



**Accommodation Policies for States'
Alternate Assessments based on Alternate
Achievement Standards (AA-AAS)**



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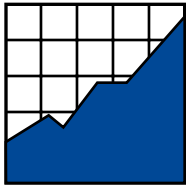
Accommodation Policies for States' Alternate Assessments based on Alternate Achievement Standards (AA-AAS)

Debra Albus and Martha L. Thurlow

July 2013

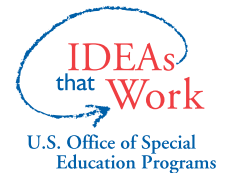
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NCEO Core Staff

Martha L. Thurlow, Director
Deb A. Albus
Manuel T. Barrera
Laurene L. Christensen
Linda Goldstone
James Hatten
Christopher J. Johnstone
Jane L. Krentz
Sheryl S. Lazarus

Kristi K. Liu
Ross E. Moen
Michael L. Moore
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Rebekah Rieke
Christopher Rogers
Miong Vang
Yi-Chen Wu

National Center on Educational Outcomes
University of Minnesota • 207 Pattee Hall
150 Pillsbury Dr. SE • Minneapolis, MN 55455
Phone 612/626-1530 • Fax 612/624-0879
<http://www.nceo.info>

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Executive Summary

Removing barriers to enable students to better show what they know on academic assessments has been an important focus of policy and initiatives in assessment design for some time. As states have joined together to focus on common academic standards in English language arts and mathematics (see www.corestandards.org), there is an opportunity to design assessments that incorporate the best of what is known about accommodations in order to allow students to demonstrate their knowledge on these standards. There are four federally funded consortia working on two types of assessments: two that are developing general assessment systems (Partnership for Assessment of Readiness for College and Careers—PARCC, and Smarter Balanced Assessment Consortium—SBAC), and two that are developing systems for alternate assessments based on alternate achievement standards (Dynamic Learning Maps—DLM, and National Center and State Collaborative—NCSC). Current accommodations policies may assist the consortia in thinking through policies for their new assessments.

Since 1992, the National Center on Educational Outcomes (NCEO) has analyzed participation and accommodation policies for students with disabilities on state administered assessments. This report focuses on accommodation policies for alternate assessments based on alternate achievement standards (AA-AAS). In addition to presenting a national overview of policies, we also address the results of our policy analysis by the four content assessment consortia (PARCC, SBAC, DLM, and NCSC).

This summary of the results of our analysis of accommodation policies for AA-AAS is organized under three areas of focus: the terms states used to describe changes in assessment administration, the specific accommodations addressed in policies overall, the accommodations addressed for ELLs and accommodation guidelines provided by states. Detailed information overall and by the four consortia are provided in the report appendices.

Accommodation Terms States Used

States used a variety of terms in their policies for the AA-AAS, including accommodation, adaptation, and modification. Even when the same term was used by two states, it sometimes meant different things. In addition, within states, the same term might be used inconsistently across documents such as in test administration manuals, frequently asked questions pages, and other accommodation policy documents.

Accommodation Policies for AA-AAS

We separated our analysis of AA-AAS accommodations into “traditional” and “unique” accommodations. We defined traditional accommodations to be those that were in previous policy

analyses for general assessments. These included accommodations such as *directions read; scribe; amplification; extra breaks*; and so on. The traditional accommodations for which most states had differing policies were: *scribe; passages or items read; explanation of terms/provide examples*; and *specific math supports*.

We defined unique accommodations to be those that were rarely found in policies for the general assessment or that were new in AA-AAS policies. Examples of these are:

- *Number line, number stamp, etc.*
- *Prompt/encourage student*
- *Secure paper to work area*
- *Visual cues (varying by degree)*
- *Tactile graphics*
- *Pointing*
- *Pictures/photos/objects for words or pictures*
- *Descriptions and labels for pictures/graphics*
- *Encouragement/prompting without cues to answer*
- *Encouraging/prompting with cues to answer*
- *Modeling, physical prompting/guiding*
- *Use of student's symbol system other than ASL*
- *Alter task/modified required response*
- *Dietary considerations*
- *Communication mode*

For unique accommodations, states showed the most differences in policy on *Prompting with cues to answer, modeling, physical prompting/guiding, and alter task*.

Addressing ELLs in Accommodation Policies

Ten states had information on accommodation policies for ELLs or students who use a language other than English. Accommodations that directly addressed linguistic factors were:

- *Limited assistance in heritage language for words, phrases or separately for general assessment questions*
- *Oral or written clarification*
- *Translate directions*
- *Translate test*
- *Oral translation of test*
- *English word to word or bilingual dictionary*

- *Electronic translator*
- *Response written in other language*
- *Explain/clarify reword directions*

The most controversial of these accommodations across states were *translating test* and *oral translation*.

Overall, for both traditional and unique accommodations for the AA-AAS, very few states addressed AA-AAS accommodations by content area (e.g., reading, writing). This is generally unlike the policies for the general assessment.

Accommodation Guidelines Provided for AA-AAS

Some states provide specific guidelines for how accommodations are administered. Seven states (Florida, Michigan, New Hampshire, New Mexico, Wisconsin, Commonwealth of the Northern Mariana Islands, Virgin Islands), provided guidelines for one or more accommodations on AA-AAS. Four of the seven states provided guidelines for using *pictures/objects*, and three states each had guidelines for *description/labels* and *encouragement/prompt*. Other guidelines were provided, but by fewer than three states, for *teacher moves manipulatives*, *physical prompting/guiding*, *read aloud*, *repeating items*, *response mode*, *transcriber*, and *translator*.

Table of Contents

Executive Summary	iii
Accommodation Terms States Used	iii
Accommodation Policies for AA-AAS.....	iii
Addressing ELLs in Accommodation Policies	iv
Accommodation Guidelines Provided for AA-AAS.....	v
Overview	1
Organization of Report	2
Method	2
Location and Nature of Accommodation Policies	4
Accommodation Policy Documents Across States	4
Accommodation Policy Documents by Consortia.....	5
Terms Used Across States Overall.....	5
Terms Used Across Consortia.....	6
Accommodation Types and Policies on Effects of Their Use	7
Traditional Accommodations.....	7
Unique Accommodations.....	10
Accommodations for English Language Learners.....	13
Other Policy Information for AA-AAS.....	15
Accommodation Guidelines.....	15
Inconsistent Terms Across Documents in a State	16
Summary	16
Accommodation Terms States Used	16
Accommodation Policies for AA-AAS.....	17
Addressing ELLs in Accommodations	18
Accommodation Guideines Provided for AA-AAS.....	18

References	19
Appendix A: AA-AAS Documents Used in Review	21
Appendix B: Policy Information by State.....	31

Overview

Removing barriers to enable students to better show what they know on academic assessments has been an important focus of policy and initiatives in better assessment designs for some time (Thompson, Thurlow, & Malouf, 2004; Gong & Marion, 2006, Quenemoen, 2008; Ysseldyke, Thurlow, & Linn, 1999). Now that most states have joined together to develop assessments based on common academic standards in English language arts and mathematics (Achieve, 2010; Porter, McMaken, Hwang, & Yang, 2011), there is an opportunity to design assessments that incorporate the best of what is known about accommodations so that all students will be able to demonstrate their knowledge on these common standards. The standards, which were developed by the National Governors' Association and the Council of Chief State School Officers, along with other organizations (see www.corestandards.org), are supposed to be clearer, fewer, and higher, which should promote better accommodation policies than have been possible in the past.

There are currently six federally-funded consortia working on three types of assessments. Two of the consortia are developing English language proficiency assessments (ASSETS and ELPA21) for English language learners. The other four are focused on assessing the common core standards in English language arts and mathematics. Two of the consortia are developing general assessment systems for students without significant cognitive disabilities (Partnership for Assessment of Readiness for College and Careers—PARCC, and Smarter Balanced Assessment Consortium—SBAC). An additional two consortia are developing systems for alternate assessments based on alternate achievement standards (AA-AAS) (Dynamic Learning Maps—DLM, and National Center and State Collaborative—NCSC). The development of credible and appropriate accommodations is important for all of these assessments, but is perhaps most challenging for the AA-AAS consortia. It is this assessment that at one time many years ago was called the “ultimate accommodation” (Thurlow, Elliott, & Ysseldyke, 2000), but which we now know needs to be clearer about the constructs that are being measured and about the changes that can be made to testing materials and procedures to maintain the validity of results because the changes do not alter the construct being measured.

Since 1992, the National Center on Educational Outcomes (NCEO) has analyzed participation and accommodation policies for students with disabilities on state administered assessments. This report focuses on accommodation policies for alternate assessments based on alternate achievement standards (AA-AAS). In addition to presenting a national overview of policies, we also present the results of our policy analysis by the four content assessment consortia (PARCC, SBAC, DLM, and NCSC).

This report provides an update to previous reports that included AA-AAS accommodations in their analyses but did not separate them out, although details could be found in appendix tables (e.g., Christensen, Braam, Scullin, & Thurlow, 2011). Given the new AA-AAS development

activities by many states through the DLM and NCSC consortia, it is important to look specifically at accommodations in the AA-AAS. This report presents information on the extent to which states report information on accommodations policies for the AA-AAS, the terms used by states, and the policies and guidelines that they present. In addition, we examine policies addressing ELLs in states' AA-AAS accommodations policies.

Organization of Report

We examined both where accommodations policies for AA-AAS are found and the content of the policies. The first part of this report focuses on where accommodation policies were found for AA-AAS and the terms used by states in policy documents (e.g., accommodation, modification, adaptation, etc.). The information is presented first by all states overall, and then by consortia. In the second part of the report, we present the nature of the accommodation policies found in documents. We separated the policies according to whether they reflected traditional accommodations (i.e., those often found for general assessments) or accommodations unique to AA-AAS. Then, we provide information on accommodations identified for English language learners (ELLs) participating in the AA-AAS. We conclude with additional guidelines that states provided for administering AA-AAS accommodations and issues of consistency in use of terms within states

Method

NCEO staff reviewed state department of education websites, collecting information on both participation and accommodation policies in August and September of 2011. Results from the examination of participation policies were summarized by Albus and Thurlow (2012).

Information was collected for all states. This included the 50 states, the District of Columbia, and 8 special entities (American Samoa, Federated States of Micronesia, Guam, Republic of the Marshall Islands, Republic of Palau, Commonwealth of the Northern Mariana Islands, Virgin Islands, and Puerto Rico). We did not gather information from the Bureau of Indian Education or the Department of Defense. The Bureau of Indian Education uses the policies of the states in which their schools are located. From collected policy documents (see Appendix A), staff compiled notes on accommodations for AA-AAS (see Appendix B tables). After compiling in a spreadsheet the categories of accommodations using state policy language, each state's information was entered into a form for use in verifying the data with each state. An email was sent to the state assessment director or state AA-AAS staff explaining our request for verification, with an individualized state form that summarized the information we found for its AA-AAS accommodations. These emails were sent on November, 21, 2011 and the requested deadline for

response was December 23, 2011. A short extension to this deadline was allowed for gathering and clarifying data into early January, 2012. Overall, 36 states or unique entities verified data in response to the request.

In the verification process, 57 of the 58 states and unique entities had documents available that contained policy information for AA-AAS. Of these, 32 states had policy information on specific accommodations. Six additional states made statements during the verification process that either all administration changes listed on the sheet could be used or that the changes were already considered to be acceptable in the design of the assessment, so the state did not refer to them as accommodations. These six states were not counted in the total that had accommodations information, but their responses are included in Appendix B.

The documents included in this report were those with the most recent information relevant to the study. Overall, 10% of the states/entities had documents from before 2011, 44% had documents for 2010-2011, 42% had documents for 2011-2012, and 7% had documents with no date.

We organized the information on accommodations for AA-AAS both overall across all states and by the states in each of the four content assessment consortia. The four consortia are referred to in figures by their abbreviations:

- DLM** Dynamic Learning Maps (AA-AAS consortium)
- NCSC** National Center and State Collaborative (AA-AAS consortium)
- PARCC** Partnership for Assessment of Readiness for College and Careers (General assessment consortium)
- SBAC** Smarter Balanced Assessment Consortium (General assessment consortium)

State membership designations for the consortia were accurate as of January, 2012. Some states were in both of the general assessment consortia (PARCC and SBAC) at that time (Alabama, Colorado, Delaware, Kentucky, New Jersey, North Dakota, Ohio, Pennsylvania, and South Carolina), and others were in none of the consortia (Minnesota, Nebraska, and Texas).

In all figures, unless stated otherwise, the data reflect accommodations that were mentioned by at least five states. Accommodations mentioned by fewer than five states are included in Appendix Table B.6, Table B.9, and Table B.12.

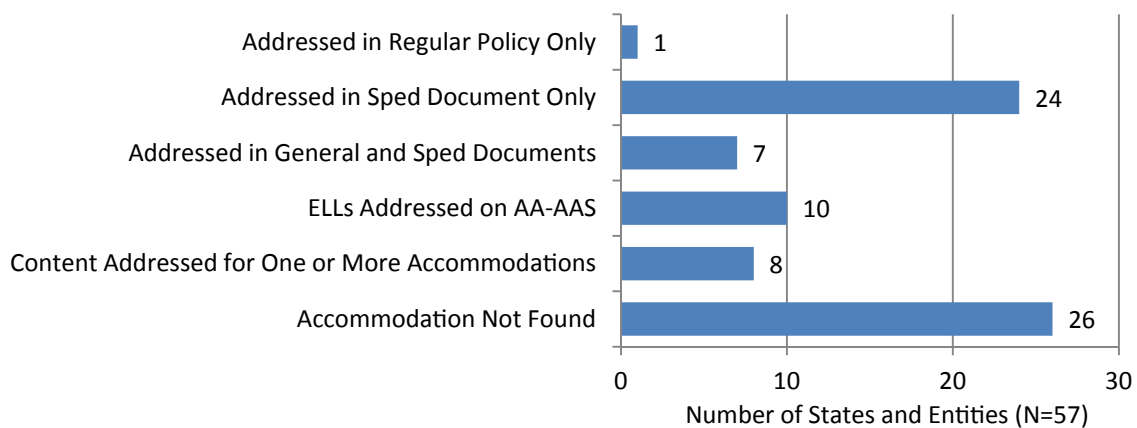
Location and Nature of Accommodation Policies

Accommodation policies can be found consolidated in one state document addressing all state assessments, or in multiple state documents addressing specific populations or specific assessments. In this section, we address where accommodation policies for AA-AAS were found. We also describe other types of information states reported, such as information on accommodations for English language learners (ELLs) or for specific content areas. We summarize the terms states used to describe changes to the administration or materials of the AA-AAS (e.g., accommodation, adaptation). Both the information about policy documents and accommodation terms are presented first by states overall, then by consortia.

Accommodation Policy Documents Across States

Accommodation information for AA-AAS was collected from a variety of policy documents. Figure 1 shows the number of states and entities that addressed accommodation policy in various ways and in different types of documents. Fifty-seven states that had policy information are represented in this figure, but could be represented in more than one entry (e.g., addressed in special education document, ELLs addressed). Most states addressed accommodations in a separate special education document (N=24), and some addressed them in both regular and special education documents (N=7). Only one state addressed AA-AAS accommodations exclusively in a document for regular policy development. The number of states that addressed accommodations for ELLs taking the AA-AAS was small (N=10), and only eight states addressed accommodations for specific content areas. Appendix Table B.1 provides details by state, including those states that indicated they had similar changes that they did not label as accommodations.

Figure 1. Accommodation Policies Across States



Accommodation Policy Documents by Consortia

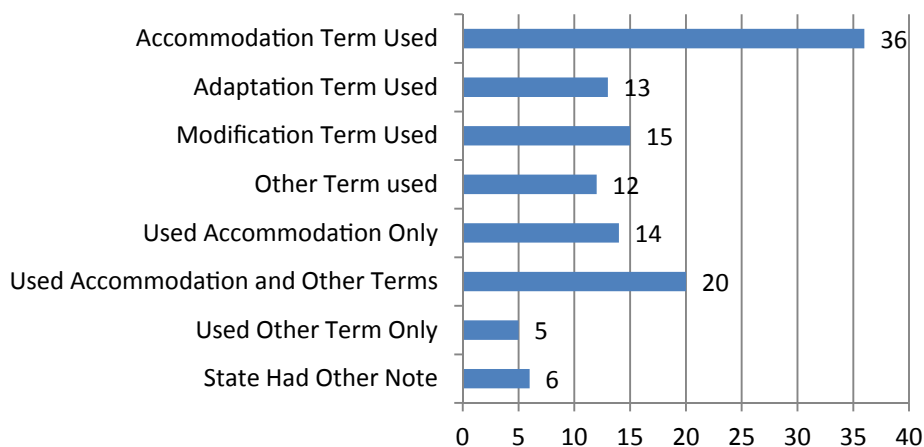
Across consortia, most states reported information on accommodations for AA-AAS in a separate special education document (the smallest percentage was 87% of the states in one consortium). A much lower number of states reported accommodations for AA-AAS in its general assessment policies (the highest percentage was 30% of the states in one consortium).

We found that a small number mentioned ELLs in AA-AAS accommodation policies (the highest percentage was 30% of states in one consortium). A smaller number addressed specific content areas in the AA-AAS accommodations policies for at least one accommodation (the highest percentage was 23% of states in one consortium).

Terms Used Across States Overall

States vary in the terms they use to refer to changes in the administration procedures or materials of an AA-AAS. Some states do not use a special term at all while others use terms such as accommodation, modification, adaptation, or other terms. Of the 57 states or entities that had AA-AAS policy, 40 states used some type of term to refer to these types of changes. These 40 states are presented in Figure 2 (see Appendices Tables B.2 and B.3). Six other states did not use any accommodation terms, but provided other information during the verification process (see Appendix Table B.4). Figure 2 presents the number of states that used the various terms (allowing states to be counted twice if more than one term was used), and the number of states that used one or more terms exclusively. Most states used the term accommodation to indicate changes in materials or procedures for the AA-AAS (N=36). A smaller number of states used terms such as adaptation, modification, or some other term. Although states using the term modification are grouped together (N=15), only four states indicated that the use of the modification had implications for scoring, and ten indicated that the use of the modification had no implications for scoring. In these states the term modification was used interchangeably with accommodation or adaptation. One state used the term modification both ways in the same document, defined one way in the glossary and treated another way in the body of the text (see Appendix Table B.5).

Figure 2. Terms Used Across States for Changes in Administration Procedures or Materials



Terms Used Across Consortia

As shown in Table 1, terms used for changes in materials or procedures were similar across consortia overall. A higher percentage of states within consortia used “accommodation” for their AA-AAS (54% in NCSC to 69% in DLM). A lower percentage of states used adaptation (15% in DLM to 40% in PARCC) and modification (27% in SBAC to 40% in PARCC). Those states using “modification” varied as to whether there were scoring consequences. A range of 15% (DLM) to 29% (PARCC) of states in consortia groups used some other term. Of the states within consortia that used “accommodation,” a range of 12% to 46% used this term exclusively. A range of 23% to 46% of states used accommodation along with another term. A range of 7% to 17% of states only used the “other” term. Data for each consortium are presented here.

Table 1. Percentage of Terms Used Across Consortia

Consortia	Accommodation	Adaptation	Modification	Other	Accommodation and other term
NCSC	54%	29%	29%	17%	37%
DLM	69%	15%	31%	15%	23%
PARCC	67%	40%	40%	29%	46%
SBAC	67%	17%	27%	20%	33%

Accommodation Types and Policies on Effects of Their Use ---

For this report, we wanted to identify both those accommodations that are familiar and used in general assessments and those that seem to be unique to the AA-AAS. Thus, we separated accommodations found in policies into either traditional accommodations or unique ones. Both types were evident in the AA-AAS policies, but in this report we explore the unique accommodations in more depth.

Traditional Accommodations

Traditional accommodations are those typically found in policies of general assessments and alternates assessments based on modified achievement standards. They are often referred to by a category of accommodation (i.e., presentation, response, equipment, etc.) and may be found in states' 2009 policies (Christensen, Braam, Scullin, & Thurlow, 2011).

Table 2 lists the traditional accommodations with the number of states that addressed each within their policy documents for the AA-AAS. The most common traditional accommodations listed for the AA-AAS, across categories, were *supports for visual limitation, passages or items read, adapt computer or other machines, and braille*. Also, there were some accommodations in AA-AAS documents that were not identified by Christensen et al. (2000) because fewer than five states listed them. These were *directions restated by student; passages, items, script modified without providing cues; and providing timing information for student (time remaining, timer, etc.)*. See Appendix Table B.6, Table B.7, and Table B.8. for detailed information on traditional accommodations.

States Allowing Traditional Accommodations for AA-AAS

Traditional accommodations for AA-AAS that showed the most differences across states as to whether they were allowed, affected scoring, or were prohibited were *scribe; passages or items read; explanation of terms/provide examples; and specific math supports*. More detailed information about these accommodations is found in Appendix Table B.8. Information on policies on traditional accommodations for AA-AAS for the four consortia is summarized in Tables B.6 and B.7.

Table 2. Traditional Accommodation Mentioned in AA-AAS Policy

Accommodation Category/ Accommodation	# States with Policy	Accommodation Category/ Accommodation	# States with Policy
<i>Presentation</i>		<i>Equipment/Materials</i>	
Braille	20	Amplification	10
Directions read, reread, clarified	11	Supports for visual limitation	26
Passages or items read	21	Light/acoustics	14
Student reads to/records self	5	Specific math supports	13
Directions restated by student	6	Masking templates	9
Directions signed	14	Adaptive furniture	15
Passages, oral script, etc. signed	19	Writing supports	4
Passages items script modified without providing cues	8	Preferred writing tool	8
Familiar trained test examiner	5	Colored overlays	8
Explanation of terms	3	Special paper	5
Page turning assists	4	Graphic organizer	3
Format change	11	<i>Scheduling/Timing</i>	
Order adjustments	3	Extended test time	13
<i>Response</i>		Extra breaks	11
Scribe or transcribe	14	Preferred day	11
Adapt computer or other ma- chines	21	Multiple days	4
Student signs	14	<i>Setting</i>	
Time information	2	Different location to test	10
<i>Other with Permission from State</i>		Minimize distractions	10
Other allowed	17	Individual administration	8
		Small group	8
		Movement opportunities	8

Braille materials (including braille editions, equipment) Student uses braille materials, braille ruler or other equipment.

Directions read/reread/clarified Teacher reads or rereads directions, emphasizes key words, explains or clarifies directions.

Passages or items read (includes reading script) Passages or any test item is read aloud or reread to student, including the reading script, audio, or digital voice taped administration. Teachers may present items as sound, or create a loop tape for spoken choices to allow students to scan in auditory mode, have an auditory list of choices or auditory substitutes for materials or supports.

Student reads to/records self Student reads aloud to self/records self-reading aloud and plays back.

Direction restated by student Student restatement of test directions.

Directions signed Signing of teacher read directions or statements.

Passages or items signed, cued, manually coded, finger spelled, or total communication Teacher signs, cues, manually codes, or finger spells for the oral script. This includes a person providing interpretation or sign language interpreter software (e.g., iCommunicator). This includes signing of questions, tasks, activities, directives, etc.

Passages, items, script changed without providing cues Modifying script with familiar terms that does not affect the intent or difficulty.

Familiar trained test examiner Test administered By SpEd Teacher/familiar trained person.

Explanation of terms, providing examples, clarifying, etc. Provide extra examples to student including asking clarifying questions or providing examples.

Page turning assists Turn pages for student, use Velcro tabs to engage student in turning pages.

Format changes Student is allowed format changes to materials such as highlighting, underlining, bolding key elements, added space and related approaches, side by side placement of two test booklets, locating bubbles directly along-side answer choices, etc.

Order adjustments Administer subtests to student in different order (e.g., longer subtest first), and allow flexibility in the order of content area tests.

Scribe or transcriber Scribe/proctor records response; student requires transcriber to transfer responses from test book to answer sheet.

Adapt computer/other machines/Special software Adapt computer or machines including portable computer, scanner, word processor, keyboard, touch screen, or adapted calculators (e.g., talking calculator). This includes special software such as voice recognition, digital or electronic text, etc.

Student signs (e.g., ASL) Student signs, with some states allowing ASL or coded English. This includes use of unique student symbol system.

Time information for student (time remaining, timer, etc.) Provide students information about the remaining time by using various methods including timer, clock, etc.

Other with approval Other accommodation is allowed with approval.

Amplification Amplifying equipment or aids.

Supports for visual limitations Use of visual supports: use enlarged text/pictures or provided manipulatives/materials. includes enlarged letter size; using cards that present letters in different font; visual aids with enlarged pictures, bolded outlines, simplified pictures, line drawings; colored pictures or clipart/version of test materials; texturizing pictures/materials as substitutes: reverse the color/intensity of the foreground and background of graphics/black and white print; magnifying equipment; cctv; overhead projector; large print version of materials; or materials magnified by teacher.

Light/acoustic adjustments Student uses special lighting or acoustics such as noise buffer, white noise, light box, etc.

Specific math supports (calculator or abacus) Allow student to use abacus or calculator.

Masking templates, place markers Use template or paper to mask materials, or use marker to maintain place.

Adaptive furniture/tools/and stabilizing student for most controlled movement possible Providing student adaptive furniture and tools. Stabilize student for most controlled movement possible. These items may include multiple tables to set up skills, arm supports, fidget toys, weighted vest, special chair, slant board/wedge, etc.

Writing supports (writing guides, word prediction, etc.) Allow student to use writing guides, word prediction, or sentence starters.

Preferred writing tool Signing of teacher read directions/statements or state says signing is allowed, but does not specify what part(s).

Colored overlays Use of colored overlay or colored computer screen overlay.

Special paper (e.g., familiar paper, graph paper) Provide paper to students that they typically use in class, including graph paper or paper to keep numbers in proper columns, etc.

Graphic organizer/checklists, etc. Use of graphic organizer, checklists, Venn diagrams, etc.

Extended time for test Student is allowed extended time or extended wait times during test.

Extra breaks Allow breaks during tasks, dividing testing over several sessions, and reactivating test if needed.

Preferred day or time of day Student may test on a preferred day, at a time of day most beneficial to student.

Multiple days Student test session is over multiple days.

Different Location (e.g., SpEd room, home, hospital, preferred seating) Student is allowed to take assessment in a different location (e.g., Special Education room, home, hospital, or is allowed preferred seating).

Minimize distractions Testing environment chosen to minimize distractions, such as study carrel, quiet location, earphones, etc.

Individual administration Student is individually administered the assessment.

Small group Student takes assessment in small group.

Movement opportunities Student is allowed opportunity to move, stand, or pace.

Unique Accommodations

Unique accommodations are those infrequently mentioned in policies for general assessments or that were new in AA-AAS accommodation documents. Table 3 lists the unique accommodations with the number of states with policy addressing each. The nature of the policy (e.g., allowed without restriction, has implications for scoring, prohibited, etc.) is included as well.

The most frequently mentioned unique accommodations were: *communication aids; use manipulatives modified, with teacher or student moving them; and picture/photos/objects for words or pictures*. These were also the accommodations that were most frequently allowed without any restrictions. Only a few accommodations were prohibited by some states. These included *prompting with cues to answer; physical prompting/guiding; alter task/modified required response; and modeling*. For more detailed information on these accommodations, see Appendix Tables B.9 through B.11.

A few of the accommodations listed in the 2009 policies (Christensen et al., 2011) are included with the unique accommodations for AA-AAS because they were listed infrequently. These were supports such as *number line; number stamp, etc.; prompt /encourage student; secure paper to work area; visual cues (varying by degree); tactile graphics (grouped with tactile manipulatives/objects); and pointing*.

Table 3. Potential Impact of Unique Accommodation Use Across States

Unique Accommodations	Total States with Policy	A	AC	AI	AI/AC or A/AC	P
Picture/photos/objects for words or pictures, etc.	20	19	1	0	0	0
Descriptions and labels for pictures/graphics	11	7	1	0	3	0
Encouragement/prompting without cues to answer	15	14	0	1	0	0
Encouraging/prompting with cues to answer	6	1	0	2	0	3
Modeling	5	0	1	3	0	1
Physical prompting/guiding	8	0	3	3	0	2
Use of student symbol system (other than ASL)	12	11	1	0	0	0
Alter task/modified required response	8	4	1	1	0	2
Extended response times during test	9	9	0	0	0	0
Securing materials for student	7	7	0	0	0	0
Dietary considerations	2	2	0	0	0	0
Use manipulatives (modified, with teacher or student moving them)	22	18	2	0	2	0
Math supports (number stamp, number line, adapted number line, etc.)	2	2	0	0	0	0
Writing Supports (letter stamp, tracing lines, etc.)	2	2	0	0	0	0
Communication mode (eye gaze, breathing pattern, gesture, etc.)	15	15	0	0	0	0
Communication aids (switch, pointer, assist/aug. communication device, etc.)	28	23	4	0	1	0

Key: A=allowed, AC=allowed in a certain circumstance, AI=allowed with implications for scoring, AI/AC=allowed in certain circumstances and with implications for scoring, A/AC=part of the accommodation defined may be allowed and another variation of it is allowed in certain circumstances, and P=prohibited.

Picture/photos/objects for words or pictures, etc. A picture, photo, or object is used in place of words or pictures.

Descriptions and labels for pictures/graphics Descriptions and labels are used to identify pictures or graphics used in the assessment.

Encouragement/prompting without cues to answer This encouragement may go beyond simple prompting to continue, and may involve praise, confirmation, snack or other incentive, stay on task, minimal physical prompting, indirect prompts that are verbal, modeling, or gestural that does not give a cue to the answer.

Encouraging/prompting with cues to answer This encouragement or prompting does give cues to the answer.

Modeling The teacher demonstrates a response similar to that desired of the student.

Physical prompting/guiding The teacher physically prompts or guides the student in answering the question. This includes the hand over hand technique.

Use of student symbol system (other than ASL) Student uses a personal symbol system for communication of test content.

Alter task, modified required response Assessment task is modified so that the required response of the student changes. This may include fewer items, removing options, waive spelling, paragraphing, or punctuation, shorter or simplified text (symbols added, shortened text), or interchangeable directives tailored to individual student (e.g., show me, point to, give me, etc.)

Extended response times during test Teacher allows extended response time for the student to give an answer to an item during the assessment to allow for motor and processing time or comprehension.

Securing materials for student Materials for the assessment are secured in a way that is optimal for the student to participate in the assessment. This may include magnets, tape, Dycem, Velcro strip boards, magnetic board, etc.

Dietary considerations Student is provided sensory dietary choices that allow him or her to optimally participate in the assessment.

Use manipulatives This includes using modified ones, with the teacher or student moving them.

Math supports These include number stamp, number line, adapted number line, sentence starter, etc. Other supports are listed under traditional accommodations.

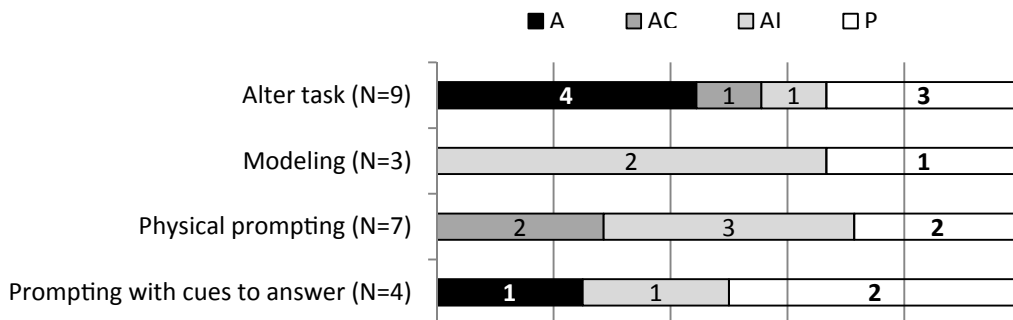
Writing Supports These include letter stamp, tracing lines/student traces dotted version of letter, alphabet line, etc. Other supports are listed under traditional accommodations.

Communication mode This includes eye gaze, breathing pattern, gesture, vocalizations, change in muscle tone, body position/posture, etc.

Communication aids These include coactive signing (expressive), kinesthetic supports, switch, stick, pointer, assistive or augmentative communication device, choice board, yes/no symbol board or cards.

Figure 3 shows the unique accommodations for which state’s policies were most varied, with some allowing the accommodation without restriction (A), some allowing under certain conditions (AC), some allowing with implications for scoring (AI), and some completely prohibiting them (P). As seen in the figure, the four accommodations had considerable divergence in policies—*prompting with cues to answer; modeling; physical prompting/guiding; and alter task*. Each bar is based on the number of states with a policy on the accommodation. For more detailed information summarized by consortia, see Appendix Tables B.11.

Figure 3. Unique Accommodations with Most Differences Among States

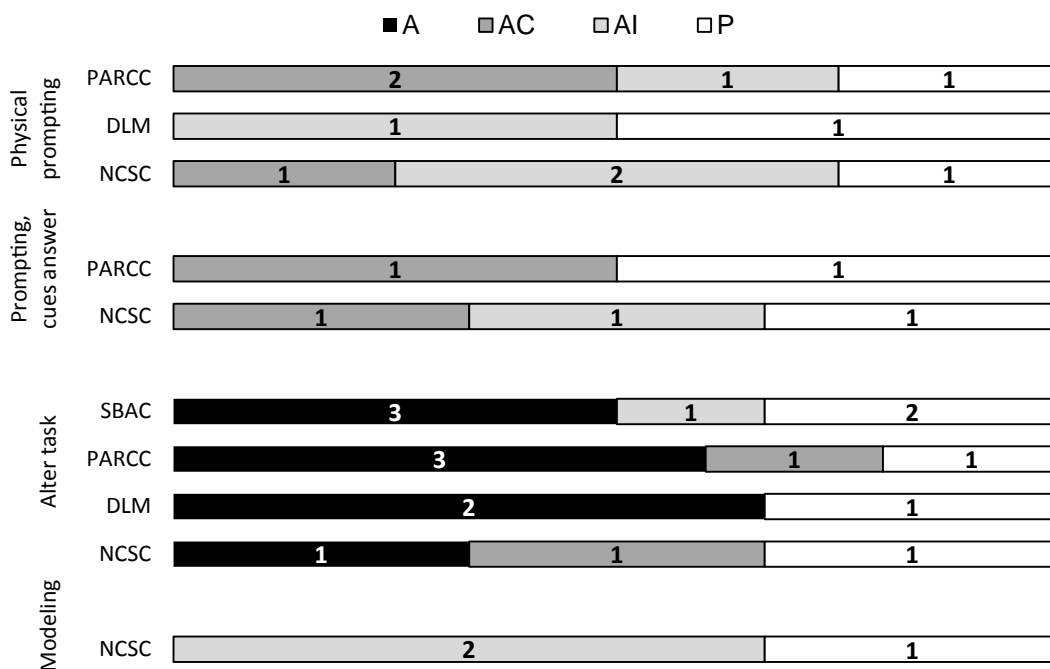


Key A=Allowed, AC=Allowed in Certain Circumstances, AI=Allowed with implications for Scoring, P=Prohibited

Note: Numbers for A, AC, AI, and P are based on the number of states with each accommodation in its policy (see number in parenthesis).

Figure 4 presents the same information as Figure 3, except it presents the widest differences for unique accommodations by consortia groups. Because there is overlap with states across consortia, and the numbers are small, it is difficult to draw conclusions. The widest differences in the four accommodations are seen in the NCSC states, and in the PARCC states for *physical prompting* and *alter task*

Figure 4. Unique Accommodations with Widest Differences by Consortia



Key: A=Allowed, AC=Allowed in Certain Circumstances, AI=Allowed with implications for Scoring, P=Prohibited

Note: States assignment to consortia is based on their affiliation as of January, 2012. Some states belong to more than one consortium.

Accommodations for English Language Learners

Ten states had accommodations information on ELLs in policy documents for AA-AAS. Table 4 shows the accommodations that states identified for students who are ELLs who use a language other than English. We include this latter category because some states did not require ELL status to use a bilingual dictionary, which infers the student uses another language (see Appendix Tables B.12 and B.13). Table 4 includes only those accommodations that were listed under a separate section for ELLs. The most controversial accommodations were *translating test* and *oral translation*. A detailed summary of the more controversial accommodations by consortia is found in Appendix Table B.14.

Table 4. ELL Accommodations in AA-AAS Policies

ELL Accommodations (ELLs specified for accommodation in policy)	Total States with Policy	A	AC	AI	AI/AC or A/AC	P
Limited assistance in heritage language for words or phrases	3	1	2	0	0	0
Limited assistance in heritage language for general questions	3	1	2	0	0	0
Special test preparation	1	1	0	0	0	0
Oral or written clarification	1	1	0	0	0	0
Translate directions	4	4	0	0	0	0
Translate test regular version	4	2	1	0	0	1
Oral translation of test	4	2	1	0	1	0
English word to word/bilingual dictionary	8	5	2	0	1	0
Electronic translator	1	1	0	0	0	0
Response written in other language	3	1	2	0	0	0
Explain/clarify reword directions	5	5	0	0	0	0
Time extension	2	2	0	0	0	0
More breaks than scheduled	3	2	1	0	0	0
Separate location	3	3	0	0	0	0
Audio	3	2	1	0	0	0
Small group or individual	2	2	0	0	0	0
Minimize distractions	2	2	0	0	0	0
Multiple day	1	1	0	0	0	0

Limited Assistance in Heritage Language for Words/Phrases Student may receive limited assistance in native language to answer questions about word or phrase.

Limited Assistance in Heritage Language to Answer General Questions Students may receive limited assistance in native language to answer their general questions about the test, but not for specific words or phrases in the test.

Special Test Preparation Student receives special help in preparing to take the assessment.

Oral or Written Clarification Student receives oral or written clarification of test directions in the native language.

Translate Directions Student may have directions translated into native language.

Translate Test Regular Version Student may take a translated version of the assessment.

Oral Translation of Test Student may receive an oral translation of the assessment.

English Word to Word /Bilingual Dictionary Student may use an English word to word or bilingual dictionary.

Electronic Translator Student may use an electronic translator or electronic bilingual dictionary on the assessment.

Response Written in Other Language Student responses may be written in another language other than English.

Explain /Clarify Reword Directions Student may have directions explained or reworded to clarify meaning.

Time Extension Student may have extended time to take the assessment.

More Breaks than Scheduled Student may receive more breaks than are scheduled.

Separate Location Student may be assessed in a separate location.

Audio Student may use audio equipment to take the assessment.

Small Group or Individual Student may be tested in a small group or individually.

Minimize Distractions Student may be provided an assessment area that minimizes distractions.

Multiple Day Student may take the assessment across multiple days.

Other Policy Information for AA-AAS

Accommodation Guidelines

Some states provided additional guidelines for administering specific accommodations. Table 5 shows the states that provided additional guidelines for accommodations on the AA-AAS. This table does not include guidelines for changes or accommodations that a state considered embedded in the assessment. Seven states, including special entities, provided guidelines for one or more accommodations. Four of the seven states provided guidelines for using *pictures/objects*, and three states each had guidelines for *description/labels* and *encouragement/prompt*. Other guidelines were provided, but by fewer than three states. The state guidelines for these accommodations are provided in Appendix Table B.15.

Table 5. Special Guidelines for Accommodations

Accommodation Guides For	CNMI	Florida	Michigan	New Hampshire	New Mexico	Virgin Islands	Wisconsin
Description/labels		X	X	X			
Encouragement/prompt	X				X	X	
Teacher moves manipulatives		X					
Physical prompting/guiding	X					X	
Pictures/objects		X	X	X			X
Read aloud			X				
Repeating items		X					
Response mode					X		
Transcriber							X
Translator							X

Inconsistent Terms Across Documents in a State

States were not always consistent across their documents about what they do or do not consider an accommodation. For example, one state used up to three different terms for several AA-AAS accommodations (i.e., accommodation, general practice, and not applicable for AA-AAS). These terms all were in documents available on the state website at the same time. Some of the differences in terms appeared in the same document in different sections. Table 6 shows the multiple and potentially contradictory terms used in one state, along with the type of document in which the different terms were found. More information, with state identifiers removed, is found in Appendix Table B.16.

Table 6. Inconsistent Terms Used in One State

Accommodation	Accommodation for AA-AAS	General Practices/ Test Administration for AA-AAS	Not applicable (NA) for AA-AAS
Reread directions	Test Administration Manual		General Practices/Test Administration
Manipulatives	Test Administration Manual and Accommodation Matrix Table	Frequently Asked Questions	
Scribe	Test Administration Manual		Test Administration Manual (ELL section)
Read test passages and questions aloud	Accommodation Matrix Table		Accommodation Matrix Table
Highlighter	Test Administration Manual	General Practices/Test Administration	Test Administration Manual (ELL section)

Summary

A summary of the review of accommodation policies for AA-AAS is organized below by the terms states used to describe changes in assessment administration, the specific accommodations addressed in policies overall, the accommodations addressed for ELLs, and accommodations guidelines provided for AA-AAS.

Accommodation Terms States Used

Across states, most states used the terms *accommodation*, *adaptation* or *modification*. Some of these states also used other terms, or used another term exclusively. States using the same term did not always use them consistently. For example, “modification” could mean a change

with or without implications for scoring depending on the state. One state was unclear, using modification with no scoring implications in the body of the document, but then defining the term in the back of the document in a glossary as having scoring implications.

Although a state may use a variety of terms to refer to assessment accommodations, sometimes a state used terms inconsistently across state documents to refer to the same accommodation. States should state clearly what changes they consider to be accommodations, general testing practices for all students, or changes not applicable to the AA-AAS, and strive for consistency across the documents that inform policy such as test administration manuals, frequently asked questions pages, and other accommodation policy documents. Further, there should be consistency regarding what accommodations are allowed across populations. For example, we found that in some AA-AAS documents an accommodation was allowed for all students taking the assessment, but was not allowed for ELLs taking the assessment. If there was a reason for this difference in policy, it should be clarified; if it is a matter of inconsistency, it should be changed.

Accommodation Policies for AA-AAS

Accommodations can be viewed as traditional or unique. Traditional accommodations are those that have appeared in previous policy analyses for general assessments and alternate assessments based on modified achievement standards. The unique accommodations are those rarely found in previous analyses or that were new to the current AA-AAS policies. Among the traditional accommodations, two were not mentioned in AA-AAS policies: *Writing in test booklet* and *monitoring placement of student responses*. Other accommodations that were rare in general policies but were more common for AA-AAS were *number line, number stamp, etc.; prompt / encourage student; secure paper to work area; visual cues (varying by degree); tactile graphics; and pointing*.

Accommodations unique to AA-AAS policies were: *picture/photos/objects for words or pictures; descriptions and labels for pictures/graphics; encouragement/prompting without cues to answer; encouraging/prompting with cues to answer; modeling; physical prompting/guiding; use of student's symbol system other than ASL; alter task/modified required response; dietary considerations; and communication mode*.

As in policy analyses for general assessments, states varied in whether certain accommodations were allowed, affected scoring, or were prohibited. Among the unique accommodations, states showed the most differences in policy on *prompting with cues to answer; modeling; physical prompting/guiding; and alter task*. Among the traditional accommodations, most states differed on *scribe; passages or items read; explanation of terms/provide examples; and specific math supports*.

Addressing ELLs in Accommodations

Overall, 10 states had information on accommodation policies for ELLs or students who use a language other than English. For the 19 accommodations addressed, states did not always specify or require ELL status yet allowed an accommodation that assumes another language (e.g., bilingual dictionary). Some of these ELL accommodations were the same as for other students (e.g., *multiple day*), but because they were listed under a separate section for ELLs they were included. Other accommodations, that directly addressed linguistic factors, were: *limited assistance in heritage language for words, phrases; limited assistance in heritage language for general assessment questions; oral or written clarification; translate directions; translate test; oral translation of test; English word to word or bilingual dictionary; electronic translator; response written in other language; or explain/clarify reword directions*. The most controversial accommodations across states were *translating test* and *oral translation*.

Accommodation Guidelines Provided for AA-AAS

Some states provided specific guidelines for how accommodations are administered. Seven states, including special entities, provided guidelines for one or more accommodations on AA-AAS. Four of the seven states provided guidelines for using *pictures/objects*, and three states each had guidelines for *description/labels* and *encouragement/prompt*. Other guidelines were provided, but by fewer than three states for *teacher moves manipulatives; physical prompting/guiding; read aloud; repeating items; response mode; transcriber; and translator*. Related to guidelines, we further note that very few states addressed AA-AAS accommodations specifically by content (e.g., reading, writing).

States allowing changes to the administration or materials of an AA-AAS should be clear about the terms they are using (e.g., accommodations, modifications) across documents. In addition, they should also be specific about the effects and consequences of each accommodation. Clarity about those changes that produce valid results versus those that produce invalid results is essential.

References

Achieve. (2010). *Closing the expectations gap: Fifth annual 50 state progress report on the alignment of high school policies with the demands of college and careers*. Washington, DC: Author.

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Gong, B., & Marion, S. (2006). *Dealing with flexibility in assessments for students with significant cognitive disabilities* (Synthesis Report 60). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved November 6, 2012, from <http://education.umn.edu/NCEO/OnlinePubs/Synthesis60.html>

Thompson, S. J., Thurlow, M. L., & Malouf, D. (2004, May). Creating better tests for everyone through universally designed assessments. *Journal of Applied Testing Technology*, 10 (2).

Porter, A., McMaken, J., Hwang, J., & Yang, R. (2011). Common core standards: The new U.S. intended curriculum. *Educational Researcher*, 40(3), 103-116.

Quenemoen, R. (2008). *A brief history of alternate assessments based on alternate achievement standards* (Synthesis Report 68). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Linn, D. (1999). *NGA Brief: Including students with disabilities in statewide assessments and accountability systems*. Washington, DC: National Governors' Association.

Appendix A

AA-AAS Documents Used in Review

State ¹	Document
Alabama	<p>Accommodations Manual, January 2010 https://docs.alsde.edu/documents/91/Alabama%20Student%20Assessment%20Program%20and%20Policies%20for%20Students%20of%20Special%20Populations%20January%202010.pdf</p> <p>Alabama Alternate Assessment Overview and IEP Accommodations Checklist Alabama Alternate Assessment Revised 2007</p>
Alaska	<p>Participation Guidelines http://search.yahoo.com/r/_ylt=A0oG7nbkEA9PVwEA0aFXNyoA;_ylu=X3oDMTEYdDFsc3U3BHNIYwNzcgRwb3MDMQRjb2xvA2FjMgR2dGikA0g0NjZfODI-/SIG=137e72bbu/EXP=1326416228/**https%3a//eed.alaska.gov/tls/assessment/pdf_files/ParticipationGuidelinesWeb_2011.pdf</p> <p>Information from training pages on Web site with registration and password required</p>
American Samoa	<p>American Samoa Teacher's Guide on Alternate Assessment Based on Alternate Achievement Standards (Draft)</p>
Arizona	<p>All forms and documents can be located on this page http://www.azed.gov/special-education/aimsa/special-education-directors/</p> <p>Alternate Assessment Test Administration Directions http://www.azed.gov/special-education/files/2011/10/aims-a-2012-test-administration-directions.pdf</p> <p>Test Administration Directions Arizona's Instrument to Measure Standards Alternate (AIMS-A) 2011 http://www.azed.gov/special-education/files/2011/10/aims-a-2012-test-administration-directions.pdf</p> <p>Special Education Directors' Manual http://www.azed.gov/special-education/files/2011/10/aims-a-2012-special-education-directors-manual.pdf</p> <p>Eligibility Form http://www.azed.gov/special-education/aimsa/special-education-directors/</p>
Arkansas	<p>Arkansas Alternate Assessment Administration Manual for Grades 3-8 http://arkansased.org/testing/pdf/assessment/alt_gr3-8_11_admin_062510.pdf</p> <p>2011-2012 Arkansas Alternate Portfolio Assessment Participant Validation Form http://arkansased.org/testing/pdf/assessment/alt_gr3-8_11_valid_051611.pdf</p>

State ¹	Document
California	CAPA Core Adaptations http://www.cde.ca.gov/ta/tg/sr/coreadaptations.asp CAPA Participation Criteria, http://www.cde.ca.gov/ta/tg/sr/participcritria.asp
Colorado	Colorado Accommodations Manual 2010-2011 http://www.cde.state.co.us/cdeassess/documents/csapa/2010/2010_Accommodations_Manual.pdf CSAPA Administration Training 2010-2011 http://www.cde.state.co.us/cdeassess/documents/csapa/2010/2010_CSAPA_Presentation.ppt CSAPA Eligibility Worksheet http://www.cde.state.co.us/cdeassess/documents/csapa/2011/CSAPA_Eligibility_Worksheet.pdf New one called CoALT [same document content, different name] http://www.cde.state.co.us/cdeassess/documents/csapa/CoAltEligibility.pdf
Commonwealth of the Northern Marianna Islands	CNMI Alternate Assessment Teachers' Guide http://pac6.org/images/upload/CNMI_Teachers_Guide___May_2010.doc
Connecticut	Assessment Guidelines, 2011-2012 http://www.csde.state.ct.us/public/cedar/assessment/agl/resources/Assessment-Guideline2011-12.pdf CMT/CAPT Skills Checklist Web page includes training materials http://www.csde.state.ct.us/public/cedar/assessment/checklist/index.htm
Delaware	Guidelines for Inclusion http://www.doe.k12.de.us/aab/files/_Guidelines_for_Inclusion_8-11.pdf State Assessment Coordinator Manual http://de.portal.airast.org/resources/Alt1%20Resources/DCAS-Alt1_SAC_2011-2012.pdf Test Administration Manual http://de.portal.airast.org/resources/Alt1%20Resources/DCAS-Alt1_TAM_2011-2012.pdf
District of Columbia	DC CAS Alt Assessment Criteria http://osse.dc.gov/service/dc-cas-alt-participation-criteria-and-forms 2011-2012 DC CAS Alt Procedures handbook http://osse.dc.gov/publication/dc-cas-altprocedures-handbook [This document mentions Pathways to Learning document to show examples of modifications, but these were not found at the linked sites in the document.]
Federated States of Micronesia	FSM Alternate Assessment Based on Alternate Achievement Standards Teacher Guide FSM AA-AAS & Accommodations guide Guidelines for Including Students with Disabilities in the National Standardized Test (NST) and Criteria for Participation in an Alternate Assessment based on Alternate Achievement Standards (AA-AAS)

State ¹	Document
Florida	<p>Florida Alternate Assessment Participation Checklist http://info.fldoe.org/docushare/dsweb/Get/Document-1858/AA%20Check.pdf</p> <p>Object Alternate Administration Manual 2010-11, http://www.fldoe.org/asp/pdf/fl-alt assessment-manual.pdf</p> <p>Exchange list 2011, http://www.fldoe.org/asp/pdf/oel.pdf</p>
Georgia	<p>GAA Examiner's Manual for 2011-2012 http://public.doe.k12.ga.us/DMGetDocument.aspx/GAA%20Examiners%20Manual%202010.pdf?p=6CC6799F8C1371F69B0943C60C3D481CEA382EE2CEFD7EE0238B6EDFABFE3937&Type=D</p>
Guam	<p>Guam Department of Education Guidelines for Including Students with Disabilities in the Stanford Achievement Test-10th edition (SAT-10) and Criteria for Participation in an Alternate Assessment Based on Alternate Achievement Standards (AA-AAS)</p> <p>Guam Department of Education Accommodations Manual</p>
Hawaii	<p>Student Assessment Section (SAS) Participation Guidelines on Web site AND Hawaii State Alternate Assessment (HSAA) Participation Criteria Checklist http://sao.k12.hi.us/assessment/hawaii-state-alternate-assessment/index.htm</p> <p>Hawaii State Alternate Assessment, Fall & Spring 2008-09 Inservice Training Frequently Asked Questions (of a general nature)</p>
Idaho	<p>Eligibility Guidelines 2011-12 http://www.sde.idaho.gov/site/assessment/ISATalt/docs/forms/Eligibility%20Guidelines%2011_30_10.doc</p> <p>ISAT Alt Manual 2011-2012 and Accommodations Guidelines http://www.sde.idaho.gov/site/assessment/ISATalt/docs/forms/ISAT_Alt_Manual_11_30.doc http://www.sde.idaho.gov/site/assessment/ISATalt/docs/forms/Accommodations-Guidelines_11_30_10.xls</p>
Illinois	<p>Illinois Alternate Assessment Participation Guidelines 2011-2012 http://www.isbe.net/assessment/pdfs/2012/iaa/IAA_Part_Gdlines.pdf</p> <p>Alternate Implementation Manual 2011 [Note: Includes link to "Reason for Not Testing" coding document where more information was found regarding participation] http://www.isbe.state.il.us/assessment/pdfs/2011/iaa/implementation_manual.pdf</p>
Indiana	<p>2010-2011 ISTEP+ Program Manual http://www.doe.in.gov/assessment/docs/ProgramManual.pdf</p>

State ¹	Document
Iowa	<p>Criteria for IEP Teams in Determining Student Eligibility for the Iowa Alternate Assessment 1%, 2011-2012 http://educateiowa.gov/index.php?option=com_docman&task=doc_download&gid=11993&Itemid=4303</p> <p>Area Education Agency Special Education procedures Appendix Documentation Guide (July 1, 2011, revised) http://www.iowaidea.org/pages/uploaded_files/Documentation%20Guide%20July%201%202011%20revised.pdf</p>
Kansas	<p>Eligibility Criteria for Students with Significant Cognitive Disabilities to Participate in the Kansas Alternate Assessment http://www.ksde.org/LinkClick.aspx?fileticket=iDZhGjaQDVI%3d&tabid=2384&mid=8885</p> <p>Kansas 2011-2012 Alternate Assessment Teacher's Guide, Aug 2011 http://www.ksde.org/LinkClick.aspx?fileticket=wJNfC6CvEMM%3d&tabid=2384&mid=8879</p> <p>Alternate Implementation Guide 2010-11 http://www.cete.us/docs/2011/2011_KAA_Implementation_Guide.pdf</p> <p>2011-12 Accommodations Manual http://www.ksde.org/Default.aspx?tabid=2372</p>
Kentucky	<p>Alternate Assessment Participation Guidelines http://www.education.ky.gov/NR/rdonlyres/E136408D-23A2-48BE-95BA-FD626D88FFFA/0/AlternateAssessmentParticipationGuidelines.doc</p> <p>2011-2012 Alt Assessment Overview Admin Guides http://www.education.ky.gov/NR/rdonlyres/1C35B092-4860-4F23-9B7A-157B255C409C/0/20112012OverviewAdministrationGuidelines.pdf</p> <p>Alternate Kentucky Performance Rating for Educational Progress (K-PREP) Based on Alternate Achievement Standards 2011-2012 Administration Guide for Section II Reading, Math, Writing, Science, & Social Studies http://www.education.ky.gov/NR/rdonlyres/4FD7607C-C143-4989-BD3C-3CC2AE272A0A/0/AdministrationGuidelinesAT11final.pdf</p> <p>Alternate Assessment and Accountability PowerPoint http://www.education.ky.gov/NR/rdonlyres/34A64072-A7F3-41E8-8983-FB-B238AFAC1B/0/AlternateAssessmentandAccountabilityFolder.ppt</p> <p>Extraordinary Circumstances Exemption Form http://www.education.ky.gov/NR/rdonlyres/4962AD09-99E1-42FC-B3CF-5C5E-354F896E/0/ExtraordinaryCircumstancesForm20112012.doc</p> <p>Kentucky Alternate Assessment Code of Ethics http://www.education.ky.gov/NR/rdonlyres/17CAFA6A-B6F8-4996-8636-E6050B9488A8/0/KENTUCKYALTERNATEASSESSMENTCODEOFETHICS.pdf</p>

State ¹	Document
Louisiana	<p>LEAP Alternate Assessment Level 1, (LAA 1) Participation Criteria http://www.louisianaschools.net/lde/uploads/4797.pdf</p> <p>LAA1 Accommodation document http://www.louisianaschools.net/lde/uploads/18144.pdf</p>
Maine	<p>2011-2012 PAAP Administration Handbook http://www.maine.gov/education/lsalt/paap/materialstools/index.htm#handbook</p>
Maryland	<p>ALT-MSA Participation Guidelines http://www.marylandpublicschools.org/MSDE/testing/alt_msa/?WBCMODE=Pre%25</p> <p>Alt-MSA handbook 2011 http://www.marylandpublicschools.org/MSDE/testing/alt_msa/ALT-MSA_Handbook</p> <p>Alt-MSA IEP Team Decision-Making Process Eligibility Tool http://www.marylandpublicschools.org/NR/rdonlyres/5F4F5041-02EE-4F3A-B495-5E4B3C850D3E/29893/AltMSAIEPTeamDecisionMakingProcessEligibilityToolR.pdf</p> <p>Technical Assistance Bulletin #17 Understanding the Criteria and Eligibility Process for Students with the Most Significant Cognitive Disabilities Participating in the Maryland School Assessment Program http://www.marylandpublicschools.org/NR/rdonlyres/0F00C262-9EFD-4F58-80C3-3DA05A224B2E/22587/TAB_17_Alt_MSA.pdf</p> <p>Maryland Accommodations Manual (MAM) http://www.marylandpublicschools.org/NR/rdonlyres/840EFBB6-CD7D-404E-8A77-E978F6D508AA/16337/MDAccommodationsManual_21108.pdf</p>
Massachusetts	<p>Requirements for the Participation of Students with Disabilities in MCAS (2011-2012 Update) http://www.doe.mass.edu/mcas/participation/sped.pdf</p> <p>2012 Educator Manual for MCAS-ALT http://www.doe.mass.edu/mcas/alt/edmanual.pdf</p>
Michigan	<p>Michigan Statewide Assessment Selection Guidance 2011-12 and the Test Administration Manual for 2011 http://www.michigan.gov/documents/mde/Michigan_Statewide_Assessment_Selection_Guidelines_360226_7.pdf and http://www.michigan.gov/documents/mde/1112_MEAP-ACC_TAM_WEB_ONLY_362117_7.pdf</p> <p>Alternate Assessment Test Administration Manual http://www.michigan.gov/documents/mde/MI-Access_10-11_TAM_FINAL_online_331399_7.pdf</p>

State ¹	Document
Minnesota	<p>MTAS Task Administration Manual http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/Alternate/Alternate_Manuals_Directions/index.html</p> <p>2010-2011 Procedures Manual http://www.education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/DAC_Corner/Policies_Procedures_Guidelines/index.html</p>
Mississippi	<p>MAAECF Teacher Resource Guide and Determination of Participation Using Progress Rubric Form http://www.mde.k12.ms.us/osa/Special_Populations/MAAECF/MAAECF_Determination_of_Participation_Using_Progress_Rubric_Form_editable.pdf</p>
Missouri	<p>MAP-A Instructor's Guide and Implementation Manual 2010-11 http://dese.mo.gov/divimprove/assess/documents/2010-2011-MAP-A-Web-Instructors-Guide.pdf</p> <p>Model IEP Form, Page 3 and Form D (and Form F, but are not specific to the MAP-A) http://dese.mo.gov/divspeced/Compliance/IEP/Index.html</p>
Montana	<p>CRT - ALT Admin Manual http://www.opi.mt.gov/pdf/Assessment/CRT/TA/11CRTAltAdminManual.pdf</p>
Nebraska	<p>IEP Team Guidelines http://www.education.ne.gov/sped/assessment/IEP_Team_Guidelines_Word_03_form.pdf</p>
Nevada	<p>Administration Manual for NAA http://nde.doe.nv.gov/NAA/2010-2011_NAA_AdministrationManual.pdf</p>
New Hampshire	<p>2010-2011 Participation Guide for NH alternate http://www.education.nh.gov/instruction/assessment/necap/admin/documents/2010_11participationguidefor_nh_alternate_assessment.pdf</p> <p>Supportive vs. Directive prompts document http://www.measuredprogress.org/documents/10157/17184/Supportive_vs._Directive_Prompts.pdf</p> <p>Accommodations Guide, 2010 http://www.education.nh.gov/instruction/assessment/alt_assess/documents/accom_guide_aug2010.pdf</p> <p>Writing Assessment Evidence Required for Assessment Submission, and other content area documents (Math, Reading, Science).</p>
New Jersey	<p>APA Procedures Manual 2010-2011 http://pem.ncspearson.com/nj/apa/%280plhbpynorerhu55a500kcbi%29/doc/NJ%20APA%202010-2011%20Procedures%20Manual%208-30-10%20for%20web%20posting.pdf</p>

State ¹	Document
New Mexico	<p>NMAPA Test Administrator Manual, Spring 2011 http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/NMAPA/dl11/TAM%20-%20Spring%202011%20(12.15.2010).pdf</p> <p>Accommodations Manual Final http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/dl10/Accommodations%20Manual%20Final%2020101012%20_28_.pdf</p>
New York	<p>Alternate Assessment Manual http://www.p12.nysed.gov/apda/nysaa/2010-2011/manual/guidelines.pdf</p> <p>Appendix D Form http://www.p12.nysed.gov/apda/nysaa/2010-2011/manual/appendix-d-forms.pdf</p>
North Carolina	<p>Eligibility 11 pdf document, August 2011 http://www.ncpublicschools.org/docs/accountability/policyoperations/tswd/x1eligibility11.pdf</p> <p>Testing Students with Disabilities publication, August 2011 http://www.ncpublicschools.org/docs/accountability/policyoperations/tswd/tswd1112.pdf</p> <p>November 2010 review of accoms form for EXTEND1 http://www.ncpublicschools.org/docs/accountability/policyoperations/accommodations/x1accommsduringtest.pdf</p>
North Dakota	<p>ND Alternate Assessment 1 Manual 2011-12 http://www.dpi.state.nd.us/speced/resource/alternate/NDAA1_Test_Directions_Manual.pdf</p> <p>Also, some participation information in general assessment document North Dakota State Assessment Test Coordinator's Manual, Fall, 2010 Grades 3-8,11</p>
Ohio	<p>AASWD 2011-12 Administration Manual http://www.ohiodocs.org/AASWD/2011-2012/Spring%202012%20AASWD%20Administration%20Manual_Final.pdf</p>
Oklahoma	<p>Portfolio Administration Manual http://www.sde.state.ok.us/curriculum/SpecEd/pdf/Assessment/OAAP/Portfolio-AdminManual.pdf</p> <p>Criteria Checklist http://www.sde.state.ok.us/curriculum/SpecEd/pdf/Assessment/OAAP/Criteria_Checklist.pdf</p>
Oregon	<p>2007-08 Technical Report Oregon's Statewide Assessment System Alternate Assessment, 2007-08 Assessment Scoring Protocols, last updated January 2011 http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/extdtecdoc_ch1-3_0809-final.pdf</p>
Pennsylvania	<p>2010-2011 Administration Manual http://www.pasaassessment.org/files/2010-2011%20Admin%20Manual.pdf</p>

State ¹	Document
Puerto Rico	<p>IEP Development Manual http://www.de.gobierno.pr/sites/de.gobierno.pr/files/MANUAL%20PEI%20EDUCACION%20ESPECIAL.pdf</p> <p>Teacher Resource Guide for PPEA http://www.de.gobierno.pr/sites/de.gobierno.pr/files/2011-12_PPEA_Resources_Guide.pdf</p>
Republic of Palau	<p>Guidelines for Including Students with Disabilities in the Republic of Palau Achievement Test (PAT) and Criteria for Participation in an Alternate Assessment based on Alternate Achievement Standards (AA-AAS)</p>
Republic of the Marshall Islands	<p>Guidelines for Including Students with Disabilities in the Marshall Islands Standard Achievement Test (MISAT) and Criteria for Participation in an Alternate Assessment</p>
Rhode Island	<p>2011-12 Participation Criteria for RIAA http://www.ride.ri.gov/assessment/DOCS/Alternate/2011-12/2011-12_ParticipationCriteria_for_RIAA.pdf</p> <p>2010-2011 RIAA admin manual http://www.ride.ri.gov/assessment/DOCS/Alternate/2010-11/2010-11_RIAA_Admin_Manual.pdf</p>
South Carolina	<p>2010-2011 South Carolina Alternate Test Administration Manual http://ed.sc.gov/agency/ac/Assessment/old/assessment/publications/documents/SCAlt_TAM_2011.pdf</p>
South Dakota	<p>Significant Cognitive Disability Eligibility Criteria http://doe.sd.gov/oats/documents/dsaSigCog.pdf</p>
Tennessee	<p>TCAP-ALTPA Teacher Manual 2010-2011 http://www.tn.gov/education/assessment/doc/AltPA_TeacherManual10-11.pdf</p>
Texas	<p>Participation Requirements http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147500894&libID=2147500889</p> <p>Presentation Supports and Materials http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147500452&libID=2147500449</p> <p>Ways to Demonstrate the Verbs Used in the STAAR Alternate Assessment Tasks http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147500457&libID=2147500454</p> <p>Comparison of Verbs Across Complexity Levels http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147501761&libID=2147501755</p> <p>FAQs http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147503354&libID=2147503348</p>

State ¹	Document
Texas (continued)	<p>Clarification of Support vs. Cueing and Prompting Terms http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147500451&libID=2147500448</p> <p>Assisting Students Performing STAAR Alternate Tasks http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147500450&libID=2147500447</p> <p>Training Module 2 (requires log in to training center)</p>
Utah	<p>UAA Manual http://www.schools.utah.gov/sars/DOCS/assessment/uaamannual.aspx</p> <p>Special Needs Accommodation Policy 2011-2012 http://www.schools.utah.gov/sars/DOCS/assessment/Special_Needs_Accommodations_Policy-pdf.aspx</p>
Vermont	<p>VTAAP Form 1 Eligibility http://education.vermont.gov/new/pdfdoc/pgm_alternate/forms/EDU-VTAAP_Form_1_Eligibility_and_Team_Information.pdf</p>
Virginia	<p>Procedures for Participation of Students with Disabilities in Virginia's Accountability System, April 2010 http://www.doe.virginia.gov/testing/participation/participation_va_accountability_system.pdf</p> <p>Alternate Assessment Manual 2010-2011 http://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/implementation_manual.pdf</p>
US Virgin Islands	<p>U.S. Virgin Islands Territorial Assessment of Learning (VITAL) http://www.usviosep.org/</p>
Washington	<p>Student Participation http://www.k12.wa.us/Assessment/AlternativeAssessment/pubdocs/StudentParticipation.pdf</p> <p>Teachers Guide for the WAAS Portfolio 2010-2011 http://www.k12.wa.us/Assessment/AlternativeAssessment/pubdocs/Teachers-GuideComplete.pdf</p>
West Virginia	<p>West Virginia Guidelines for Participation in State Assessments 2010-2011 http://wvde.state.wv.us/osp/PARTICIPATION-GUIDELINES2010-2011.pdf</p> <p>APTA Exam Manual 2010-2011 https://sites.google.com/a/wvde.k12.wv.us/oaar-file-cabinet/apta-1/APTAExaminersManual2011.pdf?attredirects=0&d=1</p>

State ¹	Document
Wisconsin	<p>Student Eligibility Criteria and Participation Checklist (Form 1-7A and 1-7) http://www.dpi.wi.gov/sped/doc/form-i7a.doc and http://dpi.wi.gov/oea/waa.html#eli</p> <p>WAA 2010-2011 TAM and The Assessment Accommodations Matrix For Students With Disabilities - updated 2011 http://dpi.wi.gov/oea/pdf/waatam.pdf</p> <p>Assessment Accommodation Matrix for Students with Disabilities, Updated 2011 http://dpi.wi.gov/oea/pdf/accomswd.pdf</p> <p>Allowable Test Practices for All Students http://dpi.wi.gov/oea/pdf/allowtestpr.pdf</p> <p>FAQ pages http://www.dpi.state.wi.us/oea/faqwaa.html#partc http://www.dpi.state.wi.us/oea/faq.html#admin http://www.dpi.wi.gov/oea/faqwaa.html</p>
Wyoming	<p>2011 PAWS-ALT Administration of Accommodations http://edu.wyoming.gov/Libraries/Assessments/2011_PAWS-ALT_Administration_of_Accommodations.sflb.ashx</p> <p>Participation Requirements for the Proficiency Assessments for Wyoming Students Alternate (PAWS-ALT) updated Fall 2010 http://edu.wyoming.gov/Libraries/Assessments/Requirements_for_Participation_in_Wyoming_s_Alternate_Assessment_2011.sflb.ashx</p>

¹The Bureau of Indian Affairs and the Department of Defense students take part in assessments in the state in which they reside and therefore are not represented in the table.

Appendix B

Policy Information by State

Table B.1. Accommodation Policy Information Available Online by State

State	Addressed in Regular Assessment Policy	Addressed in Separate AA-AAS or Special Ed. Document	ELLs Addressed on AA-AAS	Specific Content Areas Addressed for One or More Accommodations	Accom. Not found
Alabama	1			1	
Alaska		1		1	
Arizona		1			
Arkansas		1			
California		1			
Colorado	1	1	1	1	
Connecticut					1
Delaware		1	1		
Florida		1	1	1	
Georgia		1			
Hawaii		1			
Idaho	1	1	1	1	
Illinois		1			
Indiana					1
Iowa					1
Kansas	1	1			
Kentucky		1			
Louisiana		1			
Maine		1			
Maryland ¹		1			

State	Addressed in Regular Assessment Policy	Addressed in Separate AA-AAS or Special Ed. Document	ELLs Addressed on AA-AAS	Specific Content Areas Addressed for One or More Accommodations	Accom. Not found
Massachusetts					1
Michigan		1	1		
Minnesota					1
Mississippi					1
Missouri					1
Montana		1			
Nebraska					1
Nevada		1	1		
New Hampshire	1	1			
New Jersey		1			
New Mexico	1	1			
New York		1			
North Carolina	1	1	1	1	
North Dakota					1
Ohio					1
Oklahoma					1
Oregon					1
Pennsylvania		1			
Rhode Island					1
South Carolina		1	1		
South Dakota					1
Tennessee					1
Texas					1
Utah					1
Vermont					1
Virginia		1			

State	Addressed in Regular Assessment Policy	Addressed in Separate AA-AAS or Special Ed. Document	ELLs Addressed on AA-AAS	Specific Content Areas Addressed for One or More Accommodations	Accom. Not found
Washington					1
West Virginia		1	1	1	
Wisconsin	1	1		1	
Wyoming		1	1		
Special Entities ²					
American Samoa					1
Confederation of Northern Mariana Islands		1			
District of Columbia		1			
Guam					1
Federated States of Micronesia					1
Palau					1
Puerto Rico					1
Republic of Marshall Islands					1
Virgin Islands					1
Total	8	32	10	8	26

¹The Maryland Accommodations Manual has information on prompt levels for alternate in the document, but no information on accommodations specific to the alternate based on alternate achievement standards.

² The Bureau of Indian Affairs and the Department of Defense students take part in assessments in the state in which they reside and therefore are not represented in the table.

Table B.2. Accommodation and Other Terms Used in AA-AAS Policy Documents

(Asterisks indicate notes in the following table.)

State	Accommodation Term Used	Adaptation Term Used	Modification Term Used	Other Term Used	Used Accommodation Only	Used Accommodation and Other Term(s)	Used Only Other Term(s)	State Had Other Note (Table B2c)
Alabama	1				1			
Alaska	1	1	1			1		
Arizona	1	1				1		
Arkansas	1				1			
California		1					1	
Colorado	1		1	1*		1		
Connecticut								
Delaware	1*			1*		1		
Florida	1			1*		1		
Georgia								
Hawaii	1				1			
Idaho	1	1*				1		
Illinois	1				1			
Indiana								
Iowa								
Kansas	1*				1			1
Kentucky	1	1	1*			1		
Louisiana	1		1			1		
Maine	1			1*		1		
Maryland	1*		1*	1*		1		
Massachusetts	1	1	1			1		
Michigan	1				1			

State	Accommodation Term Used	Adaptation Term Used	Modification Term Used	Other Term Used	Used Accommodation Only	Used Accommodation and Other Term(s)	Used Only Other Term(s)	State Had Other Note (Table B2c)
Minnesota								
Mississippi								
Missouri	1	1	1	1*		1*		1
Montana		1*	1*				1	
Nebraska								
New Hampshire	1*			1*		1		
New Jersey				1*			1	
New Mexico	1				1			
New York	1	1*		1*	1			
Nevada	1				1			
North Carolina	1				1			
North Dakota*								1
Ohio								1
Oklahoma	1*	1*	1*			1		
Oregon								
Pennsylvania	1*	1*	1*			1		
Rhode Island	1*		1*			1		1
South Carolina	1		1*			1		
South Dakota								
Tennessee		1*					1	
Texas	1			1*		1		1
Utah	1*		1*			1		
Vermont*								
Virginia	1*				1			
Washington*								

State	Accommodation Term Used	Adaptation Term Used	Modification Term Used	Other Term Used	Used Accommodation Only	Used Accommodation and Other Term(s)	Used Only Other Term(s)	State Had Other Note (Table B2c)
West Virginia	1*				1			
Wisconsin	1		1*		1			
Wyoming	1				1			
Special Entities¹								
District of Columbia	1*	1*	1*	1*			1	
American Samoa								
Guam								
Confederation of the Northern Mariana Islands*	1*			1*		1		
Federated States of Micronesia								
Palau								
Puerto Rico								
Republic of Marshall Islands								
Virgin Islands	1							
Total	36	13	15	12	14	20	5	6

¹The Bureau of Indian Affairs and the Department of Defense students take part in assessments in the state in which they reside and therefore are not represented in the table

Table B.3. Term Notes Explained for Accommodation, Adaptation, Modification, and Other Terms Used by States (Other Notes in B2c)

State	Term Notes Explained
Colorado	<p>Other Term—Expanded Accommodations Students taking CoAlt may use Expanded Accommodations in addition to all standard accommodations allowed on TCAP. Because each student taking this assessment will require individualized supports to meet his or her unique learning needs, educators will need to adapt materials and presentation methods based on each student's needs.</p>
Delaware	<p>Accommodation The DCAS – Alt1 is designed so that many of the supports that a student may need are built into the assessment design (e.g., picture arrays, oral reading of passages). The following allowable accommodations provide students with the opportunity to gain access to an item and make a response (Kleinert & Kearns, 2010). Other Term—Substitutions The stimulus materials identified in each task are intended for students who have significant cognitive disabilities. In recognition of the need to depart on occasion from the standard stimulus and response materials, the chart below shows suggested substitutions and alternatives that are based on the student's degree of vision, hearing, or physical mobility. [The state interpreted Substitutions as accommodations, so were counted as accommodations without referring to a separate term. Similarly, assistive technology (AT) was treated as accommodations for the same reason and due to some overlap with accommodations list with AT]</p>
Florida	<p>Other Term—Allowable Adjustments to the Standard Method of Administration The Florida Alternate Assessment is designed to allow maximum access to students with significant cognitive disabilities. Some students may require adjustments to the standard administration of the assessment and/or modified materials in order to access the test and demonstrate their knowledge (including the use of Assistive Technology Devices). Any adjustments used during the administration of the assessment should align with what the student uses on a daily basis during classroom instruction. Criteria The following adjustments in the administration are available for all students on alternate assessment who have been found eligible to receive special education services. The use of adjustments must be in accordance with what occurs on a daily basis during classroom instruction.</p>
Idaho	<p>Adaptation Adaptations invalidate assessment results (Except for the ISAT-Alt, IRI-Alt). If adaptations are used, the student is deemed not proficient and will not be counted towards participation. Examples of adaptations ...</p>
Kansas	<p>Accommodation <i>Alternate Assessment</i> The alternate assessment is not a standardized assessment test design, and therefore restrictions on accommodations are not applicable. Any accommodations should be included on the evidence label for the selected Extended Standards indicators being assessed.</p>
Kentucky	<p>Modification Current adaptive behavior requires extensive, individualized direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access the Program of Studies; Elsewhere examples are also given of “Non-acceptable Prompting Procedures” but these are not referred to as modifications.</p>
Maine	<p>Other Terms—Flexibility in Presentation The Directions for Task Administration section within each PAAP Task Description may include additional supports not listed among the approved accommodations for the general assessment. Because of the modified nature of the PAAP and the population for whom the PAAP is intended, some flexibility in the method of presentation is necessary and appropriate. The use of support mechanisms listed within the Directions for Task Administration section does not affect the PAAP scoring formula since it does not change what is being measured in the task.</p>

State	Term Notes Explained
Maine (continued)	<p>Levels of Assistance If a student needs supports beyond those provided through approved accommodations or the flexibility that is part of every PAAP Task Description, the opportunity to use individualized Levels of Assistance is provided. Supports classified as Levels of Assistance are teacher-developed support mechanisms that, while not modifying the content being measured, assist a student in completing the task or retrieving the answer to a particular question without actually providing that answer to the student.</p>
Maryland	<p>Accommodation See note on “Other” term below. No examples of accommodations were given per se.</p> <p>Modification <i>Extensive Support</i> The student requires the use of a prompt hierarchy, low/med/high assistive technologies and substantial accommodations and modifications in order to access the general education curriculum. The document did not give examples of modifications other than those that might be considered prompts.</p> <p>Other— Prompt Under Extensive Support Emphasized throughout the document, the term prompt is used for instruction and in the assessment. “The student requires the use of a prompt hierarchy, low/med/high assistive technologies and substantial accommodations and modifications in order to access the general education curriculum.” However, because the examples were given described as prompts, and appeared to be embedded in the assessment and affected scoring. Because the presentation of prompts appeared more embedded in the assessment process itself, the examples given of prompts were not included in our tables.</p>
Minnesota	<p>State Note State lists allowed “Administration Activities,” but these are presented as part of the assessment administration so are not counted in the summary.</p>
Missouri	<p>Other—Non-Task-Specific Assistance Cues, prompts, or assistance needed to redirect attention or focus toward task are considered non-task-specific assistance and would typically not affect a student’s Level of Independence. The cues or prompts in Table 13 refer to non-task-specific assistance. The use of these types of redirection or focus on the task should not be considered when determining Level of Independence, unless the skill assessed in the API specifically relates to “attending to” the task or activity at hand. [Examples given were environmental prompt (e.g., flipping a light switch), redirection (e.g. repeating directions), focus (e.g., encourage student), minimum physical prompt (e.g., lightly touch student to redirect or focus student on task). Although Missouri uses these terms in its documents it does not give examples. Missouri uses a portfolio-based assessment for its AA-AAS. Accommodations don’t need to be checked because each task is individually designed for the specific needs of the student and aligned to the Alternate Performance Indicators.]</p>
Montana	<p>Adaptation Adaptations and assistive technology are allowed. Because of the diversity in the population of students participating in the alternate assessment, test administrators will need to customize the materials and provide individualized ways for students to access the materials, participate in the assessment, and respond to test items. The same communication and response strategies routinely used with the student in daily instruction should be used in these tasklets. While preparing to implement the tasklets, think about the way in which you will deliver information to the student and the way in which the student will respond to you. Consider the student’s physical, sensory, and cognitive skills when selecting and customizing test activity materials. There are no restrictions on the use of specialized materials and Assistive Technology (AT).</p> <p>State also uses Modification but not as a separate category. The following examples are provided to demonstrate how various modifications or adaptations of tasklets could encourage student responses.</p>
New Hampshire	<p>Accommodation The following is an excerpt from the NECAP Accommodations Guide for 2010-11.</p> <p>It applies equally well to students who take the grade-level general assessment as it does to students who take the alternate assessment. [accommodations in guide apply to AA-AAS]</p>

State	Term Notes Explained
New Hampshire (continued)	<p>Other Term—Supportive Prompts This term was used together with accommodations, but is noted here. <i>Supportive prompts</i> can take many forms. Augmentative communication for students with limited verbal communication, a touch on the shoulder to stimulate movement to initiate the task for a student with attention and/or motor difficulties, the choice from an array of answers for the student whose motor difficulties inhibit writing, all can be seen as <i>supportive prompts</i> that break the barrier of the disability without “giving” the student the answer. ... Contrast that with the <i>directive prompt</i>, which leads the student to (or hints at) the correct answer rather than paving the way for them to answer on their own.</p>
New Jersey	<p>Other Term—Supports Supports are the instructional and assistive tools that students use to increase independent performance and facilitate their access to grade-level educational materials and activities. The most important thing to remember is that supports garner independence and facilitate access; they do not lead the student to the correct answer the way a prompt does. Prompts To accurately document student performance of skills, a distinction must be made between <i>direct prompts</i> and <i>indirect prompts</i>. An indirect prompt guides/leads the student but does not give the student the answer. The level of prompt provided to the student must be documented on the evidence and will affect the scoring of the activity. Verbal, gestural, or model prompts that directly give the student the correct answer (called direct prompts) are considered a most intrusive prompt in the prompt hierarchy. Direct verbal, gestural, and model prompts are useful for instruction but cannot be used for assessment. Only indirect prompts can be used for assessment.</p>
New York	<p>Adaptation The term adaptation was used but no examples given to distinguish from accommodations. Provide supports, adaptations, test accommodations, and adaptive equipment or assistive technology as specified in the IEP.</p> <p>Other term—Cues or Prompts Cues or prompts are not initial directions and affect the Level of Independence score. Cues and prompts are given to increase the likelihood that the student will give the correct or desired response; not considered part of the test accommodations; and a product of the learning style and/or physical and sensory abilities of the student (i.e., physical, visual, verbal, auditory, sensory).</p>
North Dakota	<p>State Note ... the NDAA1 is considered an accommodation in and of itself.” The state does reference good general assessment practices for all students, but these are not considered accommodations so are considered embedded in the assessment administration.</p>
Oklahoma	<p>Accommodation See Other Term note. State describes accommodations in same category as modifications as a support.</p> <p>Adaptation “What adaptations and accommodations were required for the student to show cognitive independence?” This question is repeated throughout document, but no example of adaptation is given to distinguish from accommodation or other terms used.</p> <p>Other Term—Supports Supports include modifications, accommodations, supplementary aids and services, and prompts. <i>Supports are not just the prompt hierarchy</i> used with a student. Supports enable persons with disabilities to access resources, information, and relationships. When appropriate supports are provided, results will be in enhanced productivity, community integration, independence, and satisfaction. Supports should be age appropriate for the student based on chronological age, not developmental age.</p> <p>Prompt Hierarchy A prompt hierarchy is a description of the prompting plan that you use to enable a student to complete a task as independently as possible.... Prompts used that are more restrictive will not meet the criteria for a piece of evidence.</p> <p>Modification See Other Term note. State describes modifications in same category as accommodations as a support.</p>

State	Term Notes Explained
Pennsylvania	<p>Accommodation and Modification These are both described as Adaptations but are not treated the same in scoring. “Accommodations are changes in the assessment format. ... Modifications are changes that reduce the cognitive demand of the skill being assessed.” (A modification lowers the score.)</p> <p>Adaptation Adapted Test Items for Students Who Are Non-verbal - 2011 Test items that require oral responses have been adapted to accommodate students who are non-verbal and use alternate modes of communication to demonstrate their reading and math skills. Skills designated with an “AAC” in the top right hand corner of the standard Test Booklet should be replaced with the adapted test items that are in the PDF files below. The materials (e.g., picture/word cards, number line/chart, etc.) used in the adapted test items are included in the files.</p>
Rhode Island	<p>Accommodations, Modifications Participation is also individualized using accommodations, modifications, and assistive technology that had been defined in the student’s IEP. Curriculum for students with significant disabilities should be aligned with the general education curriculum. Through individualized instruction, a student will participate in authentic activities that measure the AAGSEs chosen for him or her. (The state mentions these terms for Rhode Island Alternate Assessment, but gives no examples.)</p>
South Carolina	<p>Modification “O. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization, modifications) than appropriate.”</p>
Tennessee	<p>Adaptations Adaptations—any change to the environment that allows the student to become more independent (picture schedules or checklists, picture overlays for the computer, picture maps, loop tape instructions). (No examples were provided outside this definition.)</p>
Texas	<p>Other term—Supports Because of this broad access, it is critical that STAAR Alternate tasks be accessible for each student through the use of accommodations in the form of presentation supports and materials. Without access the student will not be able to demonstrate the skills he or she may have acquired. Since the teacher knows the student best, the teacher must select materials and determine how the materials will be presented to the student while considering the student’s learning style preference. The teacher should plan the task in a manner that allows the student to perform the predetermined criteria without additional assistance from what was preplanned prior to the observation. Students do not receive lower scores because of these needed supports. Supports level the playing field so that the student’s disability is not a factor in his or her performance. As long as the support does not change the complexity level of the task or give the student the answer, the student can have any routinely used accommodations/supports necessary to access the task. Starting on page 2, examples of possible supports and materials are provided for the verbs in each complexity level. These supports and materials can be used for students with cognitive disabilities as they perform the predetermined criteria for each assessment task. AND Accommodations/supports as listed on the document, “Presentation Supports/Materials for STAAR Alternate” may be used during STAAR Alternate observations to allow student access to the task or stimuli if routinely and successfully used during regular instruction. These supports should be preplanned and recorded on the documentation form under the heading Preplanned Presentation Supports/Materials. These supports “level the playing field” by providing access to the task for students with disabilities and allow students to be as independent as possible. The use of these supports does not negatively affect the student’s score. Teachers should not use terms from the “Hierarchy of Cueing and Prompting” document in the Preplanned Presentation Supports/Materials section of the documentation form. Preplanned supports cannot give the student the answer or change the complexity level of the task.</p>

State	Term Notes Explained
Texas (continued)	<p>Cueing and prompting cannot technically occur prior to the observation and cannot be pre-planned. The terms listed in the “Hierarchy of Cueing and Prompting” document are used to describe the <i>additional assistance</i> that may be needed during a task when the student is unable to proceed as expected with the <i>preplanned supports</i>. Cueing and prompting should be recorded on the documentation form under the heading Level of Support for each pre-determined criteria. Cueing and prompting terms should only be recorded in the observation notes and do not affect the score that the student receives; therefore, it is critical that the teacher use this assistance only if necessary. However, if a student is unable to perform the task independently, appropriate wait time should be provided. If more assistance is needed, a cue should be given first and then a prompt if the cue is unsuccessful.</p> <p><i>Examples of Cueing and Prompting</i></p> <p>Here are some examples of the various types of cues and prompts. The difference between a cue and a prompt may be confusing and is really related to the degree to which the student is assisted. A cue is just a hint and does not lead the student to a direct answer. A prompt is much more invasive as it takes the student step-by-step through the task leading to a direct answer.</p>
Utah	<p>Accommodation Examples of some acceptable accommodations are listed below. This is not a complete list; rather, it is intended to guide the IEP team in determining the most appropriate circumstances under which to assess individual students.</p> <p>Modification Students may use any communication modes or assistive technology during the UAA that they generally use. Documentation of the need for such support should be found in the student’s IEP in the section identifying program modifications or supports for school personnel and/or supplementary aids and services to student or on behalf of student in regular education programs.</p>
Vermont	<p>State Note The following was unclear if embedded in assessment as it is mentioned in relation to scoring, so these were not included in total summary. Assistive Technology (AT) The phrase “use of AT support” is used in many of the scoring descriptions. This term is meant to represent any visual, structural, contextual, or assistive technology support that can be used across performance tasks. The supports should foster generalization of skills across tasks. The inferences about a student’s learning can be strongly enhanced with the demonstration of the student’s use of structures that can support the replication of the performance across different content and contexts. Some examples of these types of supports include story map, timeline, diagrams, sequencing boxes, information key, ruler with “start” and “end” cues to help align with item; chart showing tools (text or picture) and units of measurement; picture showing how/where to place thermometer etc. As a general rule, students taking the VTAAP are expected to require the use of “teacher-free” supports to achieve their assessment targets. The use of appropriate assistive technology supports and tools allows students to address more complex skills. It is important to select the supports carefully, to ensure that it enhances learning as opposed to replacing it. The SET will need to provide information about the format and use of the supports as part of the endline report of achievement.</p>
Virginia	<p>Accommodation “Q4. Can students use accommodations on VAAP evidence? Yes. A student may submit evidence using accommodations as specified within the student’s current IEP. Hand-overhand assistance (or full physical assistance) may not be used as evidence of student achievement.” (No examples were provided for allowed accommodations, so none are included in the summary except the prohibited one.)</p>
Washington	<p>State Note The student’s demonstrated cognitive functioning and adaptive behavior in school, work, home, and community environments are significantly below chronological age expectations, even with program modifications, adaptations, and accommodations. (The state gave no examples of accommodations, but mentions their use in criteria for decision-making and is therefore not included in the summary.)</p>

State	Term Notes Explained
West Virginia	<p>Accommodations Adaptations and/or supports identified in the IEP and used routinely by the student to perform a task. These include Assistive Technology and other augmentative communication, braille, signed interpretation, pictures, cues and reading to the student. (Adaptation is used in the definition of accommodation, so is not noted separately.)</p>
Wisconsin	<p>Modification Modifications are not allowed on the WAA-SwD, since a modification changes what a test item measures. However, there is a list of acceptable accommodations available called the Assessment Accommodations Matrix.</p>
District of Columbia	<p>Accommodation [defined as a kind of support, see Other Term note. Also defined in document glossary as Changes in how a test or assessment is presented or in the response a test-taker gives (e.g., test format, response format, setting, timing, or schedule). The changes do not affect level, content, or performance criteria but provide equitable instructional and assessment accessibility for students with disabilities. Accommodations are intended to mediate the effects of a student’s disability during test-taking. Accommodations are not intended to reduce learning expectations.]</p> <p>Adaptation [defined as a kind of support, see Other Term note. Also defined in document glossary as Changes made to existing materials or instructional delivery in order to meet the needs of a student (e.g., photographs, symbols paired with real objects, real objects, enlarged pictures, textured or raised pictures, high contrast color or coactive signs, head pointers).]</p> <p>Modification [defined as a kind of support, see Other Term note. Also defined in document glossary as Substantial changes in what a student is expected to learn and demonstrate, with changes being made in the instructional level, content, or performance criteria.]</p> <p>Other Term—Supports the types of materials, accommodations, adaptations, and assistive technology that the student used during the activity. Do not limit the responses to simply checking the relevant examples given on the form; make sure to include <u>all</u> the supports provided to the student. AND Supports are the instructional and assistive tools that students use to increase independence and to facilitate their access to educational materials and activities. Supports can range from “no-tech” to “high-tech” and can be used to aid the student in maintaining appropriate body position; facilitate the student’s communication; assist the student in accessing the computer or other technological device; and/or improve the student’s ability to express and receive information. AND However, use of a setting event (i.e., the placement of the student in a position that allows him/her to demonstrate the skill, or by providing the task direction) or support (e.g., adaptations, modifications, assistive technology, and/or instructional tools such as manipulatives) is acceptable when expecting independent performance. AND Supports may include but are not limited to accommodations, modifications, and assistive or augmentative technology.</p>
Confederation of the Northern Mariana Islands	<p>Accommodation “This is where the evidence provided is reviewed by the scoring team to determine if the materials and activities used were provided accommodations, modified, or reflective of lower grade level work.” (No examples were given, and the mention was directly related to a scoring rubric concerning evidence.)</p> <p>Other Term—Supports The most important thing to remember is that supports lead to increased independence and facilitate access; supports do not lead the student to the correct answer the way a prompt does. Supports range from “no-tech” to “high-tech”.</p>

Table B.4. Notes for States that Did Not Use Accommodation Terms

State	Notes
Kansas	Kansas noted: during verification that all were allowed except for one (cited from accommodation manual).
Missouri	Missouri noted: Missouri uses a portfolio-based assessment for its AA-AAS. Accommodations don't need to be checked because each task is individually designed for the specific needs of the student and aligned to the Alternate Performance Indicators.
North Dakota	North Dakota noted: North Dakota allows accommodations that are used during the student's education as specified in the IEP. ND does not use "accommodations" for the NDAA1. It is considered an accommodation in general because it is carried out in whatever manner needed to access what the student knows and is able to do. As such, most of the "accommodations" listed below are allowed. (ND had further notes, but these were in addition to documents, so did not note in tables.)
Ohio	Ohio noted: For the alternate assessment, all accommodations are allowable, that's the nature of the assessment. There isn't a single accommodation in the accommodations sections that I see that wouldn't be allowable, which includes the section on ELLs.
Rhode Island	Rhode Island noted; The RIAA is a portfolio assessment that allows teachers to design standards-based activities that take into account individual student needs. Because this design is so flexible, a list of allowable accommodations or modifications would be prohibitive. Those accommodations listed below would not be considered accommodations given our current assessment design. RI also made note about Ps for ELL ones, but were not in docs so left off.
Texas	Texas noted: We allow teachers to build in any supports the student routinely uses in class. Our only stipulation is that the supports provide access to the task and do not change the complexity level of the task or give the student the answer. Modeling, cueing, and prompting are counted against the student and affect scoring. Below is a description of the guidance that teachers are given. There is also a document called "Presentation Supports and Materials" that gives suggestions and guidelines for verbs used in specific tasks

Table B.5. States' Use of Modification Term in Accommodation Policy

State	Modification Used with implications			Text in policy documents
	Yes	No	Both	
Alaska	1			Please review the General Instructions at the front of each scoring protocol to understand accommodations that are allowed and changes to the tests that would be considered a Modification. Actions that are classified as Modifications invalidate the test and may result in a student's test scores being rejected. For example, reducing the number of choices from which the student selects the answer for a test item is a modification and not allowed. Writing a sentence for the student to copy in any item that requires the student to write his own sentence or story is a modification. If you are in doubt, please ask your Qualified Mentor.
Colorado	1			Supplementary CSAPA Expanded Accommodations may enhance a teacher's ability to present the materials and/or enhance a student's ability to respond to task requirements; however, the content of an item must not be changed by the use of an Expanded Accommodation, as that would be considered a modification of the item and would invalidate the assessment. For each item the teacher will need to be aware of the indicator being assessed in order to ensure that the adaptation will not interfere with what is being measured.
Kentucky		1		Allowing adaptations, modifications, and/or assistive technology that assist the student in accessing the information, as well as demonstrating knowledge, skill, and/or concept but do not directly guide the student to the answer;
Louisiana		1		A list of tasks needing descriptions and/or modifications will be available for students who are VI Blind or other students who cannot access the graphics even with manipulatives or modification.
Maryland		1		Participation and modifications are determined by the student's IEP team. AND Extensive Support The student requires the use of a prompt hierarchy, low/med/ high assistive technologies and substantial accommodations and modifications in order to access the general education curriculum. AND It establishes student progress based on fact and guides teachers in determining the effectiveness of their instructional procedures, adaptations, accommodations, modifications, and use of assistive technology. AND Design adaptations/ modifications to use across the curriculum.

Massachusetts		1		How will the student address the skill? Determine whether the student needs an adaptation, modification, or accommodation. Presentation of materials and information may need to be adapted to suit individual learning needs, or the method of response by the student may need to be adjusted to suit his or her communication skills (for example, when presented with sight words paired with pictures, Jamie will sign each word correctly using ASL). AND Adaptations, accommodations, and/or modifications used by the student during routine instruction in order to perform this skill independently
Missouri		1		Identify the conditions for learning the skill. How will the student participate in the activity? Determine whether the student needs an adaptation, modification, or accommodation. Presentation of materials and information may need to be adapted to suit individual learning needs, or the method of response by the student may require adjustment to suit his or her communication skills (e.g., when presented with sight words paired with pictures, Jamie will sign each word correctly using ASL).
Montana		1		Receive Test Materials Kit, Materials CD, and Test Administrator Training CD. Review the materials to see if any modifications are needed for your student. AND Factors to consider when preparing to administer the CRT-Alternate <ul style="list-style-type: none"> • For students who receive related services as part of their educational program, therapists can provide guidance on optimal positioning and seating supports. • Sensory and/or physical limitations may require modification in your delivery of a question or the use of alternatives to standard print materials. • If the student uses some form of augmentative communication system, it is critical that response options are appropriate for each item in the assessment. This may necessitate the creation of different communication displays, overlays, or programming of a communication device. AND The following examples are provided to demonstrate how various modifications or adaptations of tasklets could encourage student responses.
Oklahoma			1	Supports include modifications, accommodations, supplementary aids and services, and prompts. AND Modification Modifications are changes in the standard or in the test items and as such are not allowable (in glossary)

Pennsylvania	1			Some students select an answer based on location/ position, and failure to place the materials in the order specified in the Test Booklet may be judged as a skill modification and result in a lower score. (See page 9 and Appendix E for more information about PASA scoring criteria and procedures.) AND If the student is unable to participate meaningfully in the Reading, Math or Science test regardless of the accommodations and modifications provided, discontinue the test. AND This section includes a description of the differences between accommodations and modifications along with information about some of the ways the test can be adapted. Test Administrators are encouraged to make other adaptations if it will enhance their student's performance on the test; however, care must be taken to make sure that a balance is maintained between standardization and individualization. Accommodations are changes to the skills that remove or reduce the influence of the student's disability on factors that are not related to the content skill being assessed. Accommodations do not change the level of difficulty of the test item, and do not affect scoring. Modifications are changes to skills that lower the difficulty level and consequently the student's score. Modifications of the skill should not be made unless the student cannot proceed with the test item without this change. Adaptations may be made to the prompts used, the general presentation of test materials, and the mode of student responses. Each type of adaptation is discussed below.
Rhode Island		1		Participation is also individualized using accommodations, modifications, and assistive technology that had been defined in the student's IEP. AND If the student is not learning or is learning too slowly, the teacher will re-evaluate his/her instructional decisions and make modifications so that the student can achieve success
South Carolina		1		Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization, modifications) than appropriate.
Utah		1		Review assessment accommodation and modification guidelines and make arrangements for students who qualify. Refer to the "Assessment Accommodations" section, on page 19, for instructions.
Wisconsin	1			Modifications are not allowed on the WAA-SwD, since a modification changes what a test item measures. However, there is a list of acceptable accommodations available called the Assessment Accommodations Matrix.

District of Co- lumbia		1		Whether student needs substantial modifications or supports to meaningfully access grade-level content. For DC, there was more info in older manual before updated alt manual, so use is less distinct now in new policy.
Total	4	10	1	

Table B.6. Traditional Accommodations and Other Changes (1 of 5)

(Asterisks indicate notes in the following table.)

NCSC	Consortia Affiliations ¹			State	Student Reads to/ Records Self	Directions Restated by Student	Familiar Trained Test Examiner	Scribe or Transcriber	Colored Overlays	Supports for Visual Limitations	Amplification	Page Turning Assists
	DLM	PARCC	SBAC									
		X	X	Alabama			A		A	A	A	
X				Alaska	A	A	A	A	A	A	A	A
X		X		Arizona				A		A	A	
		X		Arkansas				A		A		
		X		California						A, AC*		
		X	X	Colorado	A			P*	A	A	A	
X			X	Connecticut								
		X	X	Delaware						A	A	
X		X		Florida*						A		
X		X		Georgia								
			X	Hawaii								
			X	Idaho	A	A	A	A	A	A	A	
		X		Illinois					A	A	A	
X		X		Indiana								
	X		X	Iowa								
	X		X	Kansas								
		X	X	Kentucky		A				A		
X		X		Louisiana						A		
			X	Maine		A	A	AC*	A	A		
		X		Maryland								
X		X		Massachusetts								
	X		X	Michigan		A	A		A	A		A
None				Minnesota								
	X	X		Mississippi								
	X		X	Missouri								

NCSC	Consortia Affiliations ¹				State	Student Reads to/ Records Self	Directions Restated by Student	Familiar Trained Test Examiner	Scribe or Transcriber	Colored Overlays	Supports for Visual Limitations	Amplification	Page Turning Assists
	DLM	PARCC	SBAC										
			X		Montana						A		A
None					Nebraska								
			X		New Hampshire						A		
	X	X	X		New Jersey			A			A		
			X		New Mexico			A	A		A	A	
X		X			New York						A	A	
X			X		Nevada						A		
	X		X		North Carolina		A	AI/AC*			A		
X		X	X		North Dakota								
		X	X		Ohio								
	X	X			Oklahoma								
			X		Oregon								
X		X	X		Pennsylvania						A	A	
X					Rhode Island								
X		X	X		South Carolina						A		
X			X		South Dakota								
X		X			Tennessee								
None					Texas								
	X		X		Utah								
			X		Vermont								
	X				Virginia								
	X		X		Washington								
	X		X		West Virginia			A					
	X		X		Wisconsin ³		A	AC*					A
X			X		Wyoming			A			A		
					Special Entities								
X					American Samoa								
X					Confederation of Northern Mariana Islands			A			A		

NCSC	Consortia Affiliations ¹			State	Student Reads to/ Records Self	Directions Restated by Student	Familiar Trained Test Examiner	Scribe or Transcriber	Colored Overlays	Supports for Visual Limitations	Amplification	Page Turning Assists
	DLM	PARCC	SBAC									
X		X		District of Columbia				A		A		
X				Guam								
X				Federated States of Micronesia								
X				Palau								
None				Puerto Rico								
X				Republic of Marshall Islands								
None				Virgin Islands								
24	13	24	30	Total	5	6	5	14	8	26	10	4

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, Delaware, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maine, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B.6. Traditional Accommodations and Other Changes (2 of 5)(continued)

(Asterisks indicate notes in the following table.)

NCSC	Consortia Affiliations ¹			State	Preferred Writing Tool	Directions Signed	Student Signs	Passages, Oral Script, or Items Signed, Cued, Manually Coded, etc.	Directions read/reread/clarified	Passages or Items Read/ reread (includes reading script)	Masking, Templates, Place Markers/ Student uses Finger or marker	Special Paper
	DLM	PARCC	SBAC									
		X	X	Alabama	A		A	AC*		AC*	A	
X				Alaska	A	A		AC*	A	AC*	A	A
X		X		Arizona		A	A	A		A		A
		X		Arkansas		A				AC*		
		X		California			A	AC*		A		
		X	X	Colorado		A	AC*	AC*		AC, AI/AC*		
X			X	Connecticut								
		X	X	Delaware	A	A	A	A				
X		X		Florida ¹				A and AC*		A		
X		X		Georgia								
			X	Hawaii								
			X	Idaho	A	A		A	A	A	A	A
		X		Illinois		A		A		AC*	A	A
X		X		Indiana								
	X		X	Iowa								
	X		X	Kansas								
		X	X	Kentucky		A			A			
X		X		Louisiana			A					
			X	Maine				AC*	A, Level 3*	AI/AC/ Level 3*	A	
				Maryland								
X		X		Massachusetts								
	X		X	Michigan			A		A, AC*	A	A	A
None				Minnesota								
	X	X		Mississippi								

Consortia Affiliations ¹				State	Preferred Writing Tool	Directions Signed	Student Signs	Passages, Oral Script, or Items Signed, Cued, Manually Coded, etc.	Directions read/reread/clarified	Passages or Items Reread (includes reading script)	Masking, Templates, Place Markers/ Student uses Finger or marker	Special Paper
NCSC	DLM	PARCC	SBAC									
	X		X	Missouri								
			X	Montana						A		
None				Nebraska								
			X	New Hampshire		A	A	AC*		AC*		
	X		X	New Jersey				A	A	A		
			X	New Mexico	A	A	A	A	A	A	A	
X				New York				A		A	A	
X			X	Nevada			A					
	X		X	North Carolina				A		AI/AC*		
X			X	North Dakota								
			X	Ohio								
	X			Oklahoma								
			X	Oregon								
X			X	Pennsylvania							A	
X				Rhode Island								
X			X	South Carolina	A	A		A	A	A		
X			X	South Dakota								
X				Tennessee								
None				Texas								
	X		X	Utah								
			X	Vermont								
	X			Virginia								
	X		X	Washington								
	X		X	West Virginia								
	X		X	Wisconsin		A	AC*	A, AC*	A	AC*		
X			X	Wyoming			A	A		A		
				Special Entities								

Consortia Affiliations ¹				State	Preferred Writing Tool	Directions Signed	Student Signs	Passages, Oral Script, or Items Signed, Cued, Manually Coded, etc.	Directions read/reread/clarified	Passages or Items Read/reread (includes reading script)	Masking, Templates, Place Markers/ Student uses Finger or marker	Special Paper
NCSC	DLM	PARCC	SBAC									
X				American Samoa								
X				Confederation of Northern Mariana Islands	A	A	A		A			
X		X		District of Columbia	A	A	A	AC*		A		
X				Guam								
X				Federated States of Micronesia								
X				Palau								
None				Puerto Rico								
X				Republic of Marshall Islands								
None				Virgin Islands					A			
24	13	24	30	Total	8	14	14	19	11	21	9	5

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, Delaware, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maine, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B.6. Traditional Accommodations and Other Changes (3 of 5)(continued)

(Asterisks indicate notes in the following table.)

NCSC	Consortia Affiliations ¹			State	Specific Math Supports (e.g., calculator, abacus)	Writing Supports (e.g., writing guides, word pred.)	Graphic Organizer/ Checklists, etc.	Multiple Days	Preferred Day or Time of Day	Order Adjustments	Extra Breaks	Time Information for Student	Adaptive Furniture
	DLM	PARCC	SBAC										
		X	X	Alabama	A						A		A
X				Alaska	A		A	A	A		A		A
X		X		Arizona	A	A		A	A		A		
		X		Arkansas	A				A				
		X		California									A
		X	X	Colorado				A	A		A		A
X			X	Connecticut									
		X	X	Delaware	A				A	P		A	A
X		X		Florida	A								
X		X		Georgia									
			X	Hawaii									
			X	Idaho	A				A	A	A		A
				Illinois	A								A
X		X		Indiana									
			X	Iowa									
			X	Kansas									
			X	Kentucky									
				Louisiana									
X			X	Maine	A			A	AC*	A	A		A
				Maryland									
				Massachusetts									
X				Michigan					A		A	A	
None				Minnesota									
			X	Mississippi									

Consortia Affiliations ¹				State	Specific Math Supports (e.g., calculator, abacus)	Writing Supports (e.g., writing guides, word pred.)	Graphic Organizer/ Checklists, etc.	Multiple Days	Preferred Day or Time of Day	Order Adjustments	Extra Breaks	Time Information for Student	Adaptive Furniture
NCSC	DLM	PARCC	SBAC										
	X		X	Missouri									
			X	Montana									
None				Nebraska									
			X	New Hampshire		AC*							A
	X		X	New Jersey									
			X	New Mexico							A		A
X				New York	A								A
X			X	Nevada	A								
	X		X	North Carolina	A						A		
X			X	North Dakota									
			X	Ohio									
	X			Oklahoma									
			X	Oregon									
X			X	Pennsylvania									A
X				Rhode Island									
X			X	South Carolina					A				A
X			X	South Dakota									
X				Tennessee									
None				Texas									
	X		X	Utah									
			X	Vermont									
	X			Virginia									
	X		X	Washington									
	X		X	West Virginia									
	X		X	Wisconsin	P								
X			X	Wyoming					A				

Consortia Affiliations ¹		State		Writing Supports (e.g., writing guides, word pred.)	Graphic Organizer/ Checklists, etc.	Multiple Days	Preferred Day or Time of Day	Order Adjustments	Extra Breaks	Time Information for Student	Adaptive Furniture
NCSC	DLM	PARCC	SBAC								
X											
X											
X		X		A							A
X											
X											
X											
None											
X											
None											
24	13	24	30	13	3	4	11	3	11	2	15

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, Delaware, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maine, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B.6. Traditional Accommodations and Other Changes (4 of 5)(continued)

(Asterisks indicate notes in the following table.)

NCSC	Consortia Affiliations ¹			State	Braille Materials/ Equip	Explanation of Terms or Providing Examples, etc.	Passages, Items, Script Modified Without Providing Cues	Adapt. Computer or Other Machine (includes adapt. calculator)	Light/ Acoustic Adjustments	Extended Test Time	Minimize Distractions	Small Group	Individual Administration
	DLM	PARCC	SBAC										
		X	X	Alabama	A			A	A		A	A	A
X				Alaska	A			AC*	A	A	A	A	A
X		X		Arizona				A	A	A		A	A
		X		Arkansas					A	AC*		A	A
		X		California						A			
		X	X	Colorado*	A		AC*	A	A	A			
X			X	Connecticut									
		X	X	Delaware	A		P	A	A		A	P	
X		X		Florida*	A			A	A	A			
X		X		Georgia									
			X	Hawaii									
		X	X	Idaho	A	A	A	A	A	A	A	A	A
		X		Illinois	A			A	A		A		
X		X		Indiana									
	X		X	Iowa									
	X		X	Kansas									
		X	X	Kentucky				A					
X		X		Louisiana									
			X	Maine	A		Level 2/AI	A	A	A		A	A
		X		Maryland									
X		X		Massachusetts									
	X		X	Michigan				A	A	A	A	A	A
None				Minnesota									

Consortia Affiliations ¹				State	Braille Materials/ Equip	Explanation of Terms or Providing Examples, etc.	Passages, Items, Script Modified Without Providing Cues	Adapt. Computer or Other Machine (includes adapt. calculator)	Light/ Acoustic Adjust- ments	Extended Test Time	Minimize Distract- ions	Small Group	Individual Admini- stration
NCSC	DLM	PARCC	SBAC										
	X	X		Mississippi									
	X		X	Missouri									
			X	Montana									
None				Nebraska									
			X	New Hampshire	A		AC*	AC*					
	X	X	X	New Jersey	A	P							
			X	New Mexico	A		A	A	A	A	A		
X				New York	A			A	A		A		
X			X	Nevada	AC*			A					
	X		X	North Carolina	A			A					
X			X	North Dakota									
			X	Ohio									
	X			Oklahoma									
			X	Oregon									
X		X	X	Pennsylvania	A								
X				Rhode Island									
X		X	X	South Carolina	A			A	A	A	A		A
X			X	South Dakota									
X		X		Tennessee									
None				Texas									
	X		X	Utah									
			X	Vermont									
	X			Virginia									
	X		X	Washington									
	X		X	West Virginia	A								
	X		X	Wisconsin	A		AC*	A		A			

Consortia Affiliations ¹				State	Braille Materials/ Equip	Explanation of Terms or Providing Examples, etc.	Passages, Items, Script Modified Without Providing Cues	Adapt. Computer or Other Machine (includes adapt. calculator)	Light/ Acoustic Adjustments	Extended Test Time	Minimize Distractions	Small Group	Individual Administration
NCSC	DLM	PARCC	SBAC										
X			X	Wyoming	A		AC*	A		A			
				Special Entities									
X				American Samoa									
X				Confederation of Northern Mariana Islands	A			A					
X		X		District of Columbia									
X				Guam									
X				Federated States of Micronesia									
X				Palau									
None				Puerto Rico									
X				Republic of Marshall Islands									
None				Virgin Islands									
24	13	24	30	Total	20	3	8	21	14	13	10	8	8

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, Delaware, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maine, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B.6. Traditional Accommodations and Other Changes (5 of 5)(continued)

(Asterisks indicate notes in the following table.)

NCSC	Consortia Affiliations ¹			State	Different Location to Test	Movement Opportunities	Format Changes (e.g., highlighting/underlining/side by side placement, add space, etc.)	Others Allowed Not Listed
	DLM	PARCC	SBAC					
		X	X	Alabama	A			A
X				Alaska	A		A	A
X		X		Arizona				
		X		Arkansas	A			
		X		California				
		X	X	Colorado		A		A
X			X	Connecticut				
		X	X	Delaware	A		A	
X		X		Florida			A	
X		X		Georgia				
			X	Hawaii			A	
			X	Idaho	A		A	A
		X		Illinois	A			A
X		X		Indiana				
	X		X	Iowa				
	X		X	Kansas				
		X	X	Kentucky			A	
X		X		Louisiana				A
			X	Maine	A		A	A
		X		Maryland				
X		X		Massachusetts				
	X		X	Michigan	A		A	
None				Minnesota				
	X	X		Mississippi				
	X		X	Missouri				

Consortia Affiliations ¹				State	Different Location to Test	Movement Opportunities	Format Changes (e.g., highlighting/underlining/side by side placement, add space, etc.)	Others Allowed Not Listed
NCSC	DLM	PARCC	SBAC					
			X	Montana				
None			X	Nebraska				
		X	X	New Hampshire				A
	X		X	New Jersey				
			X	New Mexico				
X		X		New York				A
X			X	Nevada			A	
	X		X	North Carolina	A			A
X		X	X	North Dakota				
		X	X	Ohio				
	X	X		Oklahoma				
			X	Oregon				
X		X	X	Pennsylvania			A	A
X				Rhode Island				
X		X	X	South Carolina	A			
X			X	South Dakota				
X		X		Tennessee				
None				Texas				
	X		X	Utah				
			X	Vermont				
	X			Virginia				
	X		X	Washington				
	X		X	West Virginia				A
	X		X	Wisconsin		A		A
X			X	Wyoming				
				Special Entities				
X				American Samoa				A
X				Confederation of Northern Mariana Islands				A

NCSC	Consortia Affiliations ¹			State	Different Location to Test	Movement Opportunities	Format Changes (e.g., highlighting/underlining/side by side placement, add space, etc.)	Others Allowed Not Listed
	DLM	PARCC	SBAC					
X		X		District of Columbia			A	A
X				Guam				
X				Federated States of Micronesia				
X				Palau				
None				Puerto Rico				
X				Republic of Marshall Islands				
None				Virgin Islands				A
24	13	24	30	Total	10	8	11	17

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, Delaware, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maine, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B.7. Notes for Table B6

State	Notes
Alabama	<p>Passages, Oral Script, or Items Signed, Cued, Manually Coded, etc., AC With use of interpreter for all mathematics tasks/activities.; With use of interpreter for all science tasks/activities; With use of interpreter for all reading tasks/activities for teacher directives and student responses only.</p> <p>Passages or Items Read (includes reading script), AC Mathematics tasks/activities read aloud by teacher; Science tasks/activities read aloud by teacher.</p>
Alaska	<p>Passages, Oral Script, or Items Signed, Cued, Manually Coded, etc., AC Not allowed on Reading.</p> <p>Passages or Items Read (includes reading script), AC Not allowed for Reading.</p> <p>Adapt Computer or Other Machine, AC Computer or word processor; responses must be transcribed into the scorable test book. For the Language Arts and Writing tests, all spell- and grammar-checking devices must be turned off; for the Mathematics test, the calculator function must be turned off for non-calculator sessions.</p>
Arkansas	<p>Passages or Items Read (includes reading script), AC Not allowed for Reading.</p> <p>Extended Test Time, AC Within test day.</p>
California	<p>Support for Visual Limitations, A Magnifying equipment, visual aids-enlarged pictures, bolded outlines, simplified pictures, line drawings and texturizing pictures/materials as substitutes Texturizing pictures; AC Colored pictures or clipart/version of test materials (CA prohibits coloring stimulus card).</p> <p>Passages, Oral Script, or Items Signed, Cued, Manually Coded, etc., AC Use American Sign Language (ASL) or manually coded English in place of oral speech when appropriate.</p>
Colorado	<p>Scribe or Transcriber, P Not allowed for Writing, and not applicable to other subjects.</p> <p>Student Signs, AC Not allowed for Writing.</p> <p>Passages, Oral Script, or Items Signed, Cued, Manually Coded, etc., AC Reading passages cannot be read, however test examiners read questions in all content areas.</p> <p>Passages or Items Read (includes reading script), AC Allowed for subjects other than Reading, without implications.</p> <p>AI/AC Read aloud for reading content area.</p> <p>Colorado note Small Group is not applicable.</p> <p>Passages, Items, Script Modified Without Providing Cues, AC Simplify unfamiliar terminology used in the item prompt using synonyms which provide the student opportunity to demonstrate skill/understanding without invalidating the construct. This may be used for LOI 4 only.</p>
Florida	<p>Florida noted that familiar trained test examiner is required and that page turning assists is not applicable.</p> <p>Passages, Oral Script, or Items Signed, Cued, Manually Coded, etc., A Use ASL or manually coded English in place of oral speech and use total communication; AC For students who access the assessment through the use of sign language, when administering an item that does not measure spelling, finger spell words that do not have a sign or if the sign for words is unknown.</p> <p>Florida note Preferred writing tool is not applicable for the AA-AAS.</p> <p>Florida note Individual administration is required.</p>

Illinois	<p>Passages or Items Read (includes reading script), AC For some Reading tasks, students without a read aloud accommodation will be instructed to read this passage. The teacher will pause for student to read before reading the question and answer options. For some Reading tasks, all students, regardless of read aloud accommodation, will have the passage read aloud (same as in 2010). These tasks are identified on the Reading subject divider page. AND Read Aloud for reading content area items if the following criteria are met: 1. The student has a specific disability that severely limits or prevents him or her from decoding text, or from comprehending decoded text, even after varied and repeated attempts to teach the student to do so (i.e., the student is a virtual non-reader, not simply reading below grade level). AND</p> <p>2. The student has access to printed materials through a human reader or assistive technology device during routine classroom instruction and classroom assessments.</p>
Maine	<p>Scribe or Transcriber, AC Students participating in the PAAP may also use any of the accommodations that have been approved for use in state assessments by the Maine Department of Education, without having their use recorded on any PAAP form. AND with student dictation of answers; use of scribe (ex., digital recorder used and transcribed by tester after assessment session) AND With a student dictating responses to school personnel. When using this accommodation, the student is dictating his/her responses to the constructed response questions directly to trained school personnel or recording oral responses. In most cases, school personnel will be able to scribe student responses directly into the Student Answer Booklet at the same time as the student is responding. Responses must be scribed exactly as dictated. In the event that responses are not scribed in the Student Answer Booklet at the same time as they are produced, policies regarding recorded answers must be followed prior to returning test materials. This response accommodation should require an individual administration (P1) and may also require the use of an alternative setting (S1) and possibly the use of extended time (T1).</p> <p>Passages, Oral Script, or Items Signed, Cued, Manually Coded, etc., AC Signs or symbols that are part of the student’s daily communication system may be substituted for symbols or pictures provided in a task. In each case, the symbol or picture substituted must represent the object, word, or idea listed on the work template within the task. That is, if the symbol to be identified is for “big,” the symbol substituted must also represent “big.” AND with interpretation for deaf or hearing impaired student (with the exception of reading assessments) through use of a person for interpretation or sign language interpreter software (ex., iCommunicator).</p> <p>Directions Read/reread/ Clarified, A teacher read directions; Level 3 Reread directions;</p> <p>Passages or Items Read (includes reading script) AC Teacher reads test or problem allowed except for reading; AI Read aloud for reading content area; Level 3 Re-rereading passage, except for required reading.</p> <p>AND</p> <p>Passages, Items, Script Modified Without Providing Cues Level 2 Levels of Assistance are determined on a three-point scale of 1-3, each affecting the overall score of a PAAP task. As the support the teacher provides decreases, the point score goes up. These point values do not affect the student’s preliminary score for the task—“the % Correct.” Rather, the points awarded for Levels of Assistance make up one part of the final scoring matrix, along with Level of Accuracy and LoC. [Level 3 is most independent.]</p> <p>Preferred Day or Time of Day, AC If a student is unsuccessful on a given task, following re-teaching of the related content, the task may be re-administered anytime during the testing window.</p> <p>Passages, Items, Script Modified Without Providing Cues, Level 2/AI Levels of Assistance are determined on a three-point scale of 1-3, each affecting the overall score of a PAAP task. As the support the teacher provides decreases, the point score goes up. These point values do not affect the student’s preliminary score for the task – “the % Correct”. Rather, the points awarded for Levels of Assistance make up one part of the final scoring matrix, along with Level of Accuracy and LoC. [Level 3 is most independent.]</p>
Michigan	<p>Directions Read/reread/ Clarified, A Teacher read directions; AC Reread directions, in certain situations.</p>

New Hampshire	<p>Passages, Oral Script, or Items Signed, Cued, Manually Coded, etc., AC Pictures of Sign Language, (or tactile sign with deaf/blind) must be accompanied by the associated English or Braille words.</p> <p>Passages or Items Read (includes reading script), AC May, upon student request, pronounce single words (not during reading test). With the exception of the reading test—students may ask the test administrator to pronounce single words they do not recognize. Test administrators may pronounce single written words in English, but, may not pronounce mathematical symbols or numbers written as numerals.</p> <p>Note Test administrators should not read entire sentences as a general support. This level of support should be treated as an accommodation for any test other than reading. Any word pronunciation is treated as a modification of the reading test. Support that involves reading entire sentences to the student must be determined and planned by the educational team before testing, consistent with routine practice, and documented appropriately as either an accommodation or a modification, depending upon tested content area.</p> <p>Writing Supports (e.g., writing guides, word pred.), AC Word Prediction Software may be used to produce written output if and only if student has full control over word choice and can correctly identify the word intended. Student must be able to correct software word prediction independently if needed. This means that control of actual letter selection may be limited, but must still be present to some degree (i.e. first letter or first few letters of word must be selected by student, and corrected by the student if incorrectly chosen). AND Augmented communication systems may assist the student to produce a written output but the student must control all selection of and/or correction of letters, word choice, punctuation and capitalization during Writing Content Area tests (i.e., The student may select one or a sequence of visual or tactile representation(s) that the augmentation then converts to a written output English letters/words, or Braille.) During NON-Writing Tests (Reading, Mathematics or Science), student must control all selection and correction of words only. AND Speech to Text may be used to produce written output in certain circumstances, but in order to score, we must know: Did student have control over selection or correction of</p> <ol style="list-style-type: none"> 1. Letters? Y/N / or Limited 2. Words? Y/N/ or Limited 3. Punctuation? Y/N/ or Limited 4. Capitalization? Y/N/ or Limited <p>Passages, Items, Script Modified Without Providing Cues, AC Pictures or photographs on a communication board, or physical objects used to communicate must also show the word or words (English or Braille) presented by these images or objects. Pictures that accompany a story or other written passage, if used solely as a picture for all students who read the passage, may remain in picture form only, unless they are made available through tactile representational form for students with blindness or severe vision impairment. Pictures with captions must retain the written captions, but these captions may also be presented with picture or tactile communication supports.</p> <p>Adapt Computer or Other Machine (includes calculator), AC with a student dictating responses using alternative or assistive technology/devices that are part of the student's communication system. (NOT allowed for the Writing test. See O2 – using a scribe for the Writing test.) Technology is used to permit a student to respond to the test. When using a computer, word processing device, or other assistive technology, spell and grammar checks must be turned off.</p>
Nevada	<p>Braille Materials/Equip, AC Grade level specific booklets of the Braille translations of independent reading passages are available for students with visual impairments that are able to read contracted Braille. Requests for Braille translation booklets must be made through the Nevada Department of Education and documentation verifying the instructional use of Braille in the class setting must be provided.</p>

North Carolina	<p>Scribe or Transcriber, AI/AC Invalid Accommodations [implied affects scoring under the following condition]—Dictate to scribe for specific item(s) that are designated as independent writing for students.</p> <p>Passages or Items Read (includes reading script), AI/AC Invalid Accommodations—Reading aloud specific selections and test items that are designated as independent reading for students</p>
Wisconsin	<p>Scribe or Transcriber, AC 6Transcribing student responses (student’s answers are documented in a manner other than in the scorable test book [e.g., large-print, Braille version, computer response, etc])</p> <p>A translator who scribes student responses from native language to English should translate word-for-word to the extent possible for all content areas except Writing. For the Writing test, student must dictate or write responses in English (translation not allowed) exactly as they are to be written.</p> <p>The answers must be transcribed into the regular WKCE test book or WAA-SwD student Answer Document with a #2 pencil to be scored.</p> <p>Transcription of the student’s responses must be verbatim, including spelling, formatting, punctuation, etc.</p> <p>Test security must be maintained. After answers are transcribed, destroy all electronically-saved student responses, including audio tapes. All paper copies of student work (e.g., Braille tests, large-print tests, graph/lined/grid paper, printed copies of computer responses, etc.) must be returned with non-scorable test materials.</p> <p>Large print version note This is not available.</p> <p>Student Signs, AC Student signs responses to scribe. For the Writing test, no translation from American Sign Language (ASL) is allowed; student must sign in exact English to scribe.</p> <p>Passages, Oral Script, or Items Signed, Cued, Manually Coded, etc., A For oral script.</p> <p>AC Sign language for test passages and questions (Not allowed on Reading tests).</p> <p>Passages or Items Read (includes reading script), AC Test administrator reads test passages and questions aloud (Not allowed on WKCE Reading test or WAA-SwD “Read-by-Student” items).</p> <p>Passages, Items, Script Modified Without Providing Cues, AC:</p> <p>Q: Can the test administrator change the script to correspond to the manipulatives used (e.g., counting discs)? For example, on the sample item where students count pictures of flowers, if a test administrator gives the student 20 counting discs to count, does the test administrator still need to say “Here are some pictures of flowers” or can they say “Here are some discs?”</p> <p>A: Test administrators may change only the script to appropriately fit what they are asking. Another example would be if the test administrator provides actual dimes instead of pictures of dimes.</p> <p>Q: If the answer choices have pictures that are labeled, but the test administrator knows that the student will be distracted by them, can the test administrator choose not to read the labels?</p> <p>A: Test administrators must stick to the script. If the script asks the test administrator to read the answer choices as they point to them, then the test administrator must do so.</p>
Wyoming	<p>Passages, Items, Script Modified Without Providing Cues, AC Using vocabulary appropriate for an individual student by interchanging direction words such as Point to, Show me, Tell me, Give me, Find, etc. However, supplying definitions of words related to the assessed content is not allowed (i.e., science or math terms).</p>
District of Columbia	<p>Passages, Oral Script, or Items Signed, Cued, Manually Coded, etc., AC Not allowed on Reading tests.</p>

Table B.8. Summary of Noted Policy Differences for Traditional Accommodations by Consortia

	Scribe	Supports for visual limitations	Student Signs	Passages, oral script cued, etc.	Directions read, reread, clarified	Passages or items read	Specific math supports
DLM	A=2 AC=1 AI/AC=1		A=1 AC=1	A=2 A or AC=1	A=2 A or AC=1	A=2 AC=2 AI/AC=1	A=1 P=1
NCSC				A=4 AC=2 A or AC=1			
PARCC	A=4 AC=1 P=1	A=13 A or AC=1	A=6 AC=1	A=6 A or AC=1		A=6 AC=3 AC or AI/AC=1	
SBAC	A=5 AC=1 AI/AC=1 P=1		A=8 AC=2	A=6 AC=5 A or AC=1	A=6 A/Level 3=1 A or AC=1	A=7 AC=3 AI/AC=2 AC or AI/AC=1	A=6 P=1

Table B.8. Summary of Noted Policy Differences for Traditional Accommodations by Consortia, continued

	Preferred day or time of day	Braille	Explanation of terms/provide examples	Passages, items, script modified	Adapt Computer or other machine	Extended test time	Small group
DLM					A=3 AC=1		
NCSC		A=6 AC=1					
PARCC				AC=1 P=1		A=5 AC=1	A=3 P=1
SBAC	A=6 AC=1	A=14 AC=1	P=1 A=1	A=2 AC=4 AI=1 P=1	A=13 AC=1		A=4 P=1

**Table B.9. Unique Accommodations and Other Changes Within the Administration of AA-AAS
(1 of 2)**

(Asterisks indicate notes in the following table.)

NCSC	Consortia Affiliations ¹			State	Picture/ Photos/ Objects for Words or Pictures, etc.	Descriptions and Labels for Pictures/ Graphics	Encourage- ment/ Prompting Without Cues	Encouraging/ Prompting With Cues to Answer	Modeling	Physical Prompting/ Guiding	Use Student Symbols System (other than ASL)	Alter Task/ Required Response
	DLM	PARCC	SBAC									
		X	X	Alabama			A					
X				Alaska				P	AI*	AI*		P*
X		X		Arizona	A	A	A	A			A	
		X		Arkansas								
		X		California	A	A	A				A	A
		X	X	Colorado	A						A	P
X			X	Connecticut								
		X	X	Delaware	A		A			AC*	A	
X		X		Florida	A	A, AC*				AC*		
X		X		Georgia								
			X	Hawaii								
			X	Idaho			A					
				Illinois	A							
X		X		Indiana								
	X		X	Iowa								
	X		X	Kansas*								
		X	X	Kentucky	A						A	
X		X		Louisiana	A						A	
			X	Maine	A	A	Level 2 or 3/ AI*	Level 1/AI*	Level 1/AI*	Level 1/AI*	A	Level 2/AI*
		X		Maryland								
X		X		Massachusetts								
	X		X	Michigan	A	A, AI/AC*	A					A

NCSC	Consortia Affiliations ¹			State	Picture/ Photos/ Objects for Words or Pictures, etc.	Descriptions and Labels for Pictures/ Graphics	Encourage- ment/ Prompting Without Cues	Encouraging/ Prompting With Cues to Answer	Modeling	Physical Prompting/ Guiding	Use Student Symbols System (other than ASL)	Alter Task/ Required Response
	DLM	PARCC	SBAC									
				Minnesota								
	X	X		Mississippi								
	X		X	Missouri								
			X	Montana			A					
None				Nebraska								
			X	New Hampshire	AC*	AC*	A				AC*	
	X	X	X	New Jersey			A			AI		A
			X	New Mexico	A	A	A				A	
X				New York								A
X			X	Nevada	A	A	A					
	X		X	North Carolina	A						A	
X			X	North Dakota								
			X	Ohio								
	X		X	Oklahoma								
			X	Oregon								
X			X	Pennsylvania	A		A					
X				Rhode Island								
X			X	South Carolina	A							
X			X	South Dakota								
X			X	Tennessee								
None				Texas								
	X		X	Utah								
			X	Vermont								
	X			Virginia						P		
	X		X	Washington								
	X		X	West Virginia								
	X		X	Wisconsin	A	AC*					A	P*

Consortia Affiliations ¹		State	Picture/ Photos/ Objects for Words or Pictures, etc.	Descriptions and Labels for Pictures/ Graphics	Encourage- ment/ Prompting Without Cues	Encouraging/ Prompting With Cues to Answer	Modeling	Physical Prompting/ Guiding	Use Student Symbols System (other than ASL)	Alter Task/ Required Response
NCSC	DLM									
X		Wyoming	A	A						
		Special Entities								
X		American Samoa								
X		Confederation of Northern Mari- ana Islands	A			AI*	AI*	AI*		
X		District of Columbia	A	A	A	P	P	P	A	AC
X		Guam								
X		Federated States of Micro- nesia								
X		Palau								
None		Puerto Rico								
X		Republic of Mar- shall Islands								
None		Virgin Islands			A	P	P	AC*		
24	13	24	30	11	15	6	5	8	12	9

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, Delaware, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maine, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

**Table B.9. Unique Accommodations and Other Changes Within the Administration of AA-AAS
(2 of 2)(continued)**

(Asterisks indicate notes in the following table.)

Consortia Affiliations ¹		State	Extended Response Times	Secure Materials for Student	Dietary Considerations	Use of Manipulatives/ Modified Manipulatives/ Move them for Student	Math Supports (number stamp, etc.)	Writing Supports (letter stamp, etc.)	Communication Mode (eye gaze, breathing, gesture, etc.)	Communication Aids (switch, pointer, etc.)
		Alabama		A					A	A
X		Alaska	A	A					A	A
X		Arizona	A			A	A	A		A or AC*
		Arkansas								AC*
		California	A			A			A	A
		Colorado				AC*			A	A
X		Connecticut								
		Delaware		A	A	A			A	A
X		Florida	A			A				A
X		Georgia								
		Hawaii								
		Idaho	A	A		A or AC*			A	A
		Illinois	A			A			A	A
X		Indiana								
	X	Iowa								
	X	Kansas								
	X	Kentucky				A			A	A
X		Louisiana				A			A	A
		Maine								AC*
		Maryland								
X		Massachusetts								
	X	Michigan	A			A			A	AC*
None		Minnesota								

Consortia Affiliations ¹				State	Extended Response Times	Secure Materials for Student	Dietary Considerations	Use of Manipulatives/ Modified Manipulatives/ Move them for Student	Math Supports (number stamp, etc.)	Writing Supports (letter stamp, etc.)	Communication Mode (eye gaze, breathing, gesture, etc.)	Communication Aids (switch, pointer, etc.)
NCSC	DLM	PARCC	SBAC									
	X	X		Mississippi								
	X		X	Missouri								
			X	Montana		A		A				A
None				Nebraska								
			X	New Hampshire	A			AC*				A
	X	X	X	New Jersey				A				A
			X	New Mexico		A		A			A	A
X		X		New York								AC*
X			X	Nevada				A				A
	X		X	North Carolina				A			A	A
X		X	X	North Dakota								
		X	X	Ohio								
	X	X		Oklahoma								
			X	Oregon								
X		X	X	Pennsylvania		A		A			A	A
X				Rhode Island								
X		X	X	South Carolina				A			A	A
X			X	South Dakota								
X		X		Tennessee								
None				Texas								
	X		X	Utah								
			X	Vermont								
	X			Virginia								
	X		X	Washington								
	X		X	West Virginia								
	X		X	Wisconsin				A or AC*				A
X			X	Wyoming	A			A			A	A

Consortia Affiliations ¹				State	Extended Response Times	Secure Materials for Student	Dietary Considerations	Use of Manipulatives/ Modified Manipulatives/ Move them for Student	Math Supports (number stamp, etc.)	Writing Supports (letter stamp, etc.)	Communication Mode (eye gaze, breathing, gesture, etc.)	Communication Aids (switch, pointer, etc.)
NCSC	DLM	PARCC	SBAC									
				Special Entities								
X				American Samoa								
X				Confederation of Northern Mariana Islands			A					A
X		X		District of Columbia			A		A			A
X				Guam								
X				Federated States of Micronesia								
X				Palau								
None				Puerto Rico								
X				Republic of Marshall Islands								
None				Virgin Islands								
24	13	24	30	Total	9	7	2	22	3	2	15	28

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, Delaware, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maine, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B.10. Notes for Table B.9

State	Notes
Alaska	<p>Modeling, AI If the answer to questions 3, 4, or 5, is yes, then the adaptation is a modification, and is not allowed on regular assessments. IEP and Section 504 teams may still give students modifications, but the exams will be invalidated and not scored.</p> <p>Physical Prompting/Guiding, AI If the answer to questions 3, 4, or 5, is yes, then the adaptation is a modification, and is not allowed on regular assessments. IEP and Section 504 teams may still give students modifications, but the exams will be invalidated and not scored.</p> <p>Alter Task/Required Response, P If reducing number of choices—not allowed. Having student copy a sentence in any item that requires students to write own sentence is modification.</p>
Arizona	<p>Communication Aids A Switch, Head stick/mouth stick, Head pointer, Optical light pointers, pointing; AC Assistive or augmentative communication device/output device, with spelling, grammar/predict ahead turned off.</p>
Arkansas	<p>Communication Aids, AC In special circumstances, limited assistive devices may be requested and will be considered for use on the Augmented Benchmark, End-of-Course, and Grade 11 Literacy Examinations.</p>
Colorado	<p>Use of Manipulatives/Modified Manipulatives/Move them for Student, AC Modified picture symbols Cannot lead to answer—gave example of modification not allowed.</p>
Delaware	<p>Physical Prompting/Guiding, AC Allowed to refocus attention on test</p>
Florida	<p>Descriptions and Labels for Pictures/Graphics A Describe pictures in materials column, AC Describe graphic, FL has guide for appropriate picture graphics, implying some are not appropriate.</p> <p>Physical Prompting/ Guiding, AC Hand over hand technique, Physical support (in final state of scaffolding of participatory level only).</p>
Idaho	<p>Use of Manipulatives/Modified Manipulatives/Move them for Student A Adapting manipulatives Use pictures on information boards with provided manipulatives or use raised lines on provided manipulatives (lines, shapes, dots, etc.);</p> <p>AC Use manipulatives/objects/shapes for math.</p>
Kansas	<p>Kansas note Any accommodations used for students taking the Kansas Alternate Assessment (KAA) must be used during instruction and written on the student's evidence labels. The only accommodation not allowed is hand over hand assistance. It is not necessary to record accommodation for the Kansas Alternate Assessment in the CETE editor.</p>

Maine	<p>Encouragement/Prompting Without Cues Level 2 Cueing, Prompting; Level 3 Prompt student to stay focused and customary encouragement and support that does not signal correct or incorrect response, reacting to student.</p> <p>AND</p> <p>AI Passages, Items, Script Modified Without Providing Cues Level 2- Levels of Assistance are determined on a three-point scale of 1-3, each affecting the overall score of a PAAP task. As the support the teacher provides decreases, the point score goes up. These point values do not affect the student’s preliminary score for the task—“the % Correct.” Rather, the points awarded for Levels of Assistance make up one part of the final scoring matrix, along with Level of Accuracy and LoC. [Level 3 is most independent.]</p> <p>Encouraging/Prompting With Cues to Answer, Level 1/AI—See note for Encouragement/prompting that addresses levels and scoring.</p> <p>Modeling, Level 1/AI See note for Encouragement/prompting that addresses levels and scoring.</p> <p>Alter Task/Required Response, Level 2 See note for encouragement/prompting that addresses levels and scoring.</p> <p>Alter Task/Required Response</p> <p>Communication Aids, AC Assistive or augmentative communication device/output device, both spelling and grammar check turned off.</p>
Michigan	<p>Descriptions and Labels for Pictures/Graphics A Describe pictures in materials column, AI/AC MI allows this if original items have labels, if not, administration is nonstandard.</p> <p>Communication Aids, AC Assistive or augmentative communication device/output device, both spelling and grammar check turned off.</p>
New Hampshire	<p>Picture/Photos/Objects for Words or Pictures, and Descriptions and Labels for Pictures/Graphics AC Pictures or graphics must ALWAYS be paired with appropriate word (or letter) form. For example, tactile graphics must be accompanied by Braille or large print English words/letters. Pictures of Sign Language, (or tactile sign with deaf/blind) must be accompanied by the associated English or Braille words. Pictures or photographs on a communication board, or physical objects used to communicate must also show the word or words (English or Braille) presented by these images or objects. Pictures that accompany a story or other written passage, if used solely as a picture for all students who read the passage, may remain in picture form only, unless they are made available through tactile representational form for students with blindness or severe vision impairment. Pictures with captions must retain the written captions, but these captions may also be presented with picture or tactile communication supports.</p> <p>Use Student Symbols System (other than ASL) AC [example of when not to use] Another example of a directive prompt would be providing a written model of a word for the student when taking a spelling test. Here the student only needs to copy the word and does not—really is not permitted to—demonstrate an ability to spell or use sound/symbol correspondence. It simply gives the student the answer. This would be a violation of the construct and considered a directive prompt.</p> <p>Use of Manipulatives/Modified Manipulatives/Move them for Student, AC Administrator and materials must be positioned in such a way as to be able to clearly determine student’s response</p>
New Jersey	<p>Physical Prompting/Guiding AI Must indicate the independence or prompt level of each response (e.g., I, V, G, M, P). AND The typical hierarchy of prompts goes from least to most intrusive in order as verbal (V), gestural (G), model (M), and physical (P) [affects how independence is scored].</p>

New York	Communication Aids, AC Assistive or augmentative communication device/output device, with spelling, grammar/predict ahead turned off.
Wisconsin	<p>Descriptions and Labels for Pictures/Graphics AC Braille editions of the WAA-SwD and picture descriptions are available through DPI for students who are visually impaired. An order form is available at http://dpi.wi.gov/oea/dacforms.html. AND 13DPI-provided Picture Descriptions are descriptions of the graphic found within an item. Picture descriptions are intended to replace, <i>not</i> supplement graphics for a student with visual impairments who is not able to access the printed WAA-SwD, even with magnification, or the Braille WAA-SwD. Ordering information can be found at: http://dpi.wi.gov/oea/dacforms.html.</p> <p>Alter Task, Modified Required Response, P: Administrators are not allowed to change answer choices to relate to student's experience.</p> <p>Use of Manipulatives/Modified Manipulatives/Move them for Student A Move manipulatives; AC Use in math.</p> <p>Math Supports, AC: Q. Are touch-point numbers allowed as an accommodation? A. Yes, if it is in a student's IEP. Only numbers 1 through 9 are allowed, and then only on a separate sheet of paper or on a number line. Test administrators may not draw on touch point circles on the student test book pages; however, the student may do so on his/her own. Only a 1-9 number line may be used.</p>
CNMI	Encouraging/Prompting With Cues to Answer, Modeling, Physical Prompting/Guiding AC/AI All pieces of evidence must be graded by the teacher before submission (e.g., number of independent and correct responses, levels of prompting necessary, supports used, etc.). Remember that prompts guide the student to the correct answer and therefore, when prompts are provided, the student is no longer answering independently and the score will be affected.
Virgin Islands	Modeling and Physical Prompting/Guiding AC Allowed if does not guide to correct answer.

Table B.11. Summary of Noted Policy Differences for Unique Accommodations by Consortia

	Photos, objects for words or pictures	Descriptions and labels for pictures/graphics	Encouragement, prompting without cues	Prompting with Cues to Answer	Modeling
DLM		AI/AC=1A and AI/AC=1			
NCSC		A and AC=1		A=1 AI=1 P=1	AI=2 P=1
PARCC		A and AC =1		A=1 P=1	
SBAC	A=12 AC=1	AC=1 AI/AC=1 A and AI/AC=1	A=10 AI =1		

Table B.11. Summary of Noted Policy Differences for Unique Accommodations by Consortia, continued

	Physical prompting/ guiding	Use Student symbols	Altar Task	Use Manipulatives, etc.	Communication Aids
DLM	AI=1 P=1		A=2 P=1	A=2 A or AC=1	
NCSC	AI=2 AC=1 P=1		A=1 AC=1 P=1		AC=1 A or AC=1
PARCC	AC=2 AI=1 P=1		A=3 AC=1 P=1	A=12 AC=1	A=1 AC=1 A or AC=1
SBAC	AC=1 AI=1	A=6 AC=1	A=3 AI=1 P=2	A=12 AC=2 A or AC=2	

Table B.12. ELL Specific (ES) Traditional Accommodations and Other Changes (1 of 3)

(Asterisks indicate notes in the following table.)

Consortia Affiliations ¹				State	(ES) Limited Assist in Heritage Lang.	(ES) Heritage language to answer general questions about test (not words)	(ES) Special Test Prep	(ES) Oral or Written Clarif. of Test Dir. in Native Language	(ES) Translate Directions	(ES) Translate Test in Native language	(ES) Oral Translation of Test
NCSC	DLM	PARCC	SBAC								
		X	X	Alabama							
X				Alaska							
X		X		Arizona							
		X		Arkansas							
		X		California							
		X	X	Colorado						AC*	AI/AC*
X			X	Connecticut							
		X	X	Delaware					A	A	
X		X		Florida	AC*	AC*					
X		X		Georgia							
			X	Hawaii							
			X	Idaho		A		A	A	P	
		X		Illinois							
X		X		Indiana							
	X		X	Iowa							
	X		X	Kansas							
		X	X	Kentucky							
X		X		Louisiana							
			X	Maine							
		X		Maryland							
X		X		Massachusetts							

Consortia Affiliations ¹				State	(ES) Limited Assist in Heritage Lang.	(ES) Heritage language to answer general questions about test (not words)	(ES) Special Test Prep	(ES) Oral or Written Clarif. of Test Dir. in Native Language	(ES) Translate Directions	(ES) Translate Test in Native language	(ES) Oral Translation of Test
NCSC	DLM	PARCC	SBAC								
	X		X	Michigan							
None				Minnesota							
	X	X		Mississippi							
	X		X	Missouri							
			X	Montana							
None				Nebraska							
			X	New Hampshire							
	X		X	New Jersey							
			X	New Mexico							
X		X		New York						A	A
X			X	Nevada	AC*	AC*					
	X		X	North Carolina							
X		X	X	North Dakota							
		X	X	Ohio							
	X	X		Oklahoma							
			X	Oregon							
X		X	X	Pennsylvania							
X				Rhode Island							
X		X	X	South Carolina			A		A		P
X			X	South Dakota							
X		X		Tennessee							
None				Texas							

Consortia Affiliations ¹				State	(ES) Limited Assist in Heritage Lang.	(ES) Heritage language to answer general questions about test (not words)	(ES) Special Test Prep	(ES) Oral or Written Clarif. of Test Dir. in Native Language	(ES) Translate Directions	(ES) Translate Test in Native language	(ES) Oral Translation of Test
NCSC	DLM	PARCC	SBAC								
	X		X	Utah							
			X	Vermont							
	X			Virginia							
	X		X	Washington							
	X		X	West Virginia							
	X		X	Wisconsin					A		AC*
X			X	Wyoming	A						
				Special Entities							
X				American Samoa							
X				Confederation of Northern Mariana Islands							
X		X		District of Columbia							
X				Guam							
X				Federated States of Micronesia							
X				Palau							
None				Puerto Rico							
X				Republic of Marshall Islands							

Consortia Affiliations ¹		State		(ES) Limited Assist in Heritage Lang.	(ES) Heritage language to answer general questions about test (not words)	(ES) Special Test Prep	(ES) Oral or Written Clarif. of Test Dir. in Native Language	(ES) Translate Directions	(ES) Translate Test in Native language	(ES) Oral Translation of Test
		NCSC	DLM							
None										
24	13	24	30	3	3	1	1	4	4	4
Total										

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, Delaware, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maine, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B.12. ELL Specific (ES) Traditional Accommodations and Other Changes (2 of 3)(continued)

(Asterisks indicate notes in following table)

NCSC	Consortia Affiliations ¹			State	(ES) English Word to Word and Billing. Dictionary	(ES) Electronic Translator or Billing. Diction.	(ES) Response Written in Other Lang.	(ES) Explain/ Clarify/ Rework Dir.	(ES) Time Extension	(ES) More Breaks Than are Scheduled	(ES) Separate Location	(ES) Audio
	DLM	PARCC	SBAC									
		X	X	Alabama								
X				Alaska								
X		X		Arizona								
		X		Arkansas	A*				A	AC*	A	
		X		California								
		X	X	Colorado			AC*					
X			X	Connecticut								
		X	X	Delaware								
X		X		Florida								
X		X		Georgia								
			X	Hawaii								
			X	Idaho	A							A
		X		Illinois								
X		X		Indiana								
	X		X	Iowa								
	X		X	Kansas								
		X	X	Kentucky								
X		X		Louisiana								
			X	Maine	AC*							
		X		Maryland								
X		X		Massachusetts								

Consortia Affiliations ¹				State	(ES) English Word to Word and Biling. Dictionary	(ES) Electronic Translator or Biling. Diction.	(ES) Response Written in Other Lang.	(ES) Explain/ Clarify/ Rework Dir.	(ES) Time Extension	(ES) More Breaks Than are Scheduled	(ES) Separate Location	(ES) Audio
NCSC	DLM	PARCC	SBAC									
	X		X	Michigan								
None				Minnesota								
	X	X		Mississippi								
	X		X	Missouri								
			X	Montana								
None				Nebraska								
			X	New Hampshire								
	X	X	X	New Jersey								
			X	New Mexico								
X		X		New York	A		A	A	A		A	A
X			X	Nevada	AC or AI/AC*							
	X		X	North Carolina	A							
X		X	X	North Dakota								
		X	X	Ohio								
	X	X		Oklahoma								
			X	Oregon								
X		X	X	Pennsylvania								
X				Rhode Island								

NCSC	Consortia Affiliations ¹			State	(ES) English Word to Word and Biling. Dictionary	(ES) Electronic Translator or Biling. Diction.	(ES) Response Written in Other Lang.	(ES) Explain/ Clarify/ Rework Dir.	(ES) Time Extension	(ES) More Breaks Than are Scheduled	(ES) Separate Location	(ES) Audio
	DLM	PARCC	SBAC									
X		X	X	South Carolina				A				
X			X	South Dakota								
X		X		Tennessee								
None				Texas								
	X		X	Utah								
			X	Vermont								
	X			Virginia								
	X		X	Washington								
	X		X	West Virginia	AC*	A		A		A		
	X		X	Wisconsin	A		AC*	A				AC*
X			X	Wyoming	A			A		A	A	
				Special Entities								
X				American Samoa								
X				Confederation of Northern Mariana Islands								
X		X		District of Columbia								
X				Guam								
X				Federated States of Micronesia								
X				Palau								
None				Puerto Rico								

Consortia Affiliations ¹				State	(ES) English Word to Word and Biling. Dictionary	(ES) Electronic Translator or Biling. Diction.	(ES) Response Written in Other Lang.	(ES) Explain/ Clarify/ Reword Dir.	(ES) Time Extension	(ES) More Breaks Than are Scheduled	(ES) Separate Location	(ES) Audio
NCSC	DLM	PARCC	SBAC									
X				Republic of Marshall Islands								
None				Virgin Islands								
24	13	24	30	Total	8	1	3	5	2	3	3	3

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, Delaware, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maine, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

**Table B.12. ELL Specific (ES) Traditional Accommodations and Other Changes (3 of 3)
(continued)**

(Asterisks indicate notes in the following table.)

Consortia Affiliations ¹				State	(ES) Small Group or Individually	(ES) Minimize Distractions	(ES) Multiple Day
NCSC	DLM	PARCC	SBAC				
		X	X	Alabama			
X				Alaska			
X		X		Arizona			
		X		Arkansas	A	A	
		X		California			
		X	X	Colorado			
X			X	Connecticut			
		X	X	Delaware			
X		X		Florida			
X		X		Georgia			
			X	Hawaii			
			X	Idaho			
		X		Illinois			
X		X		Indiana			
	X		X	Iowa			
	X		X	Kansas			
		X	X	Kentucky			
X		X		Louisiana			
			X	Maine			
		X		Maryland			
X		X		Massachusetts			
	X		X	Michigan			
None				Minnesota			
	X	X		Mississippi			
	X		X	Missouri			
			X	Montana			
None				Nebraska			
			X	New Hampshire			
	X	X	X	New Jersey			
			X	New Mexico			
X		X		New York			

Consortia Affiliations ¹				State	(ES) Small Group or Individually	(ES) Minimize Distractions	(ES) Multiple Day
NCSC	DLM	PARCC	SBAC				
X			X	Nevada			
	X		X	North Carolina			
X		X	X	North Dakota			
		X	X	Ohio			
	X	X		Oklahoma			
			X	Oregon			
X		X	X	Pennsylvania			
X				Rhode Island			
X		X	X	South Carolina			
X			X	South Dakota			
X		X		Tennessee			
None				Texas			
	X		X	Utah			
			X	Vermont			
	X			Virginia			
	X		X	Washington			
	X		X	West Virginia			
	X		X	Wisconsin			
X			X	Wyoming	A	A	A
				Special Entities			
X				American Samoa			
X				Confederation of Northern Mariana Islands			
X		X		District of Columbia			
X				Guam			
X				Federated States of Micronesia			
X				Palau			
None				Puerto Rico			
X				Republic of Marshall Islands			
None				Virgin Islands			
24	13	24	30	Total	2	2	1

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, Delaware, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maine, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B.13. Notes for Table B.12

State	Notes
Arkansas	<p>(ES) English Word to Word and Bilingual Dictionaries, AC Limited English Proficient students may use an English/native language word-to-word dictionary that contains no definitions or pictures, if it is part of a student’s LPAC Plan. AND Accommodations that currently are NOT available are as follows</p> <ul style="list-style-type: none"> • languages other than English <p>(ES) More Breaks Than are Scheduled, AC All testing scheduled for a given day must be completed by the conclusion of that school day.</p>
Colorado	<p>(ES) Translate Test Regular Version into Native language, AC Not allowed to translate the Reading passages (Except 3rd / 4th grade Spanish), or student responses in Writing in Heritage Language.</p> <p>(ES) Oral Translation of Test, AI/AC Translation of reading passages would invalidate (Except 3rd / 4th grade Spanish)</p> <p>(ES) Response Written in Other Language, AC Not allowed to translate the Reading passages (Except 3rd / 4th grade Spanish), or student responses in Writing in Heritage Language.</p>
Florida	<p>(ES) Limited Assist in Heritage Language to answer questions about a word or phrase, AC For Mathematics, Writing, and Science assessments, limited assistance may be provided using the student’s heritage language to answer specific questions about a word or phrase.</p> <p>(ES) Use Heritage language to answer general questions about test (not words or phrases), AC For the Reading assessment, the ESOL or heritage language teacher may answer student questions about the general assessment in the student’s heritage language.</p>
Maine	<p>(ES) English Word to Word and Bilingual Dictionaries, AC In addition to the approved accommodation list for general state assessments, the following PAAP specific accommodations may be utilized. AND</p> <p>...with student use of bilingual dictionary/word lists AND</p> <p>A student with limited English proficiency may have a word-to-word dictionary available for individual use as needed. A word-to-word dictionary is one that does not include any definitions. Information on acceptable dictionaries is provided on the departments’ websites. AND</p> <p>Using a word-to-word translation dictionary for ELL students (NOT allowed for the Reading test)</p>
Nevada	<p>(ES) Limited Assist in Heritage Language to answer questions about a word or phrase, AC For Mathematics and Science assessments, limited assistance may be provided using the student’s heritage language to answer specific questions about a word or phrase. The teacher may not give assistance that would help the student solve Mathematics and Science assessment questions.</p> <p>(ES) Use Heritage language to answer general questions about test (not words or phrases), AC For the Reading assessment, the ESOL or heritage language teacher may answer student questions about the general assessment directions in the student’s heritage language. The teacher may not read words to the student from the independent reading passages in the student’s heritage language. AND</p> <p>For the Writing assessment, the ESOL or heritage language teacher may answer student questions about general assessment directions in the student’s heritage language. The teacher may answer questions about a word or phrase in the Writing script. The teacher may not give assistance to the student in responding to the Writing script in the student’s heritage language.</p> <p>(ES) English Word to Word and Bilingual Dictionaries, AC Nevada has guide on type that can be used and prohibits definitions exclusively in heritage language; AI/AC Some electronic ones may invalidate the test.</p>
West Virginia	<p>(ES) English Word to Word and Bilingual Dictionaries, AC An electronic translator or sign dictionary may be used to present directions, stimulus material, questions and/or answer choices for all items on the test with the exception of the reading comprehension items.</p>

Table B.13. Notes for Table B.12 (continued)

Wisconsin	<p>Oral Translation of Test, AC Interpret test passages and questions into student’s native language. Student responses must be documented in scorable test book (Not allowed on Language Arts and Reading tests). AND WAA-SwD translation scripts not provided. Translate only the script following the “SAY” icon and the Reading “Read-by-Teacher” items.</p> <p>(ES) Response Written in Other Language, AC A translator who scribes student responses from native language to English should translate word-for-word to the extent possible for all content areas except Writing. For the Writing test, student must dictate or write responses in English (translation not allowed) exactly as they are to be written. AND Student responds (orally or in writing) in his/her native language; translator translates student responses into English, and then scribes (oral response) or transcribes (written response) into scorable test book (Not allowed on Writing test).</p> <p>(ES) Audio, AC Provide audio recording of test items using DPI-provided Spanish scripts (Not allowed on Language Arts or Reading tests). AND Audio recording of test items interpreted into student’s native language (Not allowed on Language Arts or Reading tests).</p>
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Table B.14. Summary of Noted Policy Differences for ELL Accommodations by Consortia

	Response written in other language	Audio use	Translate test into native language	Use heritage language to answer general questions (not words or phrases)	Limited assist in heritage language to answer questions about word or phrase
NCSC					A=1 AC=2
PARCC	AC=1 A=1		A=2 AC=1		
SBAC		A=1 AC=1	A=1 AC=1 P=1	A=1 AC=1	A=1 AC=1

Table B.15 Unique Accommodations Guidelines

State	Guideline
CNMI	<p>Encouragement/prompt, Physical prompting/guiding</p> <p>What Are Prompts? Remember that prompts guide the student to the correct answer and therefore, when prompts are provided, the student is no longer answering independently and the score will be affected.</p> <p>Prompts that are NOT Allowed</p> <p>A direct verbal prompt provides the student with the specific answer to a question or item Example “remember, the main character was George. Point to the picture of the main character”</p> <p>A direct gestural prompt points out the specific answer to the student Example when presenting a choice of three pictures and asking the student which picture represents an unbalanced force, the teacher may point to or tap the correct picture</p> <p>A direct model prompt models the exact problem and answer that the student must perform Example when sorting producers and consumers, the teacher says “remember corn is a producer” and picks up the picture of corn and places it in the producer column of a chart. Then asks which one is a producer?</p> <p>A physical prompt requires physical contact between the student and teacher. Example It may involve the teacher physically moving the student’s hand to the correct answer.</p>
Florida	<p>Description/labels, Pictures/objects</p> <p>In Reading, describe the graphic that accompanies the reading passage by using the preprinted description on the bottom of the passage picture page.</p> <ul style="list-style-type: none"> •• Describe pictures as needed using the Materials column. Additional descriptive text has been added to the Materials column for some items where accessing material graphics is critical to the student’s ability to respond to an item. This text appears in parentheses and is intended to be read aloud only to students with visual impairments. The Materials column of each item indicates the type of stimulus or response card provided for each Access Point level. Some picture cards do not include a label or any text that is read aloud to the student. When naming graphics on these cards, use the same language used in the Materials column. In some instances, a table or graph will be placed on the work surface as a stimulus. It is important to read and describe the table or graph to the student. •• Real objects may be substituted for the picture cards whenever possible. In the example above, real buttons could be used instead of picture cards. So, in addition to hearing the description of the buttons, the student could actually feel and manipulate the buttons. •• Refer to the list of objects for students on the Object Exchange List, which will be provided separately by mid-October.

<p>Florida (continued)</p>	<p>Move manipulative for student Teacher assistance in the manipulation of objects.</p> <ul style="list-style-type: none"> •• Some items require the student to manipulate objects, such as generic counters or a ruler. The following example is an acceptable way that a student with limited physical ability and/or mobility can still interact with an item requiring the use of a ruler. <p>Repeating items Follow the administration directions and read the item script (presented in italics) to the student. Allow for wait time for the student to respond. Wait time may vary from student to student.</p> <ul style="list-style-type: none"> •• If the student does not respond after the wait period, or if the student requests, repeat the item script, and wait for the student to respond. In Reading, the passage is not considered a part of the item script. •• Item script can be repeated up to two times, for a total of three times. •• At the Participatory Level of Complexity, if the student responds incorrectly or does not respond after the item script is read for the third time, follow the scaffolding process by covering up or removing an incorrect answer and repeat the administration procedure. •• Make sure that when the item is re-administered that the instructions are modified to indicate the number of pictures remaining. For example, instead of saying “Here are three words,” say “Here are two words.” This same procedure should be repeated if scaffolding is required a second time. •• At the Supported and/or Independent Levels of Complexity, if the student responds incorrectly or does not respond after the item script is given for the third time, move to the next item.
<p>Michigan</p>	<p>Pictures/objects PAAs may decide whether to use the picture cards as is or to reproduce them in a format (such as real photographs), size, or pictorial program that is more familiar to the student. The reproduced images, however, must NOT change the nature of the question or elicit a different response. Actual objects may also be used if needed.</p> <p>Read aloud, Description/labels Readers may be used in one-on-one assessment situations for the Functional Independence assessments. When making decisions about the use of readers, however, keep in mind that the assessments were developed specifically to accommodate the reading levels of the Functional Independence student population. Thus, while students may typically be read to in the classroom when working with grade-level materials (i.e., those that are beyond their instructional reading level), they MAY NOT need to be read to during the assessment. It is important to note that there are some assessment items where reading the item stem and/or answer choices aloud would give the answers away—such as reading the answer choices for word recognition items. Therefore, a Do Not Read Aloud Table has been included at the beginning of each student assessment booklet indicating the items, or parts of items, that should not be read to the student. (General information on the types of items that should not be read aloud is included in Appendix B.)</p>

<p>Michigan (continued)</p>	<p>Although readers are a standard assessment accommodation on all MI-Access assessments, there are a number of items, or parts of items, that cannot be read aloud because doing so would give the answer away. Therefore, Do Not Read Aloud Tables have been developed and included at the front of each MI-Access assessment booklet (if needed). Following are descriptions—organized by content area—of the types of items where reading aloud would be considered a nonstandard accommodation.</p> <p>Accessing Print (FI)/English Language Arts (P/SI)</p> <ul style="list-style-type: none"> • For all word recognition items, the answer choices cannot be read aloud. • For items where picture answer choices are NOT accompanied by labels, the answer choices cannot be named. <p>Mathematics</p> <ul style="list-style-type: none"> • For all coin/money items, the coin(s) or bill(s) must never be identified by name. The item stem can be read, but the money must not be named. • For all base 10 block items, only the item stem should be read, never the key or answer choices. • For items where reading the numeral or corresponding word in either the item stem or the answer choices would give the answer away, the answer choices cannot be read aloud. (See the example below.) <p>Example What numeral represents the number seventeen?</p> <p>A) 7 B) 17 C) 27</p> <ul style="list-style-type: none"> • Numbers in sequencing items (e.g., 8, 10, __, 14, 16) cannot be read aloud. • For sequencing items with numbers and pictures (e.g., coolers with cans of pop, sequences in charts), only the words can be read aloud. <p>For sequencing items solely comprised of pictures/symbols (e.g., heart, circle, square, heart, circle, _____), only the words in the item stem can be read; pictures/symbols cannot be named. The same holds true for coin items.</p> <p>Keys cannot be read aloud.</p> <ul style="list-style-type: none"> • Pictures in answer choices cannot be named aloud for Functional Independence. • Picture answer choices that are NOT accompanied by labels cannot be named for Participation and Supported Independence. <p>Science</p> <ul style="list-style-type: none"> • For items where picture answer choices are NOT accompanied by labels, the answer choices cannot be named. <p>Readers</p> <p>The only time readers may be needed for the Participation and Supported Independence assessments is on selected-response items. For these items, a reader is considered a standard assessment accommodation, which means that both the item stem and the words that accompany the picture answer choices may be read aloud to the student, except when specifically noted in the student's assessment booklet. (Do Not Read Aloud Tables have been included at the front of each assessment booklet, indicating which item stems and/or answer choices may not be read aloud.)</p>
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<p>Michigan (continued)</p>	<p>Optional Materials There may be instances with the mathematics and science assessments where assessment administrators choose to have actual materials on hand instead of relying on the pictures/graphics in the assessment booklets. Some examples of optional materials include coins, bills, clocks, base ten blocks, sand, and water. The use of optional materials is allowed provided they do not change the nature of the question or elicit a different response.</p> <p>Readers Readers may be used in one-on-one assessment situations for the Functional Independence assessments. When making decisions about the use of readers, however, keep in mind that the assessments were developed specifically to accommodate the reading levels of the Functional Independence student population. Thus, while students may typically be read to in the classroom when working with grade-level materials (i.e., those that are beyond their instructional reading level), they MAY NOT need to be read to during the assessment. It is important to note that there are some assessment items where reading the item stem and/or answer choices aloud would give the answers away—such as reading the answer choices for word recognition items. Therefore, a Do Not Read Aloud Table has been included at the beginning of each student assessment booklet indicating the items, or parts of items, that should not be read to the student. (General information on the types of items that should not be read aloud is included in Appendix B.)</p>
<p>New Hampshire</p>	<p>Description/labels Use of Picture or Tactile Communication Devices during Reading and Writing Tests. Pictures or graphics must ALWAYS be paired with appropriate word (or letter) form. For example, tactile graphics must be accompanied by Braille or large print English words/letters. Pictures of Sign Language, (or tactile sign with deaf/blind) must be accompanied by the associated English or Braille words. Pictures or photographs on a communication board, or physical objects used to communicate must also show the word or words (English or Braille) presented by these images or objects. Pictures that accompany a story or other written passage, if used solely as a picture for all students who read the passage, may remain in picture form only, unless they are made available through tactile representational form for students with blindness or severe vision impairment. Pictures with captions must retain the written captions, but these captions may also be presented with picture or tactile communication supports.</p> <p>Pictures/objects Visual choice presented in mid-line of student’s visual field (not all visual fields are the same—identify student’s visual field) within optimal distance.</p>

New Mexico	<p>Encouragement/prompt</p> <ul style="list-style-type: none"> • Use any customary encouragement and support strategy, as long as it does not unfairly signal correct or incorrect responses. These strategies include, but are not limited to, the following • Praise. • Confirmation. • Reiteration/repetition. • Touch. • Time out. • Snack or other incentive. <p>Response mode</p> <p>Response Mode Guidelines, Response mode guidelines include the following</p> <ul style="list-style-type: none"> • To be acceptable, any response mode must allow a TA to ascertain, without ambiguity, the intent of a student’s response. • The response mode(s) must be routinely used by the student during daily instruction. A new response mode should not be introduced for this assessment. <p>Also has overall guidelines for accommodation use</p> <p>Task delivery guidelines include the following</p> <ul style="list-style-type: none"> • Consider the effect of accommodations on what is being assessed before the actual administration of the NMAPA. Make sure that the accommodation DOES NOT change the meaning or the intent of an item. • Select signs, words, and images with care so they DO NOT signal the correct response. • Substitute more familiar words or terms or abbreviate the script, provided that doing so DOES NOT affect the intent or degree of difficulty of an item. • Consider several factors when implementing accommodations. These factors include, but are not limited to, the following • Volume. • Timing. • Movement/gesture or expression. • Environment. • Background (visual and auditory). • Contrast. • Text size, font, case (upper or lower), and color of stimulus materials (see “Response Modes,” below). • Rewording so that the student initiates action or applies or explores the stimulus.
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Virgin Islands	<p>Encouragement/prompt, Physical prompting/guiding</p> <p>Keep in mind that all baseline and final assessments require that students complete the items/questions/tasks without any teacher prompting, meaning that the two required pieces of evidence for each GSE demonstrate what a student knows and can do independently. Direct verbal, gestural, modeling, and physical prompting are not allowed during the VITAL-A administration as these types of prompts direct the student to the answer and compromise any interpretations of what the student can do alone. Prompting is acceptable and expected during daily instruction and therefore is allowed on additional evidence' included in the portfolio. Summary of What Is Allowed by the teacher during baseline/initial and final assessment administrations to prepare the student for testing or focus the student's attention during testing (left side of table) and What is Not Allowed (right side of table)</p> <p>Summary of What Is Allowed by the teacher during baseline/initial and final assessment administrations to prepare the student for testing or focus the student's attention during testing (left side of table) and What is Not Allowed (right side of table)</p> <p>Examples of what is allowed during VITAL-A testing</p> <p>Verbal Re-reading, paraphrasing, or repeating the directions to be sure the student knows what to do or how to respond. Asking a question to focus the student's attention (e.g., how can you find a definition of a word)</p> <p>Gestural Redirecting or focusing the student's attention by tapping the page or book, pointing to a tool or location that does not provide the correct answer</p> <p>Physical Assisting a blind or deaf student by physically orienting him/her to locate materials or demonstrating for them how to make their response</p> <p>Model Demonstrating the skill (e.g., how to carry in an addition problem) using a different but similar problem for the student before the student begins the actual assessment tasks, such a practice item like those on the assessment. Demonstrating how to respond by placing pictures in a sequence for a different story as an example before starting the assessment</p> <p>Examples of what is NOT allowed during VITAL-A testing (but is allowed on additional evidence)</p> <p>Direct verbal prompt Providing the student with the specific answer to a question or item. Providing a cue that directs the student to the correct answer</p> <p>Direct gestural prompt, Pointing out, manipulating, or tapping/touching the specific answer for the student</p>
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Virgin Islands (continued)	<p>Direct physical prompt Prompting the student to move his or her hand to a particular answer</p> <p>Direct model prompt Modeling the exact problem and answer that the student must perform in the test item and asking the student to copy what the teacher has just done</p>
Wisconsin	<p>Pictures/objects WAA-SwD Manipulatives Guide</p> <p>For the purposes of this assessment, a manipulative is defined as a tangible object that is handled by a student or teacher to allow the student to engage with the content of a test question. Please note that the use of manipulatives is optional and not a requirement for this test (except the use of a ruler in grade 10 mathematics). It is imperative to review the WAA-SwD test prior to test administration to determine appropriate manipulatives that may be used for your students. This decision process should be an item-by-item decision made for each individual student. Manipulatives should be the same as what the student uses in their daily instruction and must not change what the test item is measuring.</p> <ul style="list-style-type: none"> • For example, a pattern item indicates circles and squares of the same color. The use of balls and blocks that are different colors (e.g., green ball, red block) will change what is being measured. What was a shape pattern is now a shape and color pattern; however, using objects that are the same color would be acceptable. <p>Examples of Manipulatives, Please note that this list is not exhaustive.</p> <p>Allowable</p> <p>For money problems, use of real money or play money in place of pictures For computation problems, counting discs or blocks of a single color For all subject areas, Picture Exchange Communication (PEC) symbols</p> <p>Not Allowable</p> <p>Coin-u-lators or money that incorporates touch points (items that define the money value) Multiplication tables or Calculators Any manipulative that changes what the item is intended to measure (see pattern example above) or that cues an answer choice Accommodations that may be provided for the WKCE may also be provided for students taking the WAA-SwD. The assessment matrix can be found at http://dpi.wi.gov/oea/accommtrx.html. The WAA-SwD FAQ offers more guidance regarding specific testing situations and circumstances. This form can be located at http://dpi.wi.gov/oea/faqwaa.html. For more information regarding specific use of manipulatives, please contact kristen.kehoe@dpi.wi.gov.</p> <p>Also from FAQ page: In very limited circumstances, district or school assessment coordinators may provide teachers with photocopies of WAA-SwD graphics for use during testing. For example, a student may have a wide eye gaze or a student may require this accommodation for sequencing constructed response items. Teachers must present all items that are photocopied in the order and manner that they appear in the Student Test Booklet.</p>

<p>Wisconsin (continued)</p>	<p>The DAC and SAC should monitor the use and the distribution of this accommodation and ensure test security. All copies must be destroyed after test administration as they contain live test materials. Appropriate techniques for destroying materials include utilization of a commercial document shredding company, cross-cut shredders, and incineration. Note: Enlarged photocopies are not appropriate for students with visual impairments as these students are able to use the Braille materials and picture descriptions. AND</p> <p>Test administrators cannot color in test items; that is a modification of the test item and not allowed. AND</p> <p>Q: When a pattern test item is shaded differently for different shapes (such as in the sample test item in the training slides), can a test administrator use different color manipulative shapes?</p> <p>A: This is a case when using different color manipulatives would be acceptable; however, be aware that the use of color can be a distracter to students. Some of the pattern items use shapes that are not shaded differently; in cases such as this you should not use different color shape manipulatives because it changes what the item is measuring (color and shape pattern instead of only a shape pattern).</p> <p>Transcriber Translators who scribe student responses from native language to English should translate word-for-word to the extent possible for all content areas except Writing. For the Writing test, student must dictate or write responses in English (translation not allowed) exactly as they are to be written. The answers must be transcribed into the regular WKCE test book or WAA-SwD student Answer Document with a #2 pencil to be scored. Transcription of the student's responses must be verbatim, including spelling, formatting, punctuation, etc. Test security must be maintained. After answers are transcribed, destroy all electronically-saved student responses, including audio tapes. All paper copies of student work (e.g., Braille tests, large print tests, graph/lined grid paper, printed copies of computer responses, etc.) must be returned with non-scorable test materials.</p> <p>Translator</p> <p>Wisconsin assessment guidelines provide information about the use of translators for English language learners taking the Wisconsin Knowledge and Concepts Examination (WKCE) or the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). Specifically, the Assessment Accommodations Matrix states the following are allowable test accommodations</p> <ol style="list-style-type: none"> 1. Provide the assistance of a qualified translator to read or translate test items in content areas, orally or in writing. (not allowed on English Language Arts or Reading tests) 2. Read questions and content aloud in simplified English or in English as written. (not allowed on English Language Arts or Reading tests) 3. Translate student responses from native language to English. (not allowed on Writing test) 4. Translate or simplify test directions either orally or in writing.
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Wisconsin (continued)	<p>Suggested Qualifications of Translators</p> <p>Preference should be given to individuals with Bachelor's Degrees in Modern Languages. When this is not possible, be sure that translators have the following qualifications</p> <ol style="list-style-type: none"> 1. mastery of the target language 2. familiarity with both cultures 3. extensive general vocabulary in both languages 4. ability to express thoughts clearly and concisely in both languages <p>Translators should participate in all aspects of staff training related to test administration and test security, with additional training on the guidelines described below.</p> <p>Guidelines for Oral Translation</p> <ol style="list-style-type: none"> 1. Test directions, questions, and possible responses should be read to students using as direct a translation as possible. Care should be taken not to alter the intended meaning of the text. 2. While content may be converted into simplified English, this can sometimes alter the intended meaning of the text. Only simplify words that are not related to content or vocabulary. Example (Grade 5 WKCE Released Item) of simplified English test item
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Table B.16. Need for Consistent Use of Terms Within State Documents

<p>Reread directions</p> <p>Accommodation: Student rereads and/or restates directions. (marked as allowed in TAM for AA-AAS)</p> <p>General Practice: N/A for AA-AAS-all directions are read aloud (note after read direction aloud and reread as needed.) General Testing Guidelines</p>
<p>Manipulatives</p> <p>Accommodation: In TAM, listed as a new response accommodation: Manipulatives. Base-ten blocks, 3-D shapes, etc. are allowed as long as they do not provide a definition or description. It is checked as an accommodation for AA-AAS with note to follow guidelines for Manipulatives. (Waa tam.)</p> <p>General Practice/Test Administration: In FAQ page, there is a section for accommodations, but Manipulatives is not listed with them. It has its own section heading and none of the questions or answers refer to it as an accommodation. It is under general administration information.</p>
<p>Scribe</p> <p>N/A: Test administrator records all responses (in TAM for AA-AAS)</p> <p>Accommodation: Student signs responses to scribe. For the writing test, no translation from American Sign Language (ASL) is allowed; student must sign in exact English to scribe. (Allowed for AA-AAS), But student indicates responses orally to scribe is N/A. (In TAM for AA-AAS)</p>
<p>Read Test Passages and Questions Aloud</p> <p>Accommodation and N/A: Not allowed on Regular Reading test or AA-AAS “Read-by-Student” items).⁹ Next column: <i>N/A: Test administrator reads AA-AAS aloud</i> (Accommodation Matrix) But Read-by-student items are allowed to be read aloud for students who are not proficient in un-contracted Braille- then it is allowed. (Accommodation Matrix)</p>
<p>Highlighter</p> <p>Accommodation: II. Content Presentation: Student marks test book with a highlighter. Checked for use for AA-AAS in next column.(TAM for AA-AAS)</p> <p>General Practice: Student marks test with a highlighter. General Testing Guidelines for All Students.</p> <p>NA: Directions are incorporated into each item. (TAM for AA-AAS, in ELL section)</p>

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NCEO is an affiliated center of the Institute on Community Integration