
Section 5: Accommodations Fact Sheets for Students with Disabilities

Fact Sheet SWD-1

Presentation Accommodations

What are Presentation Accommodations?

Presentation accommodations allow students to access instruction and assessments in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.

Who Can Benefit from Presentation Accommodations?

Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability.

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

1. Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;
2. Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
3. Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions or conditions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis. Each accommodation code will be listed with a number followed by a letter and then the title of the accommodation. For example, the listing for large print would be 1-A: Large Print.

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Description and Guidance for Selecting Accommodation	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>1-A: Large Print</p> <p>Large print materials are produced larger than the print used in regular print materials. While regular print materials range from 8–12 points in size, large print materials are produced in 18 point or larger. Most large print materials are enlarged in size from the regular print on a copier machine. Large print can also be produced digitally by reformatting the font size, font style, spacing, and page layout. Care must be taken when enlarging mathematics and science materials. Pages that have graphics that are to scale for measuring tasks must be enlarged so the print on the page (questions, answer choices, measurement labels) is large, but the graphic must not be enlarged, remaining to scale so the student using large print has the same measurements as students using regular print.</p> <p>Students who are visually impaired must have an assessment of their learning/literacy medium to determine if large print is the most appropriate medium. This assessment will determine the optimal print size to provide access to materials and maximize literacy.</p> <p>Students who are not visually impaired can also use large print materials if data shows that the use of large print improves their performance in reading skills (i.e., comprehension, fluency). The use of large print does not necessarily help students with visual tracking or reading difficulties.</p> <p>When selecting large print materials, consider the weight and size of the books, access to the selected medium, and student performance. Large print in electronic formats can be provided by enlarging font size or percent of view.</p>	<p>For State assessments, large print formats are produced in approximately 20 point. If a student needs a larger size, consider a magnification device or use of Kurzweil™ 3000. Students can take the Kurzweil™ 3000 version with the speech turned off and utilize the view-enlargement functions.</p>  <p>Current online assessments do not have the capability to enlarge font size. Screen enlargement software cannot run at the same time as the testing delivery platform system.</p>	<p>I, A</p>

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Description and Guidance for Selecting Accommodation (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>1-B: Magnification Devices</p> <p>Students who are visually impaired must have an assessment of their learning/literacy medium to determine the most appropriate learning/literacy medium. This assessment will determine the optimal print size to provide access to materials and maximize literacy. Some students with visual impairments may need access to print materials at near (reading material) and distance (board) by enlarging the print with the use of magnification devices. These include telescopes, eyeglass-mounted magnifiers, handheld magnifiers, desktop magnifiers, or electronic magnification systems.</p>	<p>For State assessments, students who use an electronic magnification system should use the regular or large print test book in combination with the magnification system used. If the magnification system used is electronic and captures the image before enlarging, all images must be deleted immediately after the test is completed.</p> <p> Current online assessments do not have the capability to enlarge font size. Screen enlargement software cannot run at the same time as the testing delivery platform system.</p>	I, A
<p>1-C: Interpretation/Transliteration for the Deaf or Hard of Hearing</p> <p>Students who are deaf and hard of hearing who access instructional materials and tests at various levels through American Sign Language, signed English, Cued Speech or oral transliterations will need this accommodation. Some students may need all print materials translated while learning to read print.</p> <p>An interpreter/transliterator may only be needed to translate instructions and to assist in communication. An interpreter/transliterator may also be needed to provide the verbatim reading accommodation. Interpreters/transl iterators need to be able to translate in the same method typically used by the student (e.g., American Sign Language, signed English, Cued Speech, oral transliteration). A standard video presentation of a test using American Sign Language, signed English, Cued Speech, or oral transliteration may be used to increase quality, consistency, pacing, and accuracy.</p>	<p>Interpreters/transl iterators must not paraphrase, clarify, elaborate, or provide assistance with the meaning of words, intent of test items, or responses to test items. Graphic materials must be read according to the guidelines indicated in the Test Assessment Coordination Manual (TACM) or Examiner's Manual for the specific assessment to ensure standardization of the assessment. Only print labels on graphics can be read as other features of the graphic would require description and would lead to interpretation on the part of the reader and invalidate the skills being assessed.</p> <p>This accommodation may also be implemented using technology which transcribes speech to text, such as TypeWell, C-Print, or Communication Access Realtime Translation (CART), which provide real-time translation of speech to text for students who are deaf or hard of hearing.</p> <p>Students taking the HSA or Mod-HSA that require the 1-C accommodation do not need the MSDE approval to use the 3-C: Extend over Multiple Days accommodation. Refer to Tool SWD-8, which provides further guidance for the 1-C accommodation. Students grouped together must be assigned the same test form.</p>	I, A

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Description and Guidance for Selecting Accommodation (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>1-D: Braille</p> <p>Braille is a system of raised dots that are read with the fingers. Literary braille consists of the alphabet, contractions, punctuation, signs unique to braille, and formatting rules. There are also codes for foreign languages, music, computer, and the Nemeth Code for Mathematics and Science. Braille is written with a manual or electric braillewriter, slate and stylus, or electronic braille notetaker. Braille embossers are braille printers that emboss braille after it has been correctly translated and formatted on a computer with braille translation software. For this accommodation, braille is typically produced in a hardcopy, paper format. Braille can also be provided in electronic formats for use on a refreshable braille display.</p>	<p>For State assessments, students who use braille should use a braille test book.</p>  <p>Current online assessments do not have the capability to accommodate braille.</p>	<p>I, A</p>
<p>1-E: Tactile Graphics</p> <p>Tactile graphics are raised images to convey non-textual information such as maps, graphs, and diagrams. Tactile graphics have labels in braille. Tactile graphics guidelines are followed to determine if an image should be created and if so, how. Some images are not necessary and can be omitted. Some images are substituted with letters, abbreviations, or words in braille.</p>	<p>For State assessments, tactile graphics are provided with the braille tests. For Alt-MSA, teachers may create artifacts using braille and tactile graphics.</p>  <p>Current online assessments do not have the capability to accommodate tactile graphics.</p>	<p>I, A</p>

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Auditory Presentation Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test</p> <p>Students with reading related disabilities may need assistance accessing instructional or test content. Access for students with reading needs is typically provided through the presentation of print-based content in auditory form.</p> <p>A student who needs verbatim reading has an identified reading disability, which includes issues with decoding, comprehension or fluency.</p> <p>In determining the appropriateness of this accommodation, the following should be considered:</p> <ul style="list-style-type: none"> • The IEP Team must use the results of any evaluation reports, which support the determination that the student's disability precludes or severely limits the student's ability to gain meaning from written language (decoding/word recognition). • The IEP Team should also determine if a learning disability in reading exists in the area of reading, which includes decoding, comprehension or fluency. • There is documentation of remedial reading services. • There is documentation of the student's current reading skills. • There is documentation of IEP goals related to reading development. • There is documentation of response to intervention model and outcomes such as the use of research or evidence-based interventions. • There is documentation of supplementary aids and/or services provided to the student to support reading instruction. 	<p>Human Reader: A qualified person (as defined by the TACM) may be provided to read orally to students who require the 1-F accommodation. Human readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for human readers to read test items and text word-for-word exactly as written. Human readers may not clarify, elaborate, or provide assistance to students. Human readers need to be familiar with the terminology and symbols specific to the content. This is especially important for mathematics and science. Graphic materials must be read according to the guidelines indicated in the TACM or Examiner's Manual for the specific assessment to ensure standardization of the assessment. Only print labels on graphics can be read as other features of the graphic would require description and would lead to interpretation on the part of the human reader and invalidate the skills being assessed.</p> <p>A student should have the option of asking a human reader to slow down or repeat text. This is difficult when a person is reading to an entire group of students. However, verbatim reading to a group of students is permitted in testing if the accommodation is provided on that basis during regular ongoing instruction. No more than five students may be grouped together for reading tests aloud by a human reader, since students typically proceed through the test at different rates. Students grouped together must be assigned the same test form.</p> <p>Refer to Appendix J for additional requirements and procedures for providing the verbatim reading accommodation. In addition, human readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder.</p>	<p>I, A*</p>

*Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of the Maryland School Assessment (MSA) in Reading, grade 3 ONLY which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a sub-score for standard 1, general reading processes.

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodations: Auditory Presentation Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test (continued)</p> <p>When determining the need for this accommodation it is important that the IEP Team consider the purpose of the tests the student will be taking and the skills the test is intending to measure so that it can be determined how the accommodation might affect the results.</p> <p>Accommodation 1-F was previously labeled with the term, "Human Reader, Audio, or Compact Disk-Recording for Verbatim Reading of the Entire Test"</p>	 <p>1-F Human Reader: For current online assessments, this type of verbatim reading accommodation may be implemented by having the accommodator read either from the test book or from the online test.</p> <p>1-F Audio Recording: For current online assessments, this type of verbatim reading accommodation is implemented by using the "audio test," in which digital audio files of a recorded human reader are embedded in the computer-delivered test. Each student taking the Audio Test will need headphones.</p>	I, A*
<p>1-G: Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test</p> <p>Accommodation 1-G is the same as 1-F with the exception that the student (or accommodator) identifies particular words or sections of the test that the student wishes to have read to him or her.</p> <p>Accommodation 1-G was previously labeled with the term, "Human Reader, Audio, or Compact Disk-Recording for Verbatim Reading of Selected Sections of Test"</p>	 <p>If students are testing online and using the audio test version for State assessments, the 1-G accommodation cannot be implemented because the student does not have sufficient control over which portions of the test are read aloud.</p> <p>Refer to Appendix J for additional requirements and procedures for providing the verbatim reading accommodation. In addition, human readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder.</p>	I, A*
<p>1-H: Audio Amplification Devices</p> <p>Some students may require amplification equipment in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise.</p>		I, A

*Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of the Maryland School Assessment (MSA) in Reading, grade 3 ONLY which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a sub-score for standard 1, general reading processes.

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Auditory Presentation Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>1-J: Audio Materials</p> <p>Audio materials provide speech output of textbooks, instructional materials, lectures, or tests. Audio materials are typically audio only and do not necessarily display the text. Students may want to also utilize other formats in conjunction with audio materials. Audio materials can be produced in various formats, such as tape, CD, digital, etc. Although some audio materials can be played on a regular tape player, CD player, MP3 player, or computer, many require assistive technology to access. Audio materials that have been created as Accessible Instructional Materials (AIM) for students with disabilities usually require specialized hardware or software to access. Audio materials produced from DAISY or NIMAS files will be structured with a table of contents so they are navigable through a table of contents by chapters or pages.</p> <p>Students may use audio materials for instruction to supplement or substitute print, large print, or braille materials.</p> <p>Accommodation 1-J was previously labeled with the term, "Books on Tape"</p>		I, N/A

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Multi-Sensory Presentation Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>1-K: Descriptive/Captioned Video</p> <p>Descriptive video is a descriptive narration of key visual elements, making television programs, feature films, home videos, and other visual media accessible to people who are visually impaired. Key visual elements include actions, gestures, facial expressions, and scene changes. Inserted within the natural pauses in dialogue, audio descriptions of important visual details help to engage viewers with the story.</p> <p>Captioned videos are those that display the text of the audio portion of the video. Many books have been made into movies, giving students a visual and auditory way to access literature. Various media are often closed-captioned.</p> <p>Accommodation 1-K was previously labeled 1-L with the term "Video Tape and Descriptive Video "</p>	<p>Currently, no Maryland assessments incorporate video-taped stimulus materials. However, if video is used during instruction, students must have access to captioning and audio description, as appropriate.</p> <p> Current online assessments do not include video materials within the testing delivery platform system.</p>	<p>I, N/A</p>

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Multi-Sensory Presentation Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>1-L: Text to Speech Software for Verbatim Reading of Entire Test</p> <p>Text to speech is a software application that converts text to synthesized speech. The software allows for adjustable voice, speech, volume, and speed of the speech output. Text displayed can be enlarged and highlighted as it is read. Most text to speech software allows for reading and study skills support as well, such as voice/sticky notes, study skill toolbars, notes extraction, word prediction, etc. Some will read web pages and other digital formats.</p> <p>Students with reading-related disabilities may need assistance accessing instructional or test content. Access for students with reading needs is typically provided through the presentation of print-based content in auditory form.</p> <p>A student who needs text to speech software has an identified reading disability, which includes issues with decoding, comprehension, or fluency.</p> <p>In determining the appropriateness of this accommodation, the following should be considered:</p> <ul style="list-style-type: none"> The IEP Team must use the results of any evaluation reports, which support the determination that the student's disability precludes or severely limits the student's ability to gain meaning from written language (decoding/word recognition). 	<p>Any text to speech software may be used for instruction, but the only text to speech software currently allowed and supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 text to speech software for testing, students must have used this text to speech software in instruction and have had an opportunity to become familiar with the operation of the Kurzweil™ 3000 interface. Although a human reader is always permissible to deliver a verbatim reading accommodation, the State encourages the use of text to speech software on State assessments to promote standardization of the verbatim reading accommodation.</p>	<p>I, A*</p>

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Multi-Sensory Presentation Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>1-L: Text to Speech Software for Verbatim Reading of Entire Test (continued)</p> <ul style="list-style-type: none"> The IEP Team should also determine if a learning disability in reading exists in the area of reading, which includes decoding, comprehension or fluency. There is documentation of remedial reading services. There is documentation of the student's current reading skills. There is documentation of IEP goals related to reading development. There is documentation of response to intervention model and outcomes such as the use of research or evidence-based interventions. There is documentation of supplementary aids and/or services provided to the student to support reading instruction. <p>When determining the need for this accommodation it is important to consider the purpose of the tests the student will be taking and the skills the test is intending to measure so that it can be determined how the accommodation might affect the results.¹</p> <p>Accommodation 1-L was previously labeled 1-M with the term "Screen Reader for Verbatim Reading of the Entire Test"</p>	<p>Please note that the online audio tests are classified as 1-F because the computerized online test does not currently have text to speech functionality and simply provides an audio recording of a standardized reading by a human reader.</p> <p>For State assessments, Kurzweil™ CDs must be signed out, collected, and kept in a secure location as indicated in the TACM for each assessment.</p>	<p>I, A*</p>
<p>1-M: Text to Speech Software for Selected Sections of the Test</p> <p>Accommodation 1-M is the same as 1-L with the exception that the student uses the text to speech reader only for the particular words or sections of the test that the student wishes to have read to him or her.</p> <p>Accommodation 1-M was previously labeled 1-N with the term "Screen Reader for Verbatim Reading for Selected Sections of the Test"</p>	<p>If students are testing online or using the Kurzweil™ test version, the 1-M accommodation cannot be implemented because the student does not have sufficient control over which portions of the test are read aloud and therefore, the 1-G accommodation will need to be used.</p>	<p>I, N/A</p>

* Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of the Maryland School Assessment (MSA) in Reading, grade 3 ONLY which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a sub-score for standard 1, general reading processes.

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Multi-Sensory Presentation Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>1-N: Screen Reading Software Screen readers are primarily used by blind students. A screen reader provides audio output for all information shown on a monitor. The software will provide audio output for desktops icons, keystrokes, menus, and text.</p> <p>Accommodation 1-P was previously labeled with the term "Screen Reader for Verbatim Reading of Selected Section of Test"</p>	 <p>For current online assessments, screen reading software is not compatible with the online testing delivery platform system.</p>	I, N/A
<p>1-O: Visual Cues Visual cues may involve the use of body language (gestures/pointing) and/or pictures or symbols, that are used as reminders to stay on task and remain focused during classroom instruction, activities, assignments, and assessments. Visual cues may be beneficial for students who have difficulty with attention or behavior (student is beginning to engage in unwanted, impulsive, or off-task behavior). The visual cue accommodation can only relate to keeping the student on task by signaling the student to sit down or keep working.</p> <p>The information below only applies to students who are deaf or hard of hearing. Students who are deaf or hard of hearing need visual cues in the classroom. Teachers should keep their faces visible to the class when speaking, pass out printed materials before class, repeat questions asked by other students and summarize classroom discussion.</p>	<p>The visual cue cannot pertain to testing procedures that remind a student to answer all questions if the student has only completed some of the questions on an assignment or test, such as the test examiner pointing or gesturing to test item number 3 to encourage the student to select his or her answer choice.</p>	I, A
<p>1-P: Notes and Outlines Written notes may be taken by another student or adult and copied. A teacher could provide a print copy of instructions and assignments. Students may also be given a detailed outline of the material to be covered during the class period and an outline of material to be covered (syllabus) at the beginning of each grading period.</p> <p>Accommodation 1-P was previously labeled with the term "Notes and Outlines and Assessments"</p>		I, N/A

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Multi-Sensory Presentation Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>1-Q: Unique Unique accommodations not specifically mentioned above may be used for instruction. A unique accommodation may be proposed by the LAC, Section 504 staff, or Special Education staff.</p> <p>Accommodation 1-Q was previously labeled 1-R with the term "Other"</p>	<p>Unique accommodations used for State assessments must be approved by the MSDE Division of Accountability, Assessment and Data Systems and the MSDE Division of Special Education/Early Intervention Services or other appropriate State staff. The unique accommodation must be submitted to the MSDE by the LAC at least six weeks prior to testing to ensure a final MSDE response is received before testing begins. Refer to Appendix D for the unique accommodation form.</p>	<p>Determined on a case-by-case basis in consultation with the MSDE</p>

Fact Sheet SWD-2

Response Accommodations

What are Response Accommodations?

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.

Who can Benefit from Response Accommodations?

Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

1. Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;
2. Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
3. Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis. Each accommodation code will be listed with a number followed by a letter and then the title of the accommodation. For example, the listing for large print would be 1-A: Large Print.

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Response Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>2-A: Scribe</p> <p>A student may need a scribe if he or she has poor fine motor skills or is unable to use a writing instrument. In addition, students with disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing may need a scribe. A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, communication by the student via interpretation/transliteration (examples include American Sign Language, signed English, and Cued Speech), or speech.</p> <p>The scribe for a student should be someone who is familiar with the student's accent or means of expressive language and will recognize the words a student is saying without writing down unusual phonetic spellings.</p>	<p>Much skill is involved in being a scribe, a skill that requires extensive practice. A scribe may not edit or alter student work in any way, and must record word-for-word exactly what the student has dictated. Scribes must allow the student to review and edit what the scribe has written. Individuals who serve as scribes must assure that he or she knows the vocabulary involved and understands the boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less. During State assessments, a scribe accommodator may only administer the scribe accommodation to one student at a time during a test session. This accommodation must be administered so that others students are not able to hear the accommodated student's response. Refer to Appendix I for additional requirements and procedures for a scribe.</p> <p>For students taking a paper test, the student dictates each response directly to the scribe who in turn records the response directly into the student's test book/answer sheet.</p> <p> For current online assessments, the scribe accommodation may be implemented in one of two ways, depending on which way best meets the needs of the particular student: (1) the scribe may write in the paper test book/answer sheet, or (2) the scribe may enter student responses directly into the computer using the online test. For both paper and online testing, a student may or may not require a scribe to mark/select his or her selected response choices.</p>	<p>I, A</p>

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Response Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>2-B: Augmentative Communication System and Speech-Generating Devices</p> <p>A student with severe communication difficulty may use an electronic device or low tech system such as a picture/word board designed to support or augment communication. This option allows a student who is not an independent oral communicator to convey information regarding class work and assessments.</p> <p>Augmentative and Alternative Communication (AAC) is a method of communication. It can consist of gestures, pictures, symbols, words, or a combination of all of these. It can range from simple picture communication symbols to a sophisticated computer system with voice output. Input can be done by pointing or using switches, voice recognition systems or eye gaze systems. The methods of AAC will vary and be personalized to meet the needs of the individual. Students with motor and/or writing difficulties may use speech to text software to produce written documents. This type of software translates oral speech into a typed document.</p> <p>Accommodation 2-B was previously labeled with the term “Speech to Text”</p>	<p>For State assessments, augmentative communication systems, speech generating devices/software and speech to text software are allowed only for indicating/producing the student’s responses.</p> <p>Spell/grammar checker, word prediction with topic specific dictionary functions, Internet and stored files functionalities must be turned off during State assessments.</p> <p>Currently, students who require responses to be transcribed into a regular test book/answer sheet or online must also have the 2-A accommodation indicated in his or her IEP.</p>  <p>For current online assessments, augmentative communication systems, speech generating devices/software and speech to text software are not compatible with the online testing delivery platform system.</p>	<p>I, A</p>

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Response Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>2-C: Braillewriter</p> <p>A braillewriter is a device for writing braille. It can include a manual or electric braillewriter or a slate and stylus. The device prints in braille and does not have the option of editing or saving files.</p>	<p>A student who uses a braillewriter during State assessments must have his or her responses transcribed by a certified test examiner, or by a staff member working under the direct supervision of a certified test examiner exactly as the student entered his or her responses on the braillewriter. The student's responses must always be transcribed at the school level into the student's test book/answer sheet with a student ID label attached. After the student's responses have been transcribed, the memory of the braillewriter must be cleared. The original word-processed print-out must be returned to the test vendor with the non-scorable materials.</p> <p> For current online assessments, this accommodation does not apply.</p>	<p>I, A</p>
<p>2-D: Electronic Word Processors</p> <p>Students may use an electronic device to create written responses or for notetaking.</p> <p>This may include portable notetaking devices which are small, lightweight devices equipped with a typewriter-style keyboard for input that does not connect to the internet or provide access to the functions listed below:</p> <ul style="list-style-type: none"> • Thesaurus • Dictionary • Word Prediction • Math Practice • Calendar <p>Accommodation 2-D was previously labeled 2-E with the term "Electronic Note-takers and Word Processors"</p>	<p>For State assessments, spell/grammar checker, word prediction with topic specific dictionary functions, Internet and stored files functionalities must be turned off.</p> <p>A student who uses a word processor during State assessments must have his/her responses transcribed by a certified test examiner, or by a staff member working under the direct supervision of a certified test examiner exactly as the responses were entered in the word processor. The student's responses must always be transcribed at the school level into the student's test book/answer sheet with a preprinted student ID label attached. After the student's responses have been transcribed, the memory of the word processor must be cleared. The original word-processed print-out must be returned to the test vendor with the non-scorable materials.</p> <p> For current online assessments, students who require responses to be transcribed into a regular test book/answer sheet or online must also have the 2-A accommodation indicated in his or her IEP.</p>	<p>I, A</p>

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Response Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>2-E: Electronic Braille Notetakers</p> <p>Electronic braille notetakers can be used as a portable word processor. They usually have a braille keyboard for input and speech output. Many also have the option of output via a refreshable braille display. In addition to word processing, they may have options for spreadsheets, calendar functions, email, and internet access. Files can be printed in regular print by connecting to a regular printer or in braille via a braille embosser. This accommodation is written with a specific focus on students with visual impairments or blindness.</p>	<p>For State assessments, spell/grammar checker, Internet and stored files functionalities must be turned off.</p> <p>A student who uses an electronic braille notetaker during State assessments must have his/her responses transcribed by a certified test examiner, or by a staff member working under the direct supervision of a certified test examiner exactly as the responses were entered in the electronic braille notetaker. The student's responses must always be transcribed at the school level into the student's test book/answer sheet with a student ID label attached. After the student's responses have been transcribed, the memory of the electronic braille notetaker must be cleared. The original word-processed print-out must be returned to the test vendor with the non-scorable materials.</p>	<p>I, A</p>
<p>2-F: Recording Devices</p> <p>A student uses a recording device to record class work or test responses rather than writing on paper.</p> <p>Accommodation 2-F was previously labeled with the term "Tape Recorder"</p>	<p>For State assessments, a certified test examiner must transcribe the responses into a regular test book/answer sheet.</p> <p>A student who uses a recording device during State assessments must have his/her responses transcribed by a certified test examiner, or by a staff member working under the direct supervision of a certified test examiner exactly as the student recorded his/her responses into an electronic braille notetaker. The student's responses must always be transcribed at the school level into the student's test book/answer sheet. After the student's responses have been transcribed, the memory of the audio recording must be deleted.</p>  <p>Students who require responses to be transcribed into a regular test book or online must also have the 2-A accommodation indicated in his or her IEP or 504 Plan.</p>	<p>I, A</p>

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Materials or Devices Used to Solve or Organize Responses	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>2-G: Respond on Test Book</p> <p>This accommodation allows a student to write directly in a test book rather than on an answer sheet (e.g., scannable “bubble” sheet). Students who do not have much experience with test-taking (and filling in circles) or who have fine motor difficulties may need the option of writing their responses in another format.</p> <p>Accommodation 2-G was previously labeled with the term “Respond on test Booklet”</p>	<p>For State assessments, a certified test examiner, or a staff member working under the direct supervision of a certified test examiner, must transcribe the student’s responses into a regular test book/answer sheet.</p> <p>This accommodation allows the test-taker to indicate responses directly in the test book and have a certified test examiner transfer the responses to the regular answer document after the student has completed the test. Many paper-based State assessments now include a combined test/answer book on which all students will record their responses. For students taking the MSA and/or MSA Science, those tests no longer have a separate answer document. Only HSA/Mod-HSA has a separate answer sheet.</p>  <p>This accommodation does not apply to online testing.</p>	<p>I, A</p>

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Materials or Devices Used to Solve or Organize Responses (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>2-H: Monitor Test Response</p> <p>This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. For example, a student may accidentally put two answers for one problem on the same line or accidentally skip a question. Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses to ensure that they are actually responding to the intended question.</p>	<p>For State assessments, the test examiner or assigned accommodator monitors proper placement of student responses on a test book/answer sheet. The test examiner or assigned accommodator cannot assist the student with changing a response to the correct answer.</p>  <p>This accommodation does not apply to online testing.</p>	<p>I, A</p>
<p>2-J: Mathematics Tools and Calculation Devices</p> <p>If a student's disability affects mathematics calculation, reasoning, or access, a calculator or other mathematical tool may be needed. Some students may need to use mathematical tools such as a large print ruler, braille ruler, tactile compass, braille protractor. Sometimes other mathematical tools are needed by students with disabilities such as an abacus, Brannan Cubarithm, Math Window, arithmetic table, number chart, or manipulative.</p> <p>Calculation devices assist with computation. It is important to determine whether the use of a calculation device is a matter of convenience or a necessary accommodation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give students an opportunity to show regrouping. On the other hand, if students are learning problem solving skills that include subtraction (e.g., bargain shopping for items with a better value), the use of a calculation device may be a valid accommodation. Calculators may be adapted with large keys or voice output (talking calculators).</p>	<p>Refer to the TACM for the specific calculators that can be used for specific assessments.</p>  <p>When testing online, some mathematics tools must be used within the online testing deliver platform system. Test Examiners must refer to the TACM or Examiner's Manual for each specific assessment to review information related to mathematics tools available online.</p>	<p>I, A</p>

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Materials or Devices Used to Solve or Organize Responses (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>2-K: Spelling and Grammar Devices</p> <p>Students who have difficulty producing text due either to the speed with which they are able to enter keystrokes or who have difficulty with language recall may benefit from word prediction software. Word prediction software presents students with word options based on the partial input of characters and/or context. The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spellcheckers.</p> <p>Students may enter an approximate spelling and then see or hear the correct spelling or correct use of a word. Students who use a word processor may be allowed to use a built-in spelling/grammar device or other electronic spelling device.</p>	<p>For State assessments, spelling and grammar devices are not permitted to be used on the English High School Assessment.</p> <p>If a student is using a talking spelling or grammar device, then the student must use headphones or be tested individually.</p>  <p>For current online assessments, spelling and grammar devices used by students must be in the form of a handheld device.</p>	<p>I, A</p>
<p>2-L: Visual Organizers</p> <p>Visual organizers include graph paper, highlighters, line guides, colored overlays, place markers, scratch paper, reading windows, writing guide, or highlighter. A visual organizer is a way for a student to maintain his/her focus on specific sections of the assessment or the response area. A visual organizer can be thought of as a physical guide to help students focus on test items or responses. A visual organizer is not a graphic organizer.</p> <p>Visual organizers may also be beneficial for students who have difficulty with the acquisition, retrieval, memory, or organization of learning, and therefore the student's specially designed instruction and accommodations include memory, organization, retrieval, or acquisition strategies or devices. The use of these strategies and guides for assessment shall be student initiated and not teacher initiated.</p>	<p>Students may not be allowed to write in books that are owned by the school. Photocopying parts of written text allows a student to use a highlighter and write in the margins. For State assessments, photocopying of secure test materials requires approval by the MSDE and must be done under the supervision of the LAC. Photocopied materials must be securely destroyed under the supervision of the LAC. Use of highlighters may be limited on certain machine-scored test forms, as highlighting may obscure test responses. Refer to the TACM for each test or consult with the LAC before allowing the use of highlighters on any State assessment.</p>	<p>I, A</p>

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Materials or Devices Used to Solve or Organize Responses (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>2-M: Graphic Organizers</p> <p>Graphic organizers help students arrange information into patterns in order to organize their work and stay focused on the content. Graphic organizers are especially helpful for writing reports and essays, sequencing information, recalling or retrieving information. Semantic mapping software is now available to enable students to understand a narrative story or writing elements through graphics.</p> <p>Graphic Organizers are visual representations of a text or a topic. Organizers provide steps or frames for students to identify pertinent facts, to organize information, and to record relationships between facts and ideas within a learning task. Organizers offer an entry point into complex material for visual learners to increase comprehension and retention. Graphic organizers have many names including visual maps, mind mapping, knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams. The purpose is to aid memory/retrieval when higher thought processes are involved (e.g., retrieval cues to make a data instrument, such as a box and whisker plot, on a graphing calculator in a data problem that requires answering questions around central tendency). The cues used should be dependent on prior content knowledge or prior calculator use and should not be a teaching tool, but a retrieving accommodation.</p>	<p>For State assessments, graphic organizers must be in the form of a hand-out for a particular student's use only; it may not be accessible to other students.</p> <p>Graphic organizers must be generic without labels, cues, or instructions.</p> <p> When students test online, only hard copy graphic organizers may be used since the online testing delivery platform system does not provide electronic graphic organizers.</p>	<p>I, A</p>
<p>2-N: Computer Access Tools/Devices/Software</p> <p>Computer access tools provide students with input to a computer. This includes: large print keyboard labels, adaptive keyboard, adaptive mouse, mouth or headstick, switches, or other pointing devices, built-in accessibility options, trackball, touch screen, and refreshable braille display.</p>	<p>For State assessments, these tools are not necessary for a paper based test.</p> <p> For current online assessments, only tools/devices that do not require a connection to the computer can be used as long as the tools/devices are allowed during State assessments. Use of other software tools and devices are not compatible with the current online testing delivery platform system.</p>	<p>I, A</p>

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Materials or Devices Used to Solve or Organize Responses (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>2-O: Writing Tools/Implements Writing tools may be used by students with fine motor difficulties. These tools include adaptive paper, slant board or other writing tools that have been adapted for the student. This option may increase a student's independence and reduce the need for a trained scribe.</p>	<p>These tools may be used during State assessments.</p>	<p>I, A</p>
<p>Other Response Accommodations</p>		
<p>2-P: Unique Unique accommodations not specifically mentioned above may be used for instruction. A unique accommodation may be proposed by the LAC, Section 504 staff, or Special Education staff. Accommodation 2-P was previously labeled 2-O and with the term, "Other"</p>	<p>Unique accommodations used for State assessments must be approved by the MSDE Division of Accountability, Assessment and Data Systems and the MSDE Division of Special Education/Early Intervention Services or other appropriate State staff. The unique accommodation must be submitted to the MSDE by the LAC at least six weeks prior to testing to ensure a final MSDE response is received before testing begins. Refer to Appendix D for the unique accommodation form.</p>	<p>Determined on a case-by-case basis in consultation with the MSDE</p>

Timing and Scheduling Accommodations

What are Timing and Scheduling Accommodations?

Timing and scheduling accommodations change the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks they need to complete activities, assignments, and tests. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or test takes place.

Who can Benefit from Timing and Scheduling Accommodations?

Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, scribe).

Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks. It may also help to schedule classes and tests that require the greatest concentration in the morning for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert, or who have more productive times of the day.

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.

Fact Sheet SWD-3 (continued)

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

1. **Instruction: Use in Instruction (I)**—the accommodation is applicable to instructional situations;
2. **Assessment: Standard Administration (A)**—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
3. **Not Applicable (N/A)**—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis. Each accommodation code will be listed with a number followed by a letter and then the title of the accommodation. For example, the listing for large print would be 1-A: Large Print.

Fact Sheet SWD-3 (continued)

Timing and Scheduling Accommodations

Guidance for Selecting Accommodations: Timing and Scheduling Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>3-A: Extended Time</p> <p>Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed by a student to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio recorder, scribe).</p> <p>Extended time may require a student's IEP or 504 Team to determine a fairly specific amount of extra time to complete assignments, projects, and tests. For example, a particular student may customarily receive time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit.</p> <p>Decisions regarding extended time must be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of assignments, tests, and activities. Usually "unlimited" time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety just knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work.</p> <p>Teachers and test examiners must make certain that the extended time accommodation is selected when other accommodations such as human reader, text to speech software, or scribe which may increase the time needed for the student to respond are chosen.</p>	<p>Extended time is used for each session/part of an administrated test. The extended time accommodation must be given in one continuous block of time. The student with extended time cannot be told to close the book at the end of the standard session testing time and then be brought back to that session at a later time to complete the extended time accommodation. Special attention must be considered when arranging testing groups to ensure that students without the extended time accommodation do not receive more than the specified testing time stated in the Examiner's Manual for each assessment. Test examiners may not extend a single session/part of a test over multiple days. If a student is unable to complete multiple test sessions/parts in one day due to the amount of extended time required, then the multiple day accommodation may be appropriate for the student.</p> <p>Each student's IEP or 504 Plan must document the amount of extended time typically required for assessments. IEP or 504 Teams should determine the routine for providing extended time to students.</p> <p>If a student's IEP or 504 Plan does not specify the amount of extended time given to a student during an assessment, then the test examiner should work with the school test coordinator to ensure that parameters are established ahead of testing. For example, once the student closes the test book, this is the test examiner's cue that the student has completed the session. When administering the extended time during State assessments it is imperative for the school test coordinator to carefully plan ahead of time in order to be prepared to administer the assessment.</p> <p>Refer to Appendix K: Guidance for Selection, Training and Administering the Extended Time Accommodation for additional information regarding the 3-A accommodation.</p>	<p>I, A</p>

Fact Sheet SWD-3 (continued)

Timing and Scheduling Accommodations

Guidance for Selecting Accommodation: Timing and Scheduling Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>3-B: Multiple or Frequent Breaks A student may require breaks to be taken during assignments, test or activities for various reasons when needed. Breaks are allowed and may be given at predetermined intervals or after completion of assignments, tests, or activities.</p>	<p>Sometimes test books are divided into shorter sections so that students can take a break between sections of a test (sometimes referred to as “short segment test book”). If the length of a break is predetermined, a timer might be used to signal the end of the break. Breaks during testing must be supervised in order to maintain test security.</p>	<p>I, A</p>
<p>3-C: Change Schedule or Order of Activities — Extend Over Multiple Days If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Students are allowed to complete activities and take tests over multiple days — completing a portion each day. This is usually done to reduce fatigue.</p>	<p>When implementing this accommodation for testing, test examiners, school test coordinators, and LACs must take appropriate precautions to ensure that security of test items is not compromised and that students are not permitted to return to a test session/part which was completed on a previous day. State assessments are usually comprised of several blocks of items called “sessions or parts.” If a test extends over multiple days, the student is not allowed to extend a single session over multiple days. The test, therefore, must be distributed such that any given session is completed within one day. Accommodation 3-C is not permitted for the High School Assessments unless justified in writing by the school and specifically approved by both the Local School System and the MSDE. Refer to Tool SWD-7 in Section 6 for more information.</p>	<p>I, A</p>
<p>3-D: Change Schedule or Order of Activities — Within One Day If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. When implementing this accommodation for testing, test examiners, STCs, and LACs must take appropriate precautions to ensure that security of test items is not compromised, and that students are not permitted to return to a test session/part which was completed during a previous portion of the testing day.</p>	<p> Students who require accommodation 3-D must take the paper and pencil test edition, as this accommodation is not feasible using the current online test delivery platform system.</p>	<p>I, A</p>

Fact Sheet SWD-3 (continued)

Timing and Scheduling Accommodations

Other Timing and Scheduling Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>3-E: Unique Unique accommodations not specifically mentioned above may be used for instruction. A unique accommodation may be proposed by the LAC, Section 504 staff, or Special Education staff.</p> <p>Accommodation 3-E was previously labeled with the term "Other"</p>	<p>Unique accommodations used for State assessments must be approved by the MSDE Division of Accountability, Assessment and Data Systems and the MSDE Division of Special Education/Early Intervention Services or other appropriate State staff. The unique accommodation must be submitted to the MSDE by the LAC at least six weeks prior to testing to ensure a final MSDE response is received before testing begins. Refer to Appendix D for the unique accommodation form.</p>	<p>Determined on a case-by-case basis in consultation with the MSDE</p>

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Fact Sheet SWD-4

Setting Accommodations

What are Setting Accommodations?

Setting accommodations change the location in which a student receives instruction or participates in an assessment, or the conditions of an instructional or assessment setting. Students may be allowed to sit in a different location than the majority of students in order to reduce distractions to themselves or others, or to increase physical access or access to special equipment. Some students may need changes in the conditions of an instructional setting. Every instructional and assessment setting should have good lighting and ventilation, with a comfortable room temperature, and should be as free as possible from noise, traffic, and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in good condition.

Who can Benefit from Setting Accommodations?

Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g., reader, scribe, frequent breaks) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

1. Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;
2. Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
3. Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis. Each accommodation code will be listed with a number followed by a letter and then the title of the accommodation. For example, the listing for large print would be 1-A: Large Print.

Fact Sheet SWD-4 (continued)

Setting Accommodations

Guidance for Selecting Accommodations: Setting Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>4-A: Reduce Distractions to the Student</p> <p>A setting accommodation to reduce distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students. Changes may also be made to a student's location within a room. For example, a student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Sitting close to the speaker and away from background noises may be helpful. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful for students who are easily distracted. Some students concentrate best while wearing noise buffers such as earphones, earplugs, or headphones.</p>		I, A
<p>4-B: Reduce Distractions to Other Students</p> <p>A setting accommodation must be considered for students receiving verbatim reading by a human reader, scribe, or other accommodations that may distract other students in the classroom or testing situation.</p>		I, A

Fact Sheet SWD-4 (continued)

Setting Accommodations

Guidance for Selecting Accommodations: Setting Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>4-C: Change Location to Increase Physical Access or to Use Special Equipment — Within School Building</p> <p>Occasionally a setting might be changed to increase physical access for a student. For example, a student who uses a wheelchair with a specially designed tabletop and assistive technology may not have adequate space in an auditorium with theater seating. Some students may need equipment that requires specific locations for learning and assessment. For example, a student who uses a computer for word processing might need to complete assignments and take tests in a computer lab. A student who uses large print materials may need to sit at a table rather than at a desk with a small surface area. Another student might benefit from a standing work station. Keep aisles clear, and do not leave doors or cupboards half-open to increase access for students with visual or physical disabilities. Provide space for a service animal, and explain to other students that the service animal is working and should be ignored. Make sure the school is accessible for students with mobility impairments. Students should have access to the building, cafeteria, classrooms, media center, restrooms, and playground. In essence, they should be able to access any room or space on the school grounds that are used by students in general. Some students may need to receive educational services and participate in assessments in home or hospital settings.</p>		I, A
<p>4-D: Change Location to Increase Physical Access or to Use Special Equipment — Outside School Building</p> <p>Occasionally a setting might be changed to increase physical access for a student. For example, a student who uses a wheelchair with a specially designed tabletop and assistive technology may not have adequate space in an auditorium with theater seating. Some students may need equipment that requires specific locations for learning and assessments.</p>	<p>Some students may need to receive educational services and participate in assessments in home hospital or other approved setting approved by the LAC. Contact your LAC for additional guidance regarding administering an assessment in an alternate setting outside of a school building.</p>  <p>Contact your LAC for additional guidance regarding testing a student online in an alternate setting outside of a school building.</p>	I, A

Fact Sheet SWD-4 (continued)

Setting Accommodations

Guidance for Selecting Accommodation: Other Setting Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
<p>4-E: Unique Unique accommodations not specifically mentioned above may be used for instruction. A unique accommodation may be proposed by the LAC, Section 504 staff, or Special Education staff.</p> <p>Accommodation 4-E was previously labeled with term "Other"</p>	<p>Unique accommodations used for State assessments must be approved by the MSDE Division of Accountability, Assessment and Data Systems and the MSDE Division of Special Education/Early Intervention Services or other appropriate State staff. The unique accommodation must be submitted to the MSDE by the LAC at least six weeks prior to testing to ensure a final MSDE response is received before testing begins. Refer to Appendix D for the unique accommodation form.</p>	<p>Determined on a case-by-case basis in consultation with the MSDE</p>

Fact Sheet SWD-5

Examples of Accommodations Based on Student Characteristics

The accommodations to consider for instruction and assessment listed below are examples of accommodations based on certain student characteristics and are not considered a finite list or the only accommodation(s) that may be used.

STUDENT CHARACTERISTICS: BLIND		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Braille • Tactile graphics • Human reader • Audio recording materials • Screen reader • Braille notes, outlines and instructions • Descriptive video 	<ul style="list-style-type: none"> • Braille • Tactile graphics • Human reader
Response	<ul style="list-style-type: none"> • Verbalize response to a scribe • Verbalize or use a word processor • Use a braillewriter • Use an electronic braille notetaker • Use a recording device • Use mathematics tools and calculation devices • Use computer access tools/devices/software 	<ul style="list-style-type: none"> • Verbalize response to a scribe • Verbalize or use a word processor • Use a braillewriter • Use an electronic braille notetaker • Use a recording device • Use mathematics tools and calculation devices
Setting	<ul style="list-style-type: none"> • Change location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> • Extended time 	<ul style="list-style-type: none"> • Extended time

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTICS: LOW VISION		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Large Print • Magnification devices • Human reader • Audio materials • Text to speech software • Large Print notes, outlines and instructions • Descriptive video • Use mathematics tools and calculation devices 	<ul style="list-style-type: none"> • Large Print • Magnification devices • Human reader • Text to speech software • Use mathematics tools and calculation devices
Response	<ul style="list-style-type: none"> • Verbalize response to a scribe • Verbalize or use word processor • Recording devices • Use mathematics tools and calculation devices • Use computer access tools/devices/software 	<ul style="list-style-type: none"> • Verbalize response to a scribe • Verbalize or use word processor • Recording devices • Use mathematics tools and calculation devices
Setting	<ul style="list-style-type: none"> • Change location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> • Extended time 	<ul style="list-style-type: none"> • Extended time

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTICS: DIFFICULTY HEARING		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Interpretation/transliteration (Give Interpreter instructional materials in advance) • Audio amplification devices • Visual cues • Written notes, outlines and instructions • Descriptive/captioned video • Use of gestures (e.g., point to materials) 	<ul style="list-style-type: none"> • Interpretation/transliteration (Give Interpreter instructional materials in advance) • Audio amplification devices
Response	<ul style="list-style-type: none"> • Verbalize response to scribe or interpreter/transliterator • Use spelling and grammar devices • Use visual organizers • Use graphic organizers • Use a word processor 	<ul style="list-style-type: none"> • Verbalize response to scribe or interpreter/transliterator • Use spelling and grammar devices • Use visual organizers • Use graphic organizers • Use a word processor
Setting	<ul style="list-style-type: none"> • Change location to reduce distractions • Change location so student does not distract others or is not distracted by others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish) • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location to reduce distractions • Change location so student does not distract others or is not distracted by others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish) • Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> • Extended time 	<ul style="list-style-type: none"> • Extended time

Examples of Accommodations Based on Student Characteristics

**STUDENT CHARACTERISTICS: WEAK MANUAL DEXTERITY;
DIFFICULTY WITH PENCIL; DIFFICULTY TYPING ON STANDARD KEYBOARD**

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> • Verbalize response to a scribe • Verbalize or use word processor • Record audio of response • Use assistive technology tools (thick pencil or pencil grip) • Use written notes, outlines, instructions • Use computer access tool/devices/software 	<ul style="list-style-type: none"> • Verbalize response to a scribe • Verbalize or use word processor • Record audio of response • Use assistive technology tools (thick pencil or pencil grip)

**STUDENT CHARACTERISTICS:
DIFFICULTY COMMUNICATING WITH OTHERS**

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Text to speech software 	<ul style="list-style-type: none"> • Text to speech software
Response	<ul style="list-style-type: none"> • Use computer access tool/devices/software • Use augmentative communication system • Use speech generating devices • Use picture communication symbols, signs or boards 	<ul style="list-style-type: none"> • Use computer access tool/devices/software • Use augmentative communication system • Use speech generating devices • Use picture communication symbols, signs or boards
Setting	<ul style="list-style-type: none"> • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> • Extended time 	<ul style="list-style-type: none"> • Extended time

Section 5

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTICS: DIFFICULTY WITH DECODING, COMPREHENSION OR FLUENCY		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Human reader • Audio materials • Text to speech software • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Human reader • Text to speech software
Setting	<ul style="list-style-type: none"> • Change in location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change in location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> • Extended time 	<ul style="list-style-type: none"> • Extended time
STUDENT CHARACTERISTICS: DIFFICULTY WITH WRITING OR SPELLING		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> • Verbalize response to a scribe • Verbalize or use word processor • Verbalize into a recording device • Use spelling and grammar assistive technology devices (e.g., electronic speller, spell check on computer) • Use writing tools • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Verbalize response to a scribe • Verbalize or use word processor • Verbalize into a recording device • Use spelling and grammar assistive technology devices (e.g., electronic speller, spell check on computer) • Use writing tools
Setting	<ul style="list-style-type: none"> • Change in location so student does not distract others • Change location to access special equipment 	<ul style="list-style-type: none"> • Change in location so student does not distract others • Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> • Extended time 	<ul style="list-style-type: none"> • Extended time

Examples of Accommodations Based on Student Characteristics

**STUDENT CHARACTERISTICS:
DIFFICULTY WITH MATHEMATICS CALCULATION/ REASONING**

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> • Use calculation devices • Use mathematics tools • Use manipulatives • Use visual organizers • Use graphic organizers • Use mathematics tables and formula sheets 	<ul style="list-style-type: none"> • Use calculation devices • Use mathematics tools • Use manipulatives • Use visual organizers • Use graphic organizers
Setting	<ul style="list-style-type: none"> • Change in location so student does not distract others or is distracted by others 	<ul style="list-style-type: none"> • Change in location so student does not distract others or is distracted by others
Timing and Scheduling	<ul style="list-style-type: none"> • Extended time 	<ul style="list-style-type: none"> • Extended time

**STUDENT CHARACTERISTICS:
DIFFICULTY WITH GROSS OR FINE MOTOR SKILLS**

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> • Verbalize response to a scribe • Verbalize or use a word processor • Verbalize into a audio recording • Write in test book instead of on an answer sheet for tests with separate test books and answer sheets • Use augmentative technology devices for single or multiple messages • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Verbalize response to a scribe • Verbalize or use a word processor • Verbalize into a audio recording • Write in test book instead of on an answer sheet for tests with separate test books and answer sheets • Use augmentative technology devices for single or multiple messages
Setting	<ul style="list-style-type: none"> • Change in location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change in location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> • Extended time • Multiple or frequent breaks 	<ul style="list-style-type: none"> • Extended time • Multiple or frequent breaks

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTICS: EXECUTIVE FUNCTIONING; ORGANIZATION; EASILY DISTRACTED; SHORT ATTENTION SPAN		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Audio materials 	
Response	<ul style="list-style-type: none"> • Verbalize response to a scribe • Verbalize or use a word processor • Verbalize into a recording device • Write in test book • Monitor placement of student responses on answer sheets • Use visual organizers • Use graphic organizers • Highlight • Student repeats and explain directions to check for understanding • Use graph paper to keep numbers in proper columns 	<ul style="list-style-type: none"> • Verbalize response to a scribe • Verbalize or use a word processor • Verbalize into a recording device • Write in test book • Monitor placement of student responses on answer sheets • Use visual organizers • Use graphic organizers • Highlight • Student repeats and explain directions to check for understanding • Use graph paper to keep numbers in proper columns
Setting	<ul style="list-style-type: none"> • Sit in front of room • Change in location to reduce distractions to other students 	<ul style="list-style-type: none"> • Sit in front of room • Change in location to reduce distractions to other students
Timing and Scheduling	<ul style="list-style-type: none"> • Use short segment test book (when available) • Multiple or frequent breaks • Schedule tests at best time for student • Visual cues • Change in testing schedule, order of subtests, length of assignments • Limit reading periods • Extended time 	<ul style="list-style-type: none"> • Use short segment test book (when available) • Multiple or frequent breaks • Schedule tests at best time for student • Visual cues • Change in testing schedule, order of subtests, length of assignments • Limit reading periods • Extended time

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTICS: EMOTIONAL/BEHAVIORAL DISORDERS		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none">• Verbalize or use word processor• Verbalize into a recording device	<ul style="list-style-type: none">• Verbalize or use word processor• Verbalize into a recording device
Setting	<ul style="list-style-type: none">• Change location so student does not distract others or distracted by others• Change location to increase physical access• Change location to access special equipment	<ul style="list-style-type: none">• Change location so student does not distract others or distracted by others• Change location to increase physical access• Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none">• Multiple or frequent breaks• Extended time	<ul style="list-style-type: none">• Multiple or frequent breaks• Extended time

Fact Sheet SWD-6

Dos and Don'ts When Selecting Accommodations

Do...make accommodation decisions based on individualized needs.

Don't...make decisions about instructional and assessment accommodations alone.

Do...select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.

Don't...make accommodations decisions based on whatever is "easiest" to do (e.g., preferential seating).

Do...make sure to document instructional and assessment accommodation(s) on the IEP or 504 Plan.

Don't...select accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage.

Do...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

Don't...use an accommodation that has not been documented on the IEP or 504 Plan.

Do...be specific about the "Where, When, Who, and How" accommodations will be provided.

Don't... assume all instructional accommodations are appropriate for use on assessments.

Do...refer to state accommodations policies and understand implications of selections.

Don't...just indicate an accommodation(s) will be provided "as appropriate" or "as necessary."

Do...evaluate accommodations used by the student.

Don't...check every accommodation possible on a checklist simply to be "safe."

Do...get input about accommodations from teachers, parents, and students, and use to make decisions at IEP or 504 Plan meetings.

Don't...assume that the same accommodations remain appropriate year after year.

Do...provide accommodations for assessments that are routinely used for classroom instruction.

Don't...provide an assessment accommodation for the first time on the day of a test.

Do...select accommodations based on specific individual needs in each content area.

Don't...assume certain accommodations, such as extra time, are appropriate for every student in every content area.

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Rules for Administering Specific Accommodations

The following rules must be used to guide the administration of commonly used assessment accommodations. Questions or concerns about the application of these rules must be brought to the attention of the LAC, who will consult with the MSDE, to provide necessary clarification in unusual circumstances.

Presentation Accommodations

Verbatim Reading by a Human Reader

Human readers must ensure that all students understand what is expected of them, when reading test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. Human readers must be prepared to answer questions about item format, scoring rules, and timing. However, human readers must not answer questions about specific test items. When reading test items aloud, test readers must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Human readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word, exactly as written. Human readers may not clarify, elaborate, or provide assistance to students.

Refer to Appendix J for additional requirements and procedures for providing the verbatim reading accommodation. In addition, human readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder.

Large Print

If a student needs a Large Print test edition, the appropriate materials must be ordered in a timely manner that allows them to be available for the test. Practice test materials may be created in Large Print versions at the local school or school system. After a student completes a Large Print edition of a test, a certified test examiner, or someone working under the direct supervision of a certified test examiner, must transcribe the student's answers verbatim onto a test book/answer sheet.

Braille

If a student needs a braille test edition, the appropriate materials must be ordered in a timely manner that allows them to be available for the test. Check to see if practice tests are available in braille. After a student completes a braille edition of a test, a certified test examiner, or someone working under the direct supervision of an eligible test examiner, must transcribe the student's answers verbatim onto a test book/answer sheet.

Interpretation/Transliteration for the Deaf or Hard of Hearing

A student's teacher should not serve as the interpreter/transliterator in a testing situation unless a second person is present to monitor for quality and fairness. If allowed to interpret/transliterate test items and prompts, interpreters/translitterators must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Graphic materials may be described but should also be available in print or tactile formats. A standard video presentation of a test using American Sign Language, signed English, Cued Speech, or oral transliteration may be used to increase quality, consistency, pacing, and accuracy. Interpreter/transliterator services must be arranged prior to test day with substitutes available.

Audio Recording for Verbatim Reading

Test examiners must monitor student movement through audio versions to make sure the student maintains the appropriate place in the test and the audio version is playing properly.

Response Accommodations***Writing in Test Book***

This accommodation allows the test-taker to indicate responses directly in the test book and have a certified test examiner, or someone working under the direct supervision of a certified test examiner, transfer the responses to the standard answer document after the student has completed the test. Many paper-based State test forms now provide for students to record their answers directly in a combined Test/Answer Book.

Dictation to Scribe

Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing. Scribes must be impartial and experienced in transcription. Scribes must write exactly what the student dictates. Scribes must not affect the outcome of a test in any way. Scribes are not allowed to elaborate on what is being written. They cannot answer or explain anything to the student during testing and must be careful not to give "hints" of any type. Scribes should request clarification from the students about the use of capitalization, punctuation, and the spelling of key words, and must allow the student to review and edit what the scribe has written.

Refer to Appendix I for additional requirements and procedures for a scribe.

Timing and Scheduling Accommodations

Provide Extended Time

Timed tests usually require students to request a fairly specific amount of extra time. A common extension is time and one half. (This means that for a test that normally takes 60 minutes, a student may be allowed 90 minutes.) However, decisions as to how much extended time is provided must be made on a case-by-case basis for each individual student, not for any category of students as a group, keeping in mind the type of accommodations being provided, the disability involved, and the type of test. For example, if a human reader or scribe is used, double time may be appropriate. Usually “unlimited” time is not appropriate or feasible.

Refer to Appendix K for additional guidance when providing the extended time accommodation.

Setting Accommodations

Supervised Test Locations

It may be difficult to find testing locations that are private and free of distractions, especially when many students in a building are tested at the same time. Each student tested in a private location must be under the supervision of a certified test examiner and each accommodator and test examiner must have clear instructions and training on the appropriate test administration procedures. These requirements apply to students tested in all locations—whether it be in the school building, at home, or in a hospital, residential, or other alternative setting.

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