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# Section 5: Accommodations Fact Sheets For Students with Disabilities

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## 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.

## Presentation Accommodations

Visual Presentation Accommodations	Conditions for Use In Instruction and Assessment
<p><b>1-A: Large Print</b></p> <p>Large Print editions of tests and instructional materials are required for some students with visual impairments. It is recommended that regular print materials be manipulated to reformat test items and enlarge or change the font as needed. All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, must be presented in at least 18-point type for students who need large print. (Copyright issues may need to be addressed). Students need to work on finding an optimal print size, and figuring out the smallest print that can still be read. It is important for the print to be clear, with high contrast between the color of the print and the color of the background. When using large print classroom material, consider the weight, size, and awkwardness of books. Large Print books are now available that look very similar to the same books in standard print.</p> <p>NOTE: For online assessments, students needing Large Print have several options: (1) they may take the Large Print paper and pencil test (2) they may take the online test on a computer with a larger monitor in order to increase the screen text size, or (3) they may use a magnification device which is compatible with the computer screen to allow them to increase the screen text size.</p>	<p>I, A</p>
<p><b>1-B: Magnification Devices</b></p> <p>Some students with visual impairments read regular print materials and enlarge the print by using magnification devices. These include eyeglass-mounted magnifiers, free standing or handheld magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students also use Closed Circuit Television (CCTV) to enlarge print and display printed material with various image enhancements on a screen.</p>	<p>I, A</p>
<p><b>1-C: Interpretation/Transliteration for the Deaf or Hard of Hearing*</b></p> <p>Interpreters/transliterators may be required for students who are deaf or hard of hearing. Sometimes an interpreter/transliterator is only needed or allowed to translate instructions and to assist in communication. Some students may need all print materials translated while learning to read print. Interpreters/transliterators 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). Interpreters/transliterators must not paraphrase, clarify, elaborate, 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. 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 provides real-time translation of speech to text for students who are deaf or hard of hearing.</p>	<p>I, A</p>

\* Accommodation 1-C was previously labeled with the term "Sign Language," which is now obsolete.

# Fact Sheet SWD-1 (continued)

## Presentation Accommodations

Tactile Presentation Accommodations	Conditions for Use In Instruction and Assessment
<p><b>1-D: Braille</b></p> <p>Braille is a method of Reading a raised-dot code with the fingertips. Not all students who are blind read Braille fluently or choose Braille as their primary mode of Reading. Even if they use it as their primary mode of Reading, Braille users should also build skill in using audiotape, compact disc, and speech synthesis. Decisions also need to be made about whether a student will use contracted or uncontracted Braille. Check to see if practice tests are available in Braille. Although still uncommon, “refreshable Braille displays” are electronic devices that are used to read and write text. The device is connected to a computer and produces Braille output on the Braille display. The Nemeth Braille Code is a system of Braille that makes it possible to convey technical expressions in a written medium to students who are blind or visually impaired. The Nemeth Code contains numerous technical symbols that occur in Mathematics and Science.</p>	I, A
<p><b>1-E: Tactile Graphics</b></p> <p>Tactile graphic images provide graphic information through fingers instead of eyes. Graphic materials (e.g., maps, charts, graphs, diagrams, illustrations) are presented in a raised format (paper or thermoform). Tactile sensitivity (recognizing graphic images through touch) is less discriminating than visual Reading, making many diagrams too complicated to understand without significant additional information. Additional information can be created through word descriptions.</p> <p>NOTE: For purposes of State assessments, any tactile graphics needed are included with the Braille version of the test.</p>	I, A

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<b>Auditory Presentation Accommodations</b>	<b>Conditions for Use In Instruction and Assessment</b>
<p><b>1-F: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Entire Test</b></p> <p>Human Reader: A qualified person may be provided to read orally to students who are unable to decode text visually. 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. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school Mathematics and Science. Graphic materials may be described, but should also be made available in print or tactile formats. Best practices typically call for readers to be provided to students on an individual basis – not to a group of students. A student should have the option of asking a 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 to the student on that basis during regular ongoing instruction.</p> <p>Audio tape or Compact Disk Recording: Written tests and instructional materials are prerecorded on an audio cassette or compact disk that a student accesses by listening. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students should sit near the front of the classroom, use a small microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions). Advantages include ease of operation and low costs. The greatest difficulty with an audio cassette is rewinding if a student wants to repeat material. This is not as difficult with a CD that can be programmed. Audio versions of tests and other written materials need to be supplemented with a print or Braille version of the text so that a student can have access to complicated graphic material. When using a two-sided cassette tape, students may need to be reminded to play the other side. Spot check audio formats before use to make sure everything is working properly. Copyright issues may need to be addressed. Audiotapes and CDs must be signed out, collected, and kept in a secure location.</p> <p>NOTE: For tests administered online, the verbatim Reading accommodation 1-F may be implemented by having the accommodator read either from the paper-and-pencil test edition, or from the computerized online test edition. Another alternative is to have the test administrator set up an “audio test,” in which embedded “WAV files” of a recorded human reader are embedded in the computer-delivered test.</p>	<p>I, A*</p>

\* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

- (1) 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; and
- (2) the Maryland Functional Reading Test.

# Fact Sheet SWD-1 (continued)

## Presentation Accommodations

<b>Auditory Presentation Accommodations (continued)</b>	<b>Conditions for Use In Instruction and Assessment</b>
<p><b>1-G: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test</b></p> <p>Accommodation 1-G is the same as 1-F with the exception that the student identifies for the accommodator which particular words or sections of the test that the student wishes to have read to him or her.</p>	A*
<p><b>1-H: Audio Amplification Devices</b></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
<p><b>1-J: Books on Tape</b></p> <p>Books on Tape is a service provided by Recordings for the Blind and Dyslexic that students and schools can apply for. Students call a toll-free number to borrow textbooks for a specified period of time. A special tape player may also be needed.</p>	I, N/A
<p><b>1-K: Recorded Books</b></p> <p>Recorded Books are produced on tape or CD and can be borrowed from libraries or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. Some of the tapes contain the full book and some are abridged (e.g., Reader's Digest version). These tapes play on standard cassette or CD players. Tapes or CDs for children often include a book for following along. Students who can see print may want to get a print copy of a taped book to follow along.</p>	I, N/A
<b>Multi-Sensory Presentation Accommodations</b>	
<p><b>1-L: Video Tape and Descriptive Video</b></p> <p>Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are now often closed-captioned. Captions are visible when activated by a decoder. Built in decoders are required on all 13-inch or larger television sets. 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. [NOTE: No Maryland assessments currently incorporate video-taped stimulus materials. However, if video tape is used, students must have access to closed captioning on video materials, as appropriate.]</p>	I, N/A

\* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

- (1) 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; and
- (2) the Maryland Functional Reading Test.

**Presentation Accommodations**

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<b>Multi-Sensory Presentation Accommodations (continued)</b>	<b>Conditions for Use In Instruction and Assessment</b>
<p><b>1-M: Screen Reader for Verbatim Reading of Entire Test</b></p> <p>A screen reader is a computer application that converts text to synthesized speech or to Braille (read with an auxiliary Braille display). Computer literacy is essential for screen reader use. Screen Reading software allows students to listen to text as it is displayed on a computer screen. Students can choose to listen to any text multiple times. Some products work by having a student lay a page on a scanner. When a student activates the machine, it reads the text aloud using an optical character recognition (OCR) system. Mathematics formulas are sometimes displayed on screen as graphics that cannot be read by a screen reader.</p> <p>NOTE: For tests administered online, the verbatim Reading accommodation 1-M (Screen Reader, as opposed to 1-G, Human Reader) must be implemented by providing the student with the Kurzweil™ 3000 test edition. The computerized online test edition does not currently have screen reader capability. Please note that the online audio tests are classified as 1-G, Human Reader, as they do not currently have screen reader functionality and are simply an electronic recording of a standardized Reading by a human reader.</p>	<p>I, A*</p>
<p><b>1-N: Screen Reader for Verbatim Reading of Selected Sections of Test</b></p> <p>Accommodation 1-N is the same as 1-M with the exception that the student uses the screen reader only for the particular words or sections of the test that the student wishes to have read to him or her.</p>	<p>I, A*</p>
<p><b>1-O: Visual Cues</b></p> <p>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 material before class, repeat questions asked by other students, and summarize classroom discussion.</p>	<p>I, A</p>
<p><b>1-P: Notes, Outlines, and Assessments</b></p> <p>Written notes may be taken by another student and copied. A teacher could provide a print copy of instructions and assignments. Students could 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>I, N/A</p>

\* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of:

- (1) 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 score for standard 1, general Reading processes; and
- (2) the Maryland Functional Reading Test.

Any screen reader may be used for instruction, but the only screen reader currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 screen reader for testing, students must have used a screen reader 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 screen readers on state testing to promote standardization of the verbatim Reading accommodation.

## Fact Sheet SWD-1 (continued)

### Presentation Accommodations

<b>Multi-Sensory Presentation Accommodations (continued)</b>	<b>Conditions for Use In Instruction and Assessment</b>
<p><b>1-Q: Talking Materials</b></p> <p>Many classroom materials are now available with auditory components. These talking materials include calculators, “talking” clocks, thermometers, timers, and volt-meters. When selecting this accommodation, care should be taken to ensure that other appropriate accommodations such as setting (to minimize distraction to other students) or timing are also selected.</p>	I, A
<b>Other Presentation Accommodations</b>	
<p><b>1-R: Other</b></p> <p>Other accommodations not specifically mentioned above may be proposed by the Local Accountability Coordinator, Section 504 staff, or Special Education staff. Other accommodations must be approved by MSDE’s Division of Accountability and Assessment and MSDE’s Division of Special Education/Early Intervention Services or other appropriate State staff.</p> <p>NOTE: Accommodations related to English Language Proficiency are not permitted for use on the ELPT.</p>	Determined on a case-by-case basis in consultation with MSDE

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## 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.

**Response Accommodations**

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<b>Response Accommodations</b>	<b>Conditions for Use In Instruction and Assessment</b>
<p><b>2-A: Scribe</b>                      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. 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. A person who serves as a scribe needs to be carefully prepared to assure that they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less.</p> <p>For online tests, 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-and-pencil test edition Test/Answer Book, or (2) the scribe may enter student responses directly onto the computer using the online test edition.</p>	<p>I, A</p>
<p><b>2-B: Speech-to-Text</b>                      Speech-to-text conversion or voice recognition allows a student to use their voice as an input device. Voice recognition may be used to dictate text into the computer or to give commands to the computer (such as opening application programs, pulling down menus, or saving work). Older voice recognition applications require each word to be separated by a distinct space. This allows the machine to determine where one word begins and the next stops. This style of dictation is called discrete speech. Continuous speech voice recognition allows students to dictate text fluently into the computer. These new applications can recognize speech at up to 160 words per minute. While these systems do give students system control they are not yet hands free.</p>	<p>I, A</p>
<p><b>2-C: Large-Print Response Book</b>                      A student with a visual impairment records responses to questions or test items in a large-print response book.</p> <p>NOTE: For state tests, student responses on the large-print form must be transcribed verbatim by a certified test examiner onto a regular-sized answer document for scoring.</p> <p>For online tests, students requiring a large-print response book may use the traditional paper-and-pencil large print test edition. If a large-size computer monitor is available in the school, the student may take the computerized online test edition, as long as the monitor size provides the student with print large enough to access and respond to the test.</p>	<p>I, A</p>

**Response Accommodations**

<b>Response Accommodations (continued)</b>	<b>Conditions for Use In Instruction and Assessment</b>
<p><b>2-D: Braille</b></p> <p>A Braille is a Braille keyboard used for typing Braille that can then be printed in standard print or Braille (embosser). The Braille is similar to a typewriter or computer keyboard. Paper is inserted into the Braille, and multiple keys are pressed at once, creating Braille dots with each press. Through an alternative computer port, newer Brailles can simultaneously act as a speech synthesizer that reads the text displayed on the screen when paired with a screen Reading program. For assessment, a certified test examiner must transcribe the Brailled responses into a regular Answer Book.</p>	I, A
<p><b>2-E: Electronic Note-Takers and Word Processors</b></p> <p>Students may use an electronic device to create written responses or for note-taking. Portable note-taking devices are small, lightweight devices equipped with a Braille or typewriter-style keyboard for input and synthetic voice. Some note-takers also contain a Braille display (between 18 and 40 characters) for output. Note-takers are excellent tools for recording notes in school, at home, or at work. They often have additional features such as a calculator and a calendar function. Newer models have a built-in modem, which allows the user to access e-mail as well as surf the Web. When connected to a PC, files can be exchanged, or information can be sent from the note-taker to a Braille embosser or to an ink printer. When linked to a computer using a screen reader, note-takers equipped with a Braille display can act as a Braille output device.</p>	I, A
<p><b>2-F: Tape Recorder</b></p> <p>A student uses a tape recorder to record class work or test responses rather than writing on paper. For assessment, a certified test examiner must transcribe the taped responses into a regular Answer Book.</p>	I, A
<p><b>2-G: Respond on Test Booklet</b></p> <p>This accommodation allows a student to write directly in a test booklet rather than on an answer sheet (e.g., scannable “bubble” sheet). For assessment, a certified test examiner must transcribe the student’s responses into a regular Answer Book. Beginning in the 2007-2008 school year, all State tests administered in paper-and-pencil will consist of test books in which students record their answers directly, so accommodation 2-G will not be needed on most State tests.</p>	I, A
<p><b>2-H: Monitor Test Response</b></p> <p>Monitor placement of student responses on the answer sheet. 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>	I, A

**Response Accommodations**

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<b>Materials or Devices Used to Solve or Organize Responses</b>	<b>Conditions for Use In Instruction and Assessment</b>
<p><b>2-J: Calculation Devices</b></p> <p>If a student’s disability affects Mathematics calculation but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used. 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 a student 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). In some cases, an abacus may be useful for students when Mathematics problems are to be calculated without a calculator. The abacus functions as paper and pencil for students with visual impairments.</p>	<p>I, A</p>
<p><b>2-K: Spelling and Grammar Devices</b></p> <p>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. Students 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 spell check or other electronic spelling device. Some states require spell-check and grammar-checking devices to be turned off for writing tests.</p> <p>NOTE: Spelling and grammar devices are not permitted to be used on the English High School Assessment.</p>	<p>I, A</p>
<p><b>2-L: Visual Organizers</b></p> <p>Visual organizers include graph paper, highlighters, place markers, scratch paper, and templates. 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.</p> <p>NOTE: Photocopying of secure test materials requires approval 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. Check with the Test Administration and Coordination Manual (TACM) for each test or consult with the LAC before allowing the use of highlighters on any state assessment.</p>	<p>I, A</p>
<p><b>2-M: Graphic Organizers</b></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. Semantic mapping software is now available to enable students to understand a narrative story or writing elements through graphics.</p>	<p>I, A</p>

## Fact Sheet SWD-2 (continued)

### Response Accommodations

<b>Materials or Devices Used to Solve or Organize Responses</b> <i>(continued)</i>	<b>Conditions for Use In Instruction and Assessment</b>
<b>2-N: Bilingual Dictionaries</b> Students identified as English language learners who have an ELL Plan may use published or electronic bilingual dictionaries. Allowable dictionaries and devices do not contain definitions of English words in the student's native language.	I, A
<b>Other Response Accommodations</b>	
<b>2-Q: Other</b> Other-proposed by Local Accountability Coordinator; Section 504 staff, or Special Education staff; and approved by MSDE Assessment Office and MSDE Special Education staff.	Determined on a case-by-case basis in consultation with MSDE

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### 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.

## Timing and Scheduling Accommodations

Timing and Scheduling Accommodations	Conditions for Use In Instruction and Assessment
<p><b>3-A: Extended Time</b></p> <p>Extended time may require a student’s IEP 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. 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 reader, or dictated response scribe) which may increase the time needed for the student to respond are chosen.</p>	<p>I, A</p>
<p><b>3-B: Multiple or Frequent Breaks</b></p> <p>Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed. Sometimes test booklets are divided into shorter sections so that students can take a break between sections of a test (sometimes referred to as “short segment test booklets”). 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><b>3-C: Change Schedule or Order of Activities – Extend Over Multiple Days</b></p> <p>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. 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 section which was completed on a previous day. State tests are usually comprised of several blocks of items called “sessions”. 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.</p> <p>Accommodation 3-C is <u>not</u> permitted for the High School Assessments unless justified in writing by the school and specifically approved by <b>both</b> the Local School System <b>and</b> MSDE. See Tool SWD-7 in Section 6 of MAM for more information.</p>	<p>I, A</p>

**Timing and Scheduling Accommodations**

<b>Timing and Scheduling Accommodations (continued)</b>	<b>Conditions for Use In Instruction and Assessment</b>
<p><b>3-D: Change Schedule or Order of Activities – Within One Day</b></p> <p>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 section which was completed during a previous portion of the testing day.</p> <p>NOTE: Students who require accommodation 3-D on the MSA Science assessment must take the paper-and-pencil test edition, as this accommodation is not feasible using the computerized online test edition.</p>	<p>I, A</p>
<b>Other Timing and Scheduling Accommodations</b>	
<p><b>3-E: Other</b></p> <p>Other—proposed by Local Accountability Coordinator; Section 504 staff, or Special Education staff; and approved by MSDE Assessment Office and MSDE Special Education staff.</p>	<p>Determined on a case-by-case basis in consultation with MSDE</p>

## 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.

**Setting Accommodations**

<b>Setting Accommodations</b>	<b>Conditions for Use In Instruction and Assessment</b>
<p><b>4-A: Reduce Distractions to the Student</b></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. Students with low vision may prefer to sit in the part of a room that has the best light. Some students concentrate best while wearing noise buffers such as earphones, earplugs, or headphones.</p>	<p>I, A</p>
<p><b>4-B: Reduce Distractions to Other Students</b></p> <p>A setting accommodation should be considered for students receiving human reader, scribe, or other accommodations that may distract other students in the classroom or testing situation.</p>	<p>I, A</p>
<p><b>4-C: Change Location to Increase Physical Access or to Use Special Equipment – Within School Building</b></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 guide dog, and explain to other students that the dog 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>	<p>I, A</p>
<p><b>4-D: Change Location to Increase Physical Access or to Use Special Equipment – Outside School Building</b></p> <p>Some students may need to receive educational services and participate in assessments in home or hospital settings.</p>	<p>I, A</p>

## Fact Sheet SWD-4 (continued)

### Setting Accommodations

<b>Other Setting Accommodations</b>	<b>Conditions for Use In Instruction and Assessment</b>
<b>4-E: Other</b> Other-proposed by Local Accountability Coordinator; Section 504 staff, or Special Education staff; and approved by MSDE Assessment Office and MSDE Special Education staff.	Determined on a case-by-case basis in consultation with MSDE

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# Fact Sheet SWD-5

## Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTIC: BLIND; LOW VISION; PARTIAL SIGHT		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Large print</li> <li>• Magnification devices</li> <li>• Braille</li> <li>• Nemeth Braille code</li> <li>• Tactile graphics</li> <li>• Human reader</li> <li>• Audiotape or compact disk (CD)</li> <li>• Screen reader</li> <li>• Large print or Braille notes, outlines, and instructions</li> <li>• Descriptive video</li> <li>• Talking materials</li> </ul>	<ul style="list-style-type: none"> <li>• Large print</li> <li>• Magnification devices</li> <li>• Braille</li> <li>• Nemeth Braille code</li> <li>• Tactile graphics</li> <li>• Human reader</li> <li>• Audiotape or CD</li> <li>• Screen reader</li> </ul>
<b>Response</b>	<ul style="list-style-type: none"> <li>• Express response to a scribe through speech</li> <li>• Type on or speak to word processor</li> <li>• Type on Braille</li> <li>• Speak into tape recorder</li> <li>• Use calculation devices (e.g., talking calculator with enlarged keys, abacus)</li> <li>• Use electronic note taker</li> </ul>	<ul style="list-style-type: none"> <li>• Express response to a scribe through speech</li> <li>• Type on or speak to word processor</li> <li>• Type on Braille</li> <li>• Speak into tape recorder</li> <li>• Use calculation devices (e.g., talking calculator with enlarged keys, abacus)</li> <li>• Use electronic note taker</li> </ul>
<b>Setting</b>	<ul style="list-style-type: none"> <li>• Change location so student does not distract others</li> <li>• Change location to increase physical access</li> <li>• Change location to access special equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Change location so student does not distract others</li> <li>• Change location to increase physical access</li> <li>• Change location to access special equipment</li> </ul>
<b>Timing and Scheduling</b>	<ul style="list-style-type: none"> <li>• Extended Time</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Time</li> </ul>

# Fact Sheet SWD-5 (continued)

## Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTIC: DEAF; HARD OF HEARING		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Interpretation/transliteration</li> <li>• Give interpreter instructional materials in advance</li> <li>• Audio amplification devices</li> <li>• Screen reader</li> <li>• Visual cues</li> <li>• Written notes, outlines, and instructions</li> <li>• Videotape and descriptive video</li> <li>• Provide advanced organizers and outlines of lectures for student to follow</li> <li>• Use gestures (e.g., point to materials)</li> <li>• Repeat questions and responses from classmates</li> <li>• Allow student to copy notes from classmate</li> <li>• Use captioned versions of instructional films and include script when possible</li> <li>• Learn manual signs and teach them to hearing classmates</li> <li>• Allow student to use telecommunication device</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation/transliteration</li> <li>• Give interpreter instructional materials in advance</li> <li>• Audio amplification devices</li> <li>• Screen reader</li> </ul>
<b>Response</b>	<ul style="list-style-type: none"> <li>• Express response to scribe or interpreter</li> <li>• Type on or speak to word processor</li> <li>• Use spelling and grammar assistive devices</li> <li>• Use visual organizers</li> <li>• Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Express response to scribe or interpreter</li> <li>• Type on or speak to word processor</li> <li>• Use spelling and grammar assistive devices</li> <li>• Use visual organizers</li> <li>• Use graphic organizers</li> </ul>
<b>Setting</b>	<ul style="list-style-type: none"> <li>• Change location to reduce distractions</li> <li>• Change location so student does not distract others</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Change location to reduce distractions</li> <li>• Change location so student does not distract others</li> <li>• 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)</li> </ul>

Section 5

# Fact Sheet SWD-5 (continued)

## Examples of Accommodations Based on Student Characteristics

<b>STUDENT CHARACTERISTIC: WEAK MANUAL DEXTERITY; DIFFICULTY WITH PENCIL; DIFFICULTY TYPING ON STANDARD KEYBOARD</b>		
<b>Category</b>	<b>Accommodations to Consider for Instruction</b>	<b>Accommodations to Consider for Assessments</b>
<b>Response</b>	<ul style="list-style-type: none"> <li>Express response to a scribe through speech, pointing, or by using an assistive communication device</li> <li>Type on or speak to word processor</li> <li>Speak into tape recorder</li> <li>Use thick pencil or pencil grip</li> <li>Use written notes, outlines, and instructions</li> </ul>	<ul style="list-style-type: none"> <li>Express response to a scribe through speech, pointing, or by using an assistive communication device</li> <li>Type on or speak to word processor</li> <li>Speak into tape recorder</li> <li>Use thick pencil or pencil grip</li> </ul>

<b>STUDENT CHARACTERISTIC: COMMUNICATION DISORDER</b>		
<b>Category</b>	<b>Accommodations to Consider for Instruction</b>	<b>Accommodations to Consider for Assessments</b>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>Screen reader</li> </ul>	<ul style="list-style-type: none"> <li>Screen reader</li> </ul>

<b>STUDENT CHARACTERISTIC: READING DISABILITY; DIFFICULTY DECODING</b>		
<b>Category</b>	<b>Accommodations to Consider for Instruction</b>	<b>Accommodations to Consider for Assessments</b>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>Human reader</li> <li>Audiotape or CD</li> <li>Screen reader</li> <li>Videotape</li> </ul>	<ul style="list-style-type: none"> <li>Human reader</li> <li>Audiotape or CD</li> <li>Screen reader</li> </ul>
<b>Setting</b>	<ul style="list-style-type: none"> <li>Change location so student does not distract others</li> <li>Use written notes, outlines, and instructions</li> </ul>	<ul style="list-style-type: none"> <li>Change location so student does not distract others</li> </ul>

<b>STUDENT CHARACTERISTIC: WRITING DISABILITY; DIFFICULTY WITH SPELLING</b>		
<b>Category</b>	<b>Accommodations to Consider for Instruction</b>	<b>Accommodations to Consider for Assessments</b>
<b>Response</b>	<ul style="list-style-type: none"> <li>Express response to a scribe through speech</li> <li>Type on or speak to word processor</li> <li>Speak into tape recorder</li> <li>Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer)</li> <li>Use written notes, outlines, and instructions</li> </ul>	<ul style="list-style-type: none"> <li>Express response to a scribe through speech</li> <li>Type on or speak to word processor</li> <li>Speak into tape recorder</li> <li>Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer)</li> </ul>

## Fact Sheet SWD-5 (continued)

### Examples of Accommodations Based on Student Characteristics

#### STUDENT CHARACTERISTIC: MATHEMATICS DISABILITY

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	Use: <ul style="list-style-type: none"> <li>• Calculation devices</li> <li>• Visual organizers</li> <li>• Graphic organizers</li> <li>• Mathematics tables and formula sheets</li> </ul>	Use: <ul style="list-style-type: none"> <li>• Calculation devices</li> <li>• Visual organizers</li> <li>• Graphic organizers</li> </ul>

#### STUDENT CHARACTERISTIC: PHYSICAL DISABILITY

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> <li>• Express response to a scribe through speech, pointing, or by using an assistive communication device</li> <li>• Type on or speak to word processor</li> <li>• Speak into tape recorder</li> <li>• Write in test booklet instead of on answer sheet for tests with separate Text Book and Answer Book</li> <li>• Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox)</li> <li>• Use written notes, outlines, and instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Express response to a scribe through speech, pointing, or by using an assistive communication device</li> <li>• Type on or speak to word processor</li> <li>• Speak into tape recorder</li> <li>• Write in test booklet instead of on answer sheet for tests with separate Text Book and Answer Book</li> <li>• Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox)</li> </ul>
Setting	<ul style="list-style-type: none"> <li>• Change location to increase physical access</li> <li>• Change location to access special equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Change location to increase physical access</li> <li>• Change location to access special equipment</li> </ul>
Timing and Scheduling	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Multiple or frequent breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Multiple or frequent breaks</li> </ul>

## Fact Sheet SWD-5 (continued)

### Examples of Accommodations Based on Student Characteristics

<b>STUDENT CHARACTERISTIC: EASILY DISTRACTED; SHORT ATTENTION SPAN</b>		
<b>Category</b>	<b>Accommodations to Consider for Instruction</b>	<b>Accommodations to Consider for Assessments</b>
Presentation	<ul style="list-style-type: none"> <li>• Use books on tape or recorded books to help focus on text</li> <li>• Give short and simple directions with examples</li> </ul>	
Response	<ul style="list-style-type: none"> <li>• Write in test booklet instead of on answer sheet for tests with separate Text Book and Answer Book</li> <li>• Monitor placement of student responses on answer sheet</li> <li>• Use materials or devices used to solve or organize responses</li> <li>• Use visual organizers</li> <li>• Use graphic organizers</li> <li>• Highlight key words in directions</li> <li>• Have student repeat and explain directions to check for understanding</li> <li>• Use template</li> <li>• Use graph paper to keep numbers in proper columns</li> </ul>	<ul style="list-style-type: none"> <li>• Write in test booklet instead of on answer sheet for tests with separate Text Book and Answer Book</li> <li>• Monitor placement of student responses on answer sheet</li> <li>• Use materials or devices used to solve or organize responses</li> <li>• Use visual organizers</li> <li>• Use graphic organizers</li> <li>• Highlight key words in directions</li> <li>• Have student repeat and explain directions to check for understanding</li> <li>• Use template</li> <li>• Use graph paper to keep numbers in proper columns</li> </ul>
Setting	<ul style="list-style-type: none"> <li>• Sit in front of room</li> <li>• Change location to reduce distractions</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in front of room</li> <li>• Change location to reduce distractions</li> </ul>
Timing and Scheduling	<ul style="list-style-type: none"> <li>• Use short segment test booklets (when available)</li> <li>• Allow for multiple or frequent breaks</li> <li>• Schedule tests in the morning</li> <li>• Cue student to begin working and stay on task</li> <li>• Change testing schedule or order of subtests</li> <li>• Limit Reading periods</li> <li>• Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon</li> <li>• Divide long-term assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Use short segment test booklets (when available)</li> <li>• Allow for multiple or frequent breaks</li> <li>• Schedule tests in the morning</li> <li>• Cue student to begin working and stay on task</li> <li>• Change testing schedule or order of subtests</li> </ul>

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## 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 MSDE, to provide necessary clarification in unusual circumstances.

#### *Presentation Accommodations*

##### **Verbatim Reading of Test Directions/Items**

Test 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. Test readers must be prepared to answer questions about item format, scoring rules, and timing. However, test 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. 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. Readers may not clarify, elaborate, or provide assistance to students.

##### **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 must transcribe the student's answers verbatim onto a standard answer document.

##### **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. The test administrator for a Braille test needs to be provided with a print version of the test during test administration, as well as any special examiner instructions that are required for test administration. After a student completes a Braille edition of a test, a certified test examiner must transcribe the student's answers verbatim onto a standard answer document.

## **Fact Sheet SWD-7 (continued)**

### **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 Tape or Compact Disk**

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. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test examiners must spot check audio formats before use to make sure the equipment and media are functioning properly.

### ***Response Accommodations***

#### **Writing in Test Booklet**

This accommodation allows the test-taker to indicate responses directly in the test booklet 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 test forms now provide for all students to record their answers directly in a combined Test Book/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.

## **Fact Sheet SWD-7** (continued)

### ***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 reader or scribe is used, double time may be appropriate. Usually “unlimited” time is not appropriate or feasible.

### ***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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