



TOOLKIT FOR ENGLISH LEARNERS WITH DISABILITIES

# Planning for the Accessibility Needs of an English Learner with a Disability Who Participates in State Alternate Assessments

TOOL 7

## Tool 7

# Planning for the Accessibility Needs of an English Learner with a Disability Who Participates in State Alternate Assessments

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Project Officer: David Egnor



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## **English Learners with Disabilities Toolkit**

The regulations for the 2015 reauthorization of the Elementary and Secondary Education Act, known as the Every Student Succeeds Act (ESSA), include a requirement that states develop an alternate English language proficiency (ELP) assessment for English learners with the most significant cognitive disabilities. Additionally, ESSA requires, and the Individuals with Disabilities Education Act (IDEA) affirms, that students with the most significant cognitive disabilities, including English learners with the most significant cognitive disabilities, who cannot take the general content assessment must participate in alternate assessments based on alternate academic achievement standards (AA-AAAS) in certain grades. This requirement means that Individualized Education Program (IEP) teams will need to annually make a decision for each English learner with a disability about whether the student should participate in an alternate assessment or a general assessment. This decision will need to be made for both the ELP assessment and in certain grades for the content assessments of reading/language arts, mathematics, and science as well as for any other content assessments the state has.

### **Purpose of the English Learners with Disabilities Toolkit**

The *English Learners with Disabilities Toolkit* is designed to provide states and IEP teams with tools they can use to better understand their students who are English learners with disabilities and to determine in which state assessment (general or alternate) they should participate and whether accessibility features or accommodations are needed for their participation in any assessment. This toolkit does not address the development of complete IEPs for English learners with disabilities.

States and IEP teams can modify the tools included in this toolkit to reflect any differences in their English learners with disabilities populations or in their IEPs. They also can be adjusted to link to a state's own guidelines for participation in ELP and content assessments.

### **Overview of the English Learners with Disabilities Toolkit**

Decisions about the participation of English learners with disabilities in state assessments (both ELP and content assessments) are among the more difficult decisions that the team makes. This toolkit presents a collection of tools to help states understand their population of English learners with disabilities. It also includes some tools that states can share with their districts, including several tools for IEP teams to use when making decisions about participation in assessments and about needed accessibility features and accommodations.

## Tool 7

### **Planning for the Accessibility Needs of an English Learner with a Disability Who Participates in State Alternate Assessments**

English learners with significant cognitive disabilities should have access to state alternate content assessments based on alternate academic achievement standards (AA-AAAS) so they can show what they know and can do, just as they must have the same opportunity as other students with significant cognitive disabilities to learn in class. Additionally, English learners with significant cognitive disabilities should have access to the state’s alternate English language proficiency (ELP) assessment to demonstrate English skills in reading, speaking, listening, and writing domains.

For English learners with significant cognitive disabilities to show their content and English language development, the accessibility needs of these English learners must be addressed and documented by the Individualized Education Program (IEP) team.<sup>1</sup> To do this, the IEP team of each student must consider both the barriers that may be created by their disability and by their proficiency in the English language. It is best for the team to have input from a collaboration of educators and the family on possible accessibility features, including accommodations. An expert in English language development is an essential member of the team to ensure a student’s language background and language development needs are appropriately considered during IEP development.

Accessibility in the context of assessment is a broad term that includes a variety of accessibility features that support participation in assessments. Many states have implemented a tiered system of accessibility features for state alternate assessments that include universal features available to all students, designated features available to students for whom an adult or team of adults have identified a need, and accommodations available for students with disabilities and English learners with disabilities. The term accessibility feature is used here to describe universal features, designated features, and accommodations. Some states include another level of administration considerations that identify general procedures for optimal participation in an assessment; they are included here as well when we use the term accessibility features.

An English learner with a significant cognitive disability may need accessibility features that support both their disability and their language learning. Available accessibility features often are different for AA-AAAS and for alternate assessments of English language proficiency (Alt-ELP). This is because the purposes of the assessments are different. AA-AAAS are designed to measure the content knowledge of reading/language arts, mathematics, science, and other

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<sup>1</sup>Some English learners with a significant cognitive disability may also have a 504 plan where accessibility needs would be documented. In addition, some states and local education agencies have English learner plans where additional English learner accessibility needs may be documented.

areas regardless of the student’s English language skills. Alt-ELP assessments are designed to measure the student’s proficiency in English.

For English learners with significant cognitive disabilities, it is important that the student have experience with all accessibility features selected for the state assessment. Ideally, this experience will occur during classroom academic instruction. If some accessibility features are not available for use during instruction, their use during practice assessments must be provided. Often, the supports that are provided during instruction are not called accessibility features, nor even accommodations.

Examples of possible assessment accessibility features and instructional supports that might meet the needs of English learners with significant cognitive disabilities are presented in Table 1.

**Table 1. Examples of Accessibility for Assessment and Classroom Instruction**

Need	Assessment <sup>a</sup>	Instruction
Disability	Assistive technology	A student uses eye gaze software or switches to participate in class.
	Flexible schedule	A student’s instruction on math is provided when the student is most alert.
	Focusing prompts	A student receives reminders to attend to the teacher during instruction.
	Manipulatives	A student is provided cubes to count for math lessons when appropriate.
	Scribe	A student tells an adult what to write when working on class worksheets.
	Verbal description of graphics	A student is provided descriptions of the components of a graph and what they mean.
	Verbal encouragement	A student receives rewards (e.g., tokens) when attending to classroom tasks.
	Word prediction	A student uses word prediction software when working on a computer for writing assignments.
English language development <sup>b</sup>	Oral presentation of test directions in the native language	A bilingual teacher or aide orally presents activity directions in the student’s native language.
	Native language translation of test	A student receives a native language version of a reading for health class.
	Oral response in native language	A student responds to science partner discussion activities in the native language (when partner also speaks the language)
	Customized dual language electronic glossary	During social studies class, a student uses a bilingual visual dictionary app on a cell phone to understand key terms

<sup>a</sup>States may vary in whether these are considered to be universal features, designated features, accommodations, or part of optimal testing conditions for a specific alternate assessment.

<sup>b</sup>Accessibility features for English language development might not be allowed on English language proficiency assessments.

## Overview of Tool 7

This tool describes a planning process for determining the access needs of an individual English learner with a significant cognitive disability who will take alternate assessments.<sup>2</sup> Tool 6 (*[Planning for the Accessibility Needs of an English Learner with a Disability Who Participates in State General Assessments](#)*) addresses planning for the accessibility needs of an English learner with a disability who participates in state general assessments.

The planning process is best when it involves collaboration with the student, their family, and educators. Ideally, the planning process would take place over the course of a school year, with refinements as new information is gathered and the effects of accessibility features documented. Each portion of the planning process represented in the Accessibility Plan is addressed here in a separate component of this tool, with the final component providing an example of a completed Accessibility Plan. The Accessibility Plan is designed to supplement the IEP.

Four components are included in Tool 7 to address the sections of the Accessibility Plan for an English learner with a disability:

- **Tool 6-A:** Student Characteristics and Experiences
- **Tool 6-B:** Instructional and Assessment Planning for Accessibility
- **Tool 6-C:** Evaluation
- **Tool 6-D:** Sample Completed Accessibility Plan

States may customize this tool as needed to meet their needs. To download the Microsoft Word version of this resource, see [https://nceo.umn.edu/docs/OnlinePubs/ELsDisToolkit\\_Tool7\\_ELs-DisabilitiesForAlternates.docx](https://nceo.umn.edu/docs/OnlinePubs/ELsDisToolkit_Tool7_ELs-DisabilitiesForAlternates.docx)

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<sup>2</sup>This tool is based on a resource developed by the Improving Instruction for English Learners Through Accessibility Decision Making (Improving Instruction) project. It has been adapted to focus on English learners with significant cognitive disabilities who participate in state alternate assessments (both content and ELP assessments). Reference: Improving Instruction for English Learners Through Accessibility Decision Making. (n.d.) *EL accessibility plan*. [https://nceo.umn.edu/docs/OnlinePubs/II\\_EL\\_accessibility\\_form.docx](https://nceo.umn.edu/docs/OnlinePubs/II_EL_accessibility_form.docx)

## Tool 7-A Student Characteristics and Experiences

Understanding a student’s scores on previous assessments as well as the characteristics and experiences of each English learner with a significant cognitive disability contributes to appropriate decisions about the student’s need for accessibility features during both instruction and state assessments. For example, if a student has stronger listening and speaking skills in their home language, a bilingual assistant could be helpful for instruction and for the AA-AAAS (depending on the state’s accessibility policies). Another example would be if the student had poor vision and hearing, specialized materials (e.g., large pictures and text) might be provided during instruction.

Although more information than previous test scores is needed for placement and instructional decision making, looking at those scores is a starting point. A form for recording student assessment data is provided in Form A-1. It has spaces for AA-AAAS (e.g., reading/language arts, mathematics, science, etc.), Alternate English language proficiency (Alt-ELP) test domains, and other tests (such as interim assessments and screeners). The form can be adjusted by adding sections, columns, rows, or options to meet a specific situation.

**Form A-1. Student Assessment Data** (Include or attach all available data)

Student’s Name \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_

Assessment		Current Year	Previous Year
AA-AAAS	Reading / Language Arts		
	Mathematics		
	Science		
	Other		

Assessment		Current Year	Previous Year
Alt-ELP	Reading		
	Listening		
	Writing		
	Speaking		
Interim Assessment			
Screener			
Others			

Form A-2 can be used to summarize information on student characteristics and experiences. The form requests information on the student’s languages, previous educational experiences, migration status and mobility, and cultural factors that may affect how the student interacts with others at school. Information about the nature of the student’s disability should be included. Also, the form provides space for recording any characteristics, interests, and strengths that might be relevant to teaching approaches and the student’s participation in assessments.

Finally, include with the form the sources used to gather information about the student. These might be the student, the student’s family, previous teachers, or specialists who have worked with the student.



**Form A-2. Student Characteristics and Experiences** (include information that may affect or support the use of accessibility features in instruction and assessment)

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_

<p><b>Home Language Background</b> (<i>What languages are spoken at home? Are there differences in social communication and academic English proficiency?</i>)</p>
<p><b>Educational Experiences</b> (<i>What have been the student's experiences learning in English and in other languages? Include schools in the U.S. and other countries.</i>)</p>
<p><b>Cultural Factors</b> (<i>Are there any aspects of the student's home culture that influence their educational experiences?</i>)</p>
<p><b>Migration Status and Mobility</b> (<i>Have there been disruptions in schooling or in living arrangements? If so, how have they affected schooling?</i>)</p>
<p><b>Disability</b> (<i>What are the student's diagnosed disabilities? When was the student determined to have a significant cognitive disability? Is any disability so significant that it <b>might</b> preclude participation in a domain of the ELP assessment?</i>)</p>
<p><b>Academic Interests and Academic Strengths</b> (<i>What are the student's interests? How does the student learn best?</i>)</p>
<p><b>Sources of Information</b> (<i>e.g., parents/family, student, previous teachers, specialists</i>)</p>

## **Tool 7-B**

### **Instructional and Assessment Planning for Accessibility**

Accessibility decisions should be made for instruction and for each assessment that the English learner with a significant cognitive disability will take—required AA-AAAS (e.g., reading/language arts, mathematics, science) and the Alternate English language proficiency (Alt-ELP) assessment. Specific accessibility features and how they are classified (e.g., universal feature, designated feature, accommodation, optimal testing condition) may vary by test. It is important that the Individualized Education Program (IEP) team consider each accessibility feature separately.

Form B-1 addresses instructional and assessment planning for an English learner with a significant cognitive disability. It is designed to help in thinking about how and when the student will use each accessibility feature. When the form is completed, the information in it can be used to answer questions like:

- What are the student’s accessibility needs for instruction? . . . for assessment?
- What accessibility features would help meet the student’s needs?
- Do accessibility features used in class have a counterpart on state assessments?
- For which assessments will the student need each accessibility feature?
- For which instructional content areas or topics will the student need each accessibility feature?
- Is there a need for any accessibility features documented in other planning documents, such as an Individualized Education Program (IEP), 504 plan, or English Learner Plan?
- Will the student need help using any accessibility features?

The state accessibility manual and the school assessment coordinator can be helpful resources in filling out Form B-1. Remember that the IEP team should include the student, the student’s parents, the English language development specialist, and the student’s other teachers in the process of deciding which accessibility features will work best for assessments.

**Form B-1. Instructional and Assessment Planning for Accessibility**

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_

Student Need	Accessibility Feature	Instruction	Content Assessments			Alt-ELP Assessment*	Notes (e.g., instructional topic, state assessment policy, adult assistance needed, etc.)
			Reading / Language Arts	Mathematics	Science		
		___ During instruction ___ Classroom assignments ___ Quizzes ___ Unit tests ___ Group work ___ Homework ___ Other	___ State AA-AAAS ___ Interim Assessment ___ Screener ___ Other	___ State AA-AAAS ___ Interim Assessment ___ Screener ___ Other	___ Reading ___ Listening ___ Speaking ___ Writing		
		___ During instruction ___ Classroom assignments ___ Quizzes ___ Unit tests ___ Group work ___ Homework ___ Other	___ State AA-AAAS ___ Interim Assessment ___ Screener ___ Other	___ State AA-AAAS ___ Interim Assessment ___ Screener ___ Other	___ Reading ___ Listening ___ Speaking ___ Writing		
		___ During instruction ___ Classroom assignments ___ Quizzes ___ Unit tests ___ Group work ___ Homework ___ Other	___ State test ___ Interim Assessment ___ Screener ___ Other	___ State test ___ Interim Assessment ___ Screener ___ Other	___ Reading ___ Listening ___ Speaking ___ Writing		

Student Need	Accessibility Feature	Instruction	Content Assessments			Alt-ELP Assessment <sup>a</sup>	Notes (e.g., instructional topic, state assessment policy, adult assistance needed, etc.)
			Reading / Language Arts	Mathematics	Science		
		<input type="checkbox"/> During instruction <input type="checkbox"/> Classroom assignments <input type="checkbox"/> Quizzes <input type="checkbox"/> Unit tests <input type="checkbox"/> Group work <input type="checkbox"/> Homework <input type="checkbox"/> Other	<input type="checkbox"/> State test <input type="checkbox"/> Interim Assessment <input type="checkbox"/> Screener <input type="checkbox"/> Other	<input type="checkbox"/> State test <input type="checkbox"/> Interim Assessment <input type="checkbox"/> Screener <input type="checkbox"/> Other	<input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Writing		

<sup>a</sup> For English learners with significant visual or hearing impairments, careful consideration should be given to whether available accessibility features provide access to each domain. If not, the student **might** be considered for exemption from the domain.

## **Tool 7-C Evaluation**

After the student has used accessibility features in class and on assessments, decision-making teams should work together to determine how well they worked. Information should be gathered from teachers, the student, and the student’s family to evaluate how the accessibility features worked for instruction and for assessments. Ideas for how to better support the student moving forward should be included.

Questions to consider include:

- How did the student perform during instruction or on assessments when accessibility features were used versus not used?
- Were combinations of accessibility features effective versus not effective?
- If the student performed differently from what was anticipated (either better or worse), what are possible reasons (e.g., accessibility features allowed the student to show what they knew and could do, the student did not know how to use the accessibility feature, etc.)?
- Were certain accessibility features refused by the student? If so, why?

Form C-1 provides space in the areas called “Notes on Instruction” and “Notes on Assessments” to document the information that is gathered. There is space for an overall evaluation of how the accessibility features worked for the student.

**Form C-1. Evaluation**

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_

Accessibility Feature	Notes on Instruction			Notes on Assessment		
	Teachers' Evaluations	Student Evaluation	Family Evaluation	Teachers' Evaluations	Student Evaluation	Family Evaluation

**Overall Evaluation of Accessibility Features** (Looking at the table above, summarize the findings about currently used accessibility features in instruction and assessment.)

**Next Steps** (Describe any changes needed to accessibility features for the future, as well as any additional information that may need to be gathered.)

## Tool 7-D Sample Completed Accessibility Plan<sup>3</sup>

**Form A-1. Student Assessment Data** (Include or attach all available data)

Student's Name     Fatima     Grade     4     School Year   2023-24  

Assessment		Current Year	Previous Year
AA-AAAS	Reading / Language Arts	Does not meet	Does not meet
	Mathematics	Approaching meets	Approaching meets
	Science	NA	NA
	Other	NA	NA
Alt-ELP	Reading	Does not meet	Does not meet
	Listening	Approaching meets	Does not meet
	Writing	Does not meet	Does not meet
	Speaking	Approaching meets	Does not meet
Interim Assessment		NA	NA
Screener		NA	NA
Others		NA	NA

<sup>3</sup>The sample student represented here is adapted from the profile developed by the IVARED (Improving the Validity of Assessment Results for English Language Learners with Disabilities). Fatima's profile in the IVARED training modules (<https://www.ivared.info/training.html>) was changed here to reflect a student with significant cognitive disabilities.

**Form A-2. Student Characteristics and Experiences** (include information that may affect or support the use of accessibility features in instruction and assessment)

Student's Name     Fatima     Grade     4     School Year   2023-24  

<p><b>Home Language Background</b> <i>(What languages are spoken at home? Are there differences in social communication and academic English proficiency?)</i> Fatima lives with her uncle, her mother, and several extended family members who all speak Arabic at home. She uses limited spoken Arabic with gestures to communicate at home. She has no reading or writing skills in Arabic.</p>
<p><b>Educational Experiences</b> <i>(What have been the student's experiences learning in English and other languages?)</i> Fatima had limited educational experiences in her home country. She moved to the U.S. when she would have been in kindergarten and started to attend school in grade 1. Before that, she stayed at home with her mother. Her only experiences with English have been since she started attending school in the U.S. She receives English language development services in addition to special education services. She was quiet in class at first. With increasing English proficiency and more familiarity with a formal school environment, she has become more comfortable with being in school. She has also started to engage with teachers and peers more.</p>
<p><b>Cultural Factors</b> <i>(Are there any aspects of the student's home culture that influence their educational experiences?)</i> Fatima's uncle tends to be the one to communicate with the school because he is the head of the household and speaks the most English. Fatima's uncle requests that her head scarf be worn over her hair. Headphones to assist with hearing loss need to be worn over her head scarf. Some of the gestures Fatima uses with her family at home do not mean the same thing in an English-speaking environment.</p>
<p><b>Migration Status and Mobility</b> <i>(Have there been disruptions in schooling or in living arrangements? If so, how have they affected schooling?)</i> Fatima's living arrangements were disrupted when the family moved to the U.S. She had not attended school previously. Starting school in the U.S. was a challenge because she was unfamiliar with a formal school environment, typical school routines, etc. There are gaps in her content knowledge.</p>
<p><b>Disability</b> <i>(What are the student's diagnosed disabilities? When was the student determined to have a significant cognitive disability? Is any disability so significant that it <b>might</b> preclude participation in a domain of the ELP assessment?)</i> Fatima has moderate to severe intellectual disabilities, as well as a hearing impairment and a vision impairment. Prior to starting school in the U.S., Fatima had not received any medical interventions. She has difficulty wearing glasses (3 pairs broken or lost in 3 yrs) and hearing aids (headscarf interferes with them and with headphones).</p>
<p><b>Academic Interests and Academic Strengths</b> <i>(What are the student's interests? How does the student learn best?)</i> She likes working with numbers and manipulatives, and has improved greatly in her alternate achievement math skills. Because of her hearing and vision issues, she learns best when provided manipulatives and when working one-on-one with teachers or peers.</p>
<p><b>Sources of Information</b> <i>(e.g., parents/family, student, previous teachers, specialists)</i> Fatima, and Fatima's uncle (he attends her IEP meetings). Also general education teacher, special education teacher, English language development teacher, cultural liaison.</p>



**Form B-1. Instructional and Assessment Planning for Accessibility**

Student's Name Fatima Grade 4 School Year 2023-24

Student Need	Accessibility Feature	Instruction	Content Assessments			Alt-ELP Assessment <sup>a</sup>	Notes (e.g., instructional topic, state assessment policy, adult assistance needed, etc.)
			Reading / Language Arts	Mathematics	Science		
Supports for uncorrected vision impairment	School provided glasses Large print Zoom CCTV or White Board	<input checked="" type="checkbox"/> During instruction <input checked="" type="checkbox"/> Classroom assignments <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Unit tests <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Other	<input checked="" type="checkbox"/> State AA-AAAS <input checked="" type="checkbox"/> Interim Assessment <input checked="" type="checkbox"/> Screener <input type="checkbox"/> Other	<input checked="" type="checkbox"/> State AA-AAAS <input type="checkbox"/> Interim Assessment <input type="checkbox"/> Screener <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Writing	Use all optimal testing conditions and other accessibility features available for AA-AAAS and Alt ELP assessment.	
Supports for uncorrected hearing impairment	Teacher microphone Student-specific signing Headphones that work over scarf	<input checked="" type="checkbox"/> During instruction <input checked="" type="checkbox"/> Classroom assignments <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Unit tests <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Other	<input checked="" type="checkbox"/> State AA-AAAS <input checked="" type="checkbox"/> Interim Assessment <input checked="" type="checkbox"/> Screener <input type="checkbox"/> Other	<input checked="" type="checkbox"/> State AA-AAAS <input type="checkbox"/> Interim Assessment <input type="checkbox"/> Screener <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Writing	Use all optimal testing conditions and other accessibility features available for AA-AAAS and Alt ELP assessment. Consider exemption for Listening domain if maximum use of accessibility features does not provide access.	

Student Need	Accessibility Feature	Instruction	Content Assessments			Alt-ELP Assessment <sup>a</sup>	Notes (e.g., instructional topic, state assessment policy, adult assistance needed, etc.)
			Reading / Language Arts	Mathematics	Science		
Use of concrete objects for instruction and assessments	Manipulatives and other concrete objects, including pictures	<input checked="" type="checkbox"/> During instruction assignments <input checked="" type="checkbox"/> Classroom assignments <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Unit tests <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Other	<input checked="" type="checkbox"/> State AA-AAAS <input checked="" type="checkbox"/> Interim Assessment <input checked="" type="checkbox"/> Screener <input type="checkbox"/> Other	<input checked="" type="checkbox"/> State AA-AAAS <input type="checkbox"/> Interim Assessment <input type="checkbox"/> Screener <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Writing	State policies for use of manipulatives and other concrete objects will be followed for assessments.	
Providing instruction and assessment at best times for Fatima	Frequent breaks Time best for student	<input checked="" type="checkbox"/> During instruction assignments <input checked="" type="checkbox"/> Classroom assignments <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Unit tests <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Other	<input checked="" type="checkbox"/> State AA-AAAS <input checked="" type="checkbox"/> Interim Assessment <input checked="" type="checkbox"/> Screener <input type="checkbox"/> Other	<input checked="" type="checkbox"/> State AA-AAAS <input type="checkbox"/> Interim Assessment <input type="checkbox"/> Screener <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Writing		
To hear comprehensible task or test directions	Oral presentation of test or task directions in native language	<input checked="" type="checkbox"/> During instruction assignments <input checked="" type="checkbox"/> Classroom assignments <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Unit tests <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Other	<input checked="" type="checkbox"/> State AA-AAAS <input type="checkbox"/> Interim Assessment <input type="checkbox"/> Screener <input type="checkbox"/> Other	<input checked="" type="checkbox"/> State AA-AAAS <input type="checkbox"/> Interim Assessment <input type="checkbox"/> Screener <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Writing	Check interim assessments and screeners to determine whether this accessibility feature is allowed.	

<sup>a</sup>For English learners with significant visual or hearing impairments, careful consideration should be given to whether available accessibility features provide access to each domain. If not, the student **might** be considered for exemption from the domain.

**Form C-1. Evaluation**

Student's Name Fatima Grade 4 School Year 2023-24

Accessibility Feature	Notes on Instruction			Notes on Assessment		
	Teachers' Evaluations	Student Evaluation	Family Evaluation	Teachers' Evaluations	Student Evaluation	Family Evaluation
School provided glasses Large print Zoom CCTV or White Board	Works well, but logistics are sometimes difficult, especially for using CCTV. Fatima needs support to remember to wear her glasses.	Okay (gesture).	Uncle agrees with all supports.	Worked for both AA-AAAS and Ati-ELP assessment because another person could help to administer.	Okay (gesture).	Uncle agrees with all supports for vision issues.
Teacher microphone Student-specific signing Headphones that work over scarf	Use of microphone for Fatima is hard to remember. Signs (i.e., gestures Fatima already uses) have been helpful for basic instructions. However, Fatima uses some gestures that may be misinterpreted by classmates (e.g., raised eyebrow for no). Good headphones were finally identified.	Microphone - Not sure (unclear gesture; raised an eyebrow) Signs and headphones – Yes (gesture).	Uncle agrees with all supports for vision issues.	Couldn't use microphone or student specific signing. Headphones were helpful.	No reaction.	Uncle agrees with all supports for hearing issues.
Manipulatives and other concrete objects, including pictures	These are essential and very helpful for math.	Okay (gesture).	Uncle agrees.	These are essential but not allowed for all AA-AAAS math items	Okay (gesture).	Uncle agrees.

Accessibility Feature	Notes on Instruction			Notes on Assessment		
	Teachers' Evaluations	Student Evaluation	Family Evaluation	Teachers' Evaluations	Student Evaluation	Family Evaluation
Frequent breaks Time best for student	Because of vision and hearing impairments, these are critical for Fatima.	No reaction.	Uncle agrees.	Because of vision and hearing impairments, these are critical for Fatima.	No reaction.	Uncle agrees with adjusting timing.
Oral presentation of test or task directions in native language	Fatima understands test or task directions better in Arabic than in English. Because there is no Arabic speaking interpreter or family liaison readily available for everyday instruction, the teacher uses a translation app with an audio component.	Fatima feels she does not always need directions in Arabic. She thinks it is most helpful in math and science.	Uncle agrees to the use of the app. However, he feels sometimes Fatima misunderstands English directions better than Arabic because her academic instruction has only been in English.	Fatima understands test or task directions better in Arabic than in English. Arrange ahead of time for audio version of the test directions in Arabic. She will need to take practice tests with these native language versions.	No reaction.	Uncle agrees.

**Overall Evaluation of Accessibility Features** (*Looking at the table above, summarize the findings about currently used accessibility features in instruction and assessment.*)

- According to her teacher and uncle, Fatima appears to need all the accessibility features that have been provided during her time in school. Fatima did not express an opinion about frequent breaks and adjusted timing. It's unclear whether we misunderstood her communication about the microphone use and whether she had a way to express her feelings about frequent breaks or adjusted timing.

- Fatima has developed a range of gestures that work in the home context, and which can be helpful for classroom directions in many cases, but which can be misunderstood by classmates or teachers (e.g., does a raised eyebrow always communicate no?). However the limited range of gestures she has may not allow her to convey enough information to others.
- Fatima’s math skills and also science knowledge have continued to improve, but English reading and writing are slow to develop. Continued use of the accessibility supports is recommended, but it may eventually be necessary to request an exemption for the listening domain.
- In class, Fatima sometimes benefits from an oral presentation of task directions in her native language but her need for the native language version is stronger in some content areas than others. Use of translation technology with audio output has been successful.

**Next Steps** *(Describe any changes needed to accessibility features for the future, as well as any additional information that may need to be gathered.)*

- Have school nurse check to see if Fatima’s eyeglasses fit her and to help create an in-school routine for wearing them (e.g., wear them for increasing amounts of time, always put them in the same place when taken off).
- Continue to monitor all accessibility features, and consider the addition of text to speech and closed captioning if Fatima’s hearing stabilizes and her reading skills improve.
- While the gestures Fatima uses can communicate basic information, she needs a more advanced communication system at school so peers and teachers clearly understand and she can participate in instruction and assessment. Gradual work on traditional ASL signs is recommended, with the goal of eventually providing ASL for assessments. Fatima’s peers and teachers will need to know some signs to communicate with her about class activities.
- Continue to ask Fatima about the use of the microphone and adjusted timing and provide her with the signs or other methods to express her opinions. It appears she may not feel the microphone benefits her. Her uncle might be able to help clarify her response. Also unclear why she did not respond about adjusted timing. Was she distracted? Did she have a way to communicate more complex concepts like “sometimes”?

- In class, provide oral/audio task directions in both English and Arabic when possible. Let Fatima choose which version to use. On tests, request an Arabic-speaking interpreter early to ensure one is available.
- Request or create an Arabic version of state assessment directions early in the school year to ensure she has opportunities to take practice tests based on a full understanding of the assessment process.
- Find out whether interim assessments and screeners used by the district allow for oral presentation of native language test directions (See Form B-1).

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