTS READ ALOUD DIRECTIONS

The following information applies only to students assigned the *Tests Read Aloud* accommodation.

Before beginning a test, ensure the following:

- MP3 files are not blocked or restricted on computers used for testing students with this accommodation. Consult the technology coordinator or network administrator, if necessary.
- Headphones are available to students. Students may use personal headphones or ear buds.
- The mute setting is turned off.
- The volume is set to a reasonable level so that other students cannot hear the audio.

Although directions for playing the audio and controlling the volume appear on the instructions page at the beginning of each test session, it is important to make sure students understand these tools **before testing**. Use the information below to prepare students for testing.

Using the Audio Tool:

- **Play All, Stop, and Play/Pause** buttons are available using the audio tool at the top of the screen (figure 4.2). To hear everything showing on the screen including directions, the test item(s), and answer options, click **Play All**. The Play/Pause button will alternate between Play and Pause when clicked. To pause, click **Pause**. To resume audio, click **Play**. To stop, click **Stop**.
- The **Volume** control bar is also located at the top of the screen. To raise the volume, slide the **Volume** bar to the right. To lower the volume, slide the **Volume** bar to the left.

- Audio icons appear to the left of each part of a test item (figure 4.2). Click on the icon next to each part of the item to hear the audio file for that part.

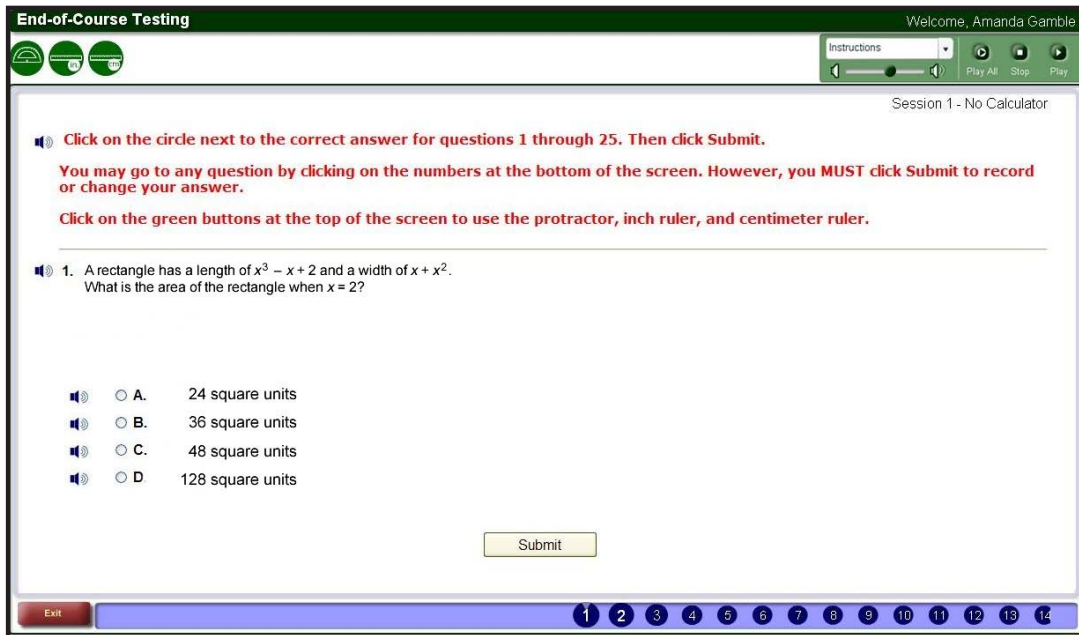


Figure 4.2

NOTE: For English II, reading passages and their related items will not be read aloud. The audio tool, volume control bar, and audio icons will not appear with these passages and their items. Audio is not available online for the English III field test. Tests Read Aloud/Communication Assistance scripts should be ordered for each Teacher or Test Administrator administering the English III field test to students with these accommodations.