

What are Accommodations

There may be times when parents become confused or are unaware of the accommodations that are available for their child in special education. This Parent Teacher Conference Handout explains the various accommodation options that may be placed on a child's IEP as long as there is evidence indicating the need for such an accommodation.

I. Setting Accommodations

Administering the assessment:

- individually in a separate room
- in a small group in a separate room
- in the resource room
- in a special education classroom
- using carrels
- at home or in a hospital (this will depend on the nature of the assessment task)
- Seating the student in the front of the room near the examiner or proctor
- Seating the student facing the examiner or proctor
- Providing special lighting
- Providing special furniture (e.g., desks, trays, carrels)

II . Scheduling Accommodations

- Adding time as needed
- Providing frequent breaks
- Terminating a section of the test when a student has indicated that he or she has completed all the items he or she can. The examiner must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

III. Test Materials Accommodations

- Administering the large-print version of test materials
- Administering the Braille version of test materials
- Allowing separate additional continuation pages for writing tasks. These pages **MUST** be properly marked to link them to the correct student for credit.

IV. Test Procedures Accommodations

Administration accommodations:

- reading directions out loud
- reading test questions aloud (you may not read aloud or sign the reading passages in Language Arts Literacy- you may read the reading questions.)

- providing and ensuring that amplification (hearing aid and/or FM system) is in working order
- using a sign language or cued speech interpreter for administration of directions or questions but not reading passages
- masking a portion of the test booklet and/or answer folder to eliminate visual distractors or providing reading windows
- repeating, clarifying, or rewording directions
- providing written directions on a separate sheet or transparency
- using an examiner who is familiar with the student
- using an examiner who can communicate fluently in sign language (American Sign Language or a form of Manually Coded English)
- providing manipulatives for math items
- using graph paper for math section
- using a Braille ruler and talking calculator
- using tactile or visual cues for deaf or hard of hearing students to indicate time to begin, time remaining, and time to end a particular part of the test

Response accommodations

- having an examiner record the student's identifying information on the test booklet or answer folder (see test manuals for specific information)
- dictating oral responses to a scribe (person who writes from dictation) -student must indicate all punctuation and must spell all key words
- using a Braille writer to record responses
- signing responses to sign language interpreter (student must indicate all punctuation and must spell all key words)
- recording responses on a word processor (tools, e.g., spelling and grammar tools are not permitted)
- using large face calculators (except for non-calculator section)
- using talking calculators (except for non-calculator section)
- using an Augmentative Communication device
- using a larger diameter or modified special grip #2 pencil
- masking portions of the test booklet to eliminate visual distractors

- marking answers in the test booklet (an examiner will transfer the answers to an answer folder for GEPA/HSPA)

V. Other Considerations

Ensure that:

- any medication has been appropriately adjusted so it will not interfere with the student's functioning.
- eyeglasses are used if needed.
- hearing aids, FM systems, Augmentative Communication devices, word processors, or other equipment are functioning properly.
- source and strength of light are appropriate.
- all students can clearly see and hear the examiner.
- all deaf or hard of hearing students who communicate aurally/orally are watching the examiner when instructions are given.
- responses to open-ended questions, writing tasks, and the writing project which are written or typed on separate sheets of paper by students eligible for this accommodation **must** be placed into the fluorescent orange envelope provided. Each of these pages must include at the top of the page the student's name, answer folder number, birth date, district name and code, and school name and code. **If these procedures are not followed, the student's responses cannot be linked to their responses on the other sections of the test and he/she will receive incomplete scores.** Copies of these pages should be made and retained on file by the school district until scores are received.

Students using the large-print test booklets:

- mark their answers on the large-print test booklets
- may be instructed to skip some questions. The spaces for these questions must be left blank in the students large-print test booklet or answer folder included in the large-print kit.
- who dictate responses on open-ended items and writing tasks indicate all punctuation and spell key words.

Students using Braille test booklets:

- are instructed to bring a Braille ruler and a talking calculator to the test session.
- are instructed to skip some items identified in the Braille instructions. The spaces for these items must be left blank on the student test booklet or answer folder included in the Braille kit;
- have answer folders transcribed from Braille version by the examiner.

- dictate their answers to the examiner or use a device that produces Braille. For dictations and responses recorded in Braille:
- Students must indicate all punctuation and must spell all key words.
- Examiners must transcribe the Brailled responses into the regular answer folder included in the Braille kit.

Students who communicate using sign language:

- Have an interpreter interpret oral directions and test items (but not the reading passages in the Language Arts Literacy sections of the test). The interpreter should be able to communicate in the mode used by the student, American Sign Language or a form of Manually Coded English. The interpreter should be instructed to interpret so as not to give the answer to the student through the use of a particular sign or finger spelling.
- Students using American Sign Language for open-ended writing task responses should sign the responses to the interpreter who will interpret them into spoken English and a scribe will record the responses in the test booklet or answer folder.
- Students using Signed English or cued speech will sign/cue to the interpreter who will transliterate (word for word) into spoken English and a scribe will record the responses.