Alabama Student Assessment Program Policies and Procedures for Students of Special Populations

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Introduction

The *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations*, January 2010, sets forth the policies and procedures regarding the inclusion of students of special populations in the Alabama Student Assessment Program. These policies and procedures include the written guidelines as well as required forms to be used in decision-making with regard to the state testing program.

This manual provides information for students with disabilities receiving special education services, students with disabilities receiving 504 services, and limited English proficient (LEP) students. The guidance in this manual provides information regarding the testing of these students in the Alabama Student Assessment Program and the instruction these students receive. A five-step process has been incorporated to assist personnel working with these populations as they consider decisions regarding participation in the Alabama Student Assessment Program and the selection, administration, and evaluation of assessment accommodations. The five-step process includes the following:

1. Expect students of special populations to achieve grade-level state content standards.
2. Learn about accommodations for instruction and state assessments.
3. Select accommodations for instruction and state assessments for individual students.
4. Administer accommodations during instruction and state assessments.
5. Evaluate the effectiveness of accommodations and make appropriate adjustments.

If you have questions regarding the testing or accommodating of students of special populations for the Alabama Student Assessment Program, please call Assessment and Accountability at 334-242-8038.
General Policies Guiding the Alabama Student Assessment Program

Participation of Students of Special Populations

Alabama requires all students to participate in the Alabama Student Assessment Program. Specific information regarding participation for students of special populations can be found in this manual. All students must be included to the fullest extent possible in all assessments and have their results included in the state accountability system. This required participation is supported by federal legislation.

All assessments are available in English only; therefore, all students, including limited English proficient students, must take state assessments as written, in English. Documentation regarding participation in the Alabama Student Assessment Program must be made on the appropriate Participation Documentation form found in the following appendices:

- Students with disabilities receiving special education services—Appendix A
- Students with disabilities receiving 504 services—Appendix B
- Limited English proficient students—Appendix C

Local Education Agencies’ (LEAs) Responsibilities Regarding Local Assessments

LEAs may have local requirements that require the administration of assessments that are not a part of the Alabama Student Assessment Program. If the LEA administers an assessment other than those specified by the state or administers a state assessment in grades other than those mandated by the state, the LEA must include all students of special populations in the assessments. In addition, the LEA must provide a local alternate assessment for students with disabilities receiving special education services who cannot participate in the local assessment. Each LEA must have policies and guidelines in place for these local assessments and include them in the LEA’s state-approved Test Security Plan. LEAs are responsible for scoring and reporting the results of these local assessments.

Content and Instruction

LEAs must ensure equal access to grade-level content standards for all students. The Alabama state-mandated curriculum (Alabama courses of study) sets forth the learning expectations for students at each grade level and subject area. The Alabama Extended Standards (Extended Standards) are the content standards for students with disabilities receiving special education services taking the Alabama Alternate Assessment. Teachers must provide instruction on state content standards using a variety of materials and instructional strategies to meet the needs of all students.

In order to promote equal access to grade-level content, every IEP Team/504 Committee/LEP Committee member and all teachers must be familiar with state content standards and collaboration among general educators, special educators, and LEP educators must occur. All students can work toward grade-level academic content standards and most of these students will be able to achieve these standards when the following three conditions are met:
1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by state content standards and who know how to differentiate instruction for diverse learners.

2. IEPs/504 Plans/LEP Plans are developed to ensure the provision of specialized instruction needed by the individual student.

3. Appropriate instructional accommodations are provided.

An instructional accommodation is a practice or procedure intended to reduce or eliminate the effects of a student’s disability (student with a disability) or limited English language proficiency (LEP student) in order to provide equitable access to content during instruction and on classroom assessments. Providing accommodations for students of special populations during instruction will help to promote equal access to grade-level content. However, accommodations should not reduce learning expectations for students.

Students Eligible for Accommodations on State Assessments

In Alabama, students must be eligible and receiving special education services, 504 services, or English language instructional services (LEP) in a pull-out program or in the regular classroom in order to qualify for testing accommodations. This manual addresses the use of testing accommodations. Additional specific information regarding testing accommodations can be found in the appendices.

Requirements for Use of Accommodations on State Assessments

A testing accommodation on a state assessment should enable the student to demonstrate the degree of achievement the student possesses in the content area. When the disability or language proficiency prevents the student from being able to demonstrate what he or she knows or is able to do, testing accommodations may be needed. Accommodations should be made to ensure that each student receives individual consideration of his or her disability or limited English proficiency. However, an accommodation should not be provided if it changes the nature, content, or integrity of the test. Testing accommodations provided to students on state assessments must be accommodations that also are provided during classroom instruction and classroom tests and have proven to be successful. It should be noted there are some accommodations that may be appropriate for instruction, but may not be appropriate for use on state assessments. There may be consequences (e.g., invalidating a student’s test score) for the use of accommodations on state assessments that are not on the approved testing accommodations checklists. The use of a reading accommodation on a subtest designed to measure one’s skill in reading would invalidate the subtest.

Testing accommodations on state assessments must adhere to the following principles:

- Testing accommodations should enable students to demonstrate their knowledge and skills.
• Testing accommodations must be based upon individual student needs and not upon a category of disability, level of language proficiency, level of instruction, time spent in general classroom, or program setting.
• Testing accommodations must be accommodations which have been regularly made in classroom instruction and on classroom tests.
• Testing accommodations must be justified, proven successful, and documented in the student’s IEP/504 Plan/LEP Plan.
• Testing accommodations should foster and facilitate independence for students, not dependence.
• Testing accommodations cannot supplant the skills the test is designed to measure.
• Only testing accommodations listed on the approved testing accommodations checklists should be used. Approved testing accommodations checklists can be found in the appendices.

The following are required for a student to qualify for testing accommodations on state assessments:

1. Justification of the need for the testing accommodation;
2. Prior practice in the classroom on a regular basis for instruction and on classroom tests for at least one instructional year; and
3. Success of the accommodation during prior practice.

Written documentation is required for a student to receive testing accommodations on state assessments. The justification of the need for the testing accommodation documented in the student’s IEP/504 Plan/LEP Plan on the participation documentation form, proof of prior practice, and proof of success of the accommodation must be verified and documented by the LEA, and available for review by the SDE during any on-site monitoring. A copy of the participation documentation forms can be found in the following appendices:

• Students with disabilities receiving special education services—Appendix A
• Students with disabilities receiving 504 services—Appendix B
• Limited English proficient students—Appendix C

In special situations where prior practice is less than one instructional year, SDE written approval is required prior to the administration of the assessment with accommodations. In such instances, the LEA must make a written request using the “Form Requesting Testing Accommodations Needing SDE Approval.” Additional documentation (prior practice documented in the IEP/504 Plan/LEP Plan, documented proof of prior practice in the classroom on a regular basis, and documented proof of success of the accommodation) must be provided for the request to be processed. This form and documentation must be coordinated through the System Test Coordinator. A copy of this form can be found in Appendix D.
The Five Step Process

Step 1: Expect Students of Special Populations to Achieve Grade-Level Academic Content Standards

Several important laws require the participation of students of special populations in standards-based instruction and all assessment initiatives. These include federal laws such as the Elementary and Secondary Education Act (No Child Left Behind Act of 2001 is the current version of the law), the Individuals with Disabilities Education Act of 2004 (IDEA), and Title III of the Elementary and Secondary Education Act.

IDEA requires states to provide an alternate assessment for the small number of students with disabilities receiving special education services who cannot participate in the state assessment program. The alternate assessment is to be an extension of grade-level state content standards and provide alternate achievement standards.

Federal law requires the use of an alternate assessment for students with significant cognitive disabilities receiving special education services. Each state is required to establish the state’s definition of “significant cognitive disabilities.” In Alabama, the definition of a student with significant cognitive disabilities is a student with an intelligent quotient (IQ) of three standard deviations below the mean which is an IQ of 55 or below. Students meeting this definition and receiving instruction on the Alabama Extended Standards (Extended Standards) are eligible for this assessment as determined by the student’s IEP. The Alabama Alternate Assessment (AAA) is the assessment for these students and is based on the Extended Standards, an extension of the grade-level state content standards in reading, mathematics, and science.

IDEA specifically governs services provided to students with disabilities receiving special education services. Accountability at the individual level is provided through IEPs developed on the basis of each child’s unique needs. IDEA requires standards-based IEPs for students with disabilities receiving special education services who are participating in an alternate assessment (Alabama Administrative Code requires standards-based IEPs for all special education students) and requires the participation of all students with disabilities receiving special education services in state and local assessments.

Federal law requires the assessment of English language proficiency for students with limited English proficiency who are found eligible for English language instruction services in a pull-out program or in the regular classroom. In Alabama, Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) is the language proficiency test administered to LEP students.

Equal Access to Grade-Level Content

With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to learn at each grade level. Alabama’s state content standards are found in the Alabama state courses of study. Alabama state law requires state courses of
study to be the minimum content taught by Alabama teachers to students for each grade level and course.

The state content standards drive both instruction and assessment in Alabama. All assessments in the Alabama Student Assessment Program are aligned to the Alabama state content standards. The Alabama state courses of study can be found at www.alsde.edu under the Curriculum and Instruction Section.
Step 2: Learn About Accommodations for Instruction and Assessment

Accommodations are practices and procedures in the areas of scheduling, setting, format and/or equipment, and recording that provide equitable access to content during instruction and allow the student to demonstrate the degree of achievement the student possesses in the content areas on state assessments.

Accommodations are intended to reduce or eliminate the effects of the disability (students with disabilities) or limited English proficiency (LEP students); they do not reduce learning expectations. The accommodations provided to a student on a state assessment must have been accommodations used regularly during classroom instruction and on classroom assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., invalidating the test) for the use of some accommodations during state assessments. It is very important for educators to become familiar with state policies regarding accommodations during state assessments.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community as they get older, in postsecondary education, and at work. Accommodations for instruction and state assessments are integrally intertwined.

Description of Accommodations Categories

Accommodations in Alabama are commonly categorized in four ways:

- **Scheduling Accommodations**—Allow students to complete the assignment or take the test at the best time of the day, take breaks, or increase the allowable length of time to complete the assignment or assessment.
- **Setting/Administration Accommodations**—Specify or change the location in which an assignment or test is given or change the conditions of the assignment or assessment setting.
- **Format and/or Equipment Accommodations**—Allow students to access information in an alternate mode or use equipment to aid in their access of information in the classroom and on assessments. These alternate modes of access can be auditory, multi-sensory, tactile, and visual.
- **Recording Accommodations**—Allow students to complete activities, assignments, and assessments in different ways such as the use of a scribe.

Modifications vs. Accommodations

Accommodations do not reduce learning expectations. Accommodations provide access. However, modifications refer to practices that change, lower, or reduce learning expectations. Modifications can actually increase the gap between the achievement of students and expectations for proficiency at a particular grade level. Using modifications may result in
practices that adversely affect students throughout their educational career. Examples of modifications include:

- Requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);
- Reducing assignments and/or classroom tests so a student only needs to complete the easiest problems or items;
- Revising assignments and/or classroom tests to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or
- Giving a student hints or clues to correct responses on assignments and/or classroom tests.

Providing modifications to students during classroom instruction and/or classroom tests may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk of not scoring proficient on state assessments, not passing the *Alabama High School Graduation Exam*, or not meeting graduation requirements.

Modifications on state assessments will result in the assessment being invalidated. This would result in the student not counting as participating in the accountability calculations for the school and LEA.
Step 3: Select Accommodations for Instruction and State Assessments for Individual Students

To ensure that students are engaged in standards-based instruction and state assessments, every IEP Team/504 Committee/LEP Committee member must be knowledgeable about the state academic content standards and state assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student’s disability/level of language proficiency and present level of performance in relation to state academic standards.

The process of making decisions about instructional accommodations is one in which members of the IEP Team/504 Committee/LEP Committee recommend a practice or procedure intended to reduce or eliminate the effects of a student’s disability/language proficiency in order to provide equitable access during instruction and on classroom assessments. As students are taught, teachers use different approaches, techniques, instructional materials, and, with some students, accommodations to ensure that optimal learning for each student is taking place. When successful instructional accommodations have been determined, they should be used regularly in instruction and on classroom assessments. A student may be accommodated in one content area (e.g., mathematics) or accommodated in multiple content areas (e.g., a reading accommodation in science and social studies).

Once instructional accommodations have been established, proven successful, and are regularly being used during instruction and on classroom assessments, appropriate decisions regarding state assessment accommodations can be made by the IEP Team/504 Committee/LEP Committee. State assessment accommodations are practices or procedures which should enable the student to demonstrate the degree of achievement which he or she possesses. There are many accommodations that may be appropriate during the teaching of content in the instructional program that would not be appropriate on a state assessment. An accommodation on a state assessment should not supplant the skill that the assessment is designed to measure (e.g., a reading accommodation on an assessment of reading comprehension).

An accommodation is not something that is provided on a student’s classroom tests and state assessments to help the student “pass” the test but rather is a part of that student’s total program which should originate in the instructional program. IEP Team/504 Committee/LEP Committee meetings that simply engage people in checking boxes on a state accommodations checklist are neither conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum. Some do’s and don’ts of selecting accommodations are discussed in Appendix E.

Documenting Accommodations on a Student’s IEP

For students with disabilities served under IDEA, determining appropriate instructional and state assessment accommodations should not pose any particular problems for IEP Teams that follow good IEP practices. With information obtained from the required summary of the student’s present level of academic achievement and functional performance, the process of identifying
and documenting accommodations should be a fairly straightforward event. The “present level” is a federal requirement in which the IEP Team members must state “how the child’s disability affects the child’s involvement and progress in the general education curriculum—the same curriculum as non-disabled students.”

There are several areas on the Alabama IEP form where instructional accommodations can be addressed. These areas are found in the “Special Education and Related Services” box on the “Measurable Annual Goal” page. Any instructional accommodations to be used in the classroom during instruction and on classroom tests must be outlined here. Some instructional accommodations may be consistent over several annual goals but many may vary depending on the individual needs of the student.

Once instructional accommodations have been in place and proven successful, the IEP Team should consider if accommodations are needed on a state assessment. When determining appropriate state assessment accommodations, the IEP Team must look at accommodations regularly being made on the student’s classroom tests over time in that particular subject area. State assessment accommodations must be reasonable, proven successful for the student, and be a part of the student’s instructional program. The IEP Team must work within the framework of the approved accommodations for special education students on state assessment accommodations checklists. A state assessment accommodation should not supplant the skill the test is designed to measure. Accommodations that change the nature, content, or integrity of the test should not be used. Approved state assessment accommodations checklists for students with disabilities receiving special education services can be found in Appendix A.

In special situations where prior practice is less than one instructional year, SDE written approval is required prior to the administration of the state assessment with the accommodation. In such instances, the LEA must make a written request using the “Form Requesting Testing Accommodations Needing SDE Approval.” Additional documentation (prior practice documented in the IEP, documented proof of prior practice in the classroom on a regular basis, and documented proof of success of the accommodation) must be provided for the request to be processed. Written approval of the accommodation must be received before the state assessment is given with the accommodation. The “Form Requesting Testing Accommodations Needing SDE Approval” can be found in Appendix D.

**Documenting Accommodations on a Student’s 504 Plan**

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. Section 504 states:

> No otherwise qualified individual with a disability in the United States shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. [29 U.S.C. Sec. 794]
Examples of students who may receive instructional and assessment accommodations based on their 504 Plan and regular practice in the instructional program include students with

- communicable diseases (e.g., hepatitis),
- temporary disabilities from accidents who may need short term hospitalization or homebound recovery (e.g., broken arm),
- allergies or asthma,
- drug or alcoholic addictions, as long as they are not currently using illegal drugs,
- environmental illnesses, or
- attention difficulties.

Instructional accommodations for the classroom and on classroom assessments can be documented anywhere in the student’s 504 Plan. Once documented, they should be used regularly.

Once instructional accommodations have been in place and proven successful, the 504 Committee may consider if accommodations are needed on a state assessment. When determining appropriate state assessment accommodations, the 504 Committee must look at accommodations regularly being made on the student’s classroom tests over time in that particular subject area. State assessment accommodations must be reasonable, proven successful for the student, and be a part of the student’s instructional program. The 504 Committee must work within the framework of the approved accommodations for students with disabilities receiving 504 services on state assessment accommodations checklists. A state assessment accommodation should not supplant the skill the test is designed to measure. Accommodations that change the nature, content, or integrity of the test should not be used. Approved state assessment accommodations checklists for students with disabilities receiving 504 services can be found in Appendix B.

In special situations where prior practice is less than one instructional year, SDE written approval is required prior to the administration of the state assessment with the accommodation. In such instances, the LEA must make a written request using the “Form Requesting Testing Accommodations Needing SDE Approval.” Additional documentation (prior practice documented in the 540 Plan, documented proof of prior practice in the classroom on a regular basis, and documented proof of success of the accommodation) must be provided for the request to be processed. Written approval of the accommodation must be received before the state assessment is given with the accommodation. The “Form Requesting Testing Accommodations Needing SDE Approval” can be found in Appendix D.

**Documenting Accommodations on a Student’s LEP Plan**

In Alabama, the definition of a limited-English proficient (LEP) student is taken from federal regulations. The term LEP is an individual

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary or secondary school;
who was not born in the United States or whose native language is a language other than English;
  o who is a Native American or Alaska Native, or a native resident of the outlying areas; and
  o who comes from an environment where a language other than English has had a significant impact on the individual’s level of English proficiency; or
  o who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

who comes from an environment where a language other than English has had a significant impact on the individual’s level of English proficiency; or

whose difficulty in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
  o the ability to meet the State’s proficient level of achievement on State assessments;
  o the ability to successfully achieve in classrooms where the language of instruction is English; or
  o the opportunity to participate fully in society.

The LEP definition includes students with a wide range of educational needs with respect to learning English as a second language. Examples include the following types of students:

- Children of recent immigrants who speak no English and who have had no formal training in written language.
- Children of highly educated immigrants who have had formal training in English during formal schooling.
- United States-born children whose primary language is not English and who have had limited formal education through English language.

Instructional accommodations for the classroom and on classroom assessments can be documented anywhere in the student’s LEP Plan. Once documented, they should be used regularly.

Once instructional accommodations have been in place and proven successful, the LEP Committee may consider if accommodations are needed on a state assessment. When determining appropriate state assessment accommodations, the LEP Committee must look at accommodations regularly being made on the student’s classroom tests over time in that particular subject area. State assessment accommodations must be reasonable, proven successful for the student, and be a part of the student’s instructional program. The LEP Committee must work within the framework of the approved accommodations for LEP students on state assessment accommodations checklists. A state assessment accommodation should not supplant the skill the test is designed to measure. Accommodations that change the nature, content, or integrity of the test should not be used. Approved state assessment accommodations checklists for LEP students can be found in Appendix C.

In special situations where prior practice is less than one instructional year, SDE written approval is required prior to the administration of the state assessment with the accommodation. In such instances, the LEA must make a written request using the “Form Requesting Testing
Accommodations Needing SDE Approval.” Additional documentation (prior practice documented in the LEP Plan, documented proof of prior practice in the classroom on a regular basis, and documented proof of success of the accommodation) must be provided for the request to be processed. Written approval of the accommodation must be received before the state assessment is given with the accommodation. The “Form Requesting Testing Accommodations Needing SDE Approval” can be found in Appendix D.

**Determining the Consequences of State Assessment Accommodations Use**

When selecting accommodations for state assessments for a student, it is important to look at state policies and procedures to determine whether use of an accommodation results in consequences on a state assessment (e.g., invalidating a student’s score). State assessment accommodations that result in adverse consequences are commonly referred to as nonstandard or non-approved accommodations in Alabama. Nonstandard accommodations which adversely affect the validity of the assessment and non-approved accommodations will be invalidated.

**Questions to Guide Accommodation Selection**

Selecting accommodations for instruction and state assessments is the role of a student’s IEP Team/504 Committee/LEP Committee. The questions provided below should be used to guide the selection of appropriate accommodations for students receiving special education services, 504 services, or students receiving English language instruction services in a pull-out program or in the regular classroom:

- What are the student’s learning/language strengths and areas needing further improvement?
- How do the student’s learning/language needs affect the achievement of grade-level content standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- What accommodations will increase the student’s access to instruction by addressing the student’s learning needs and reducing the effect of the student’s disability/language proficiency?
- What accommodations are regularly used by the student during instruction and on classroom tests?
- What are the results for assignments and classroom tests when this accommodation was used and not used?
- What is the student’s perception of how well an instructional accommodation “worked”?
- Are there effective combinations of accommodations?
- What difficulties did the student experience when using instructional accommodations?
- What are the perceptions of parents, teachers, and specialists about how the instructional accommodation worked?
- Should the student continue to use the accommodation, are changes needed, or should the use of the accommodation be discontinued?
- What accommodations will enable the student to demonstrate the degree of achievement which he or she possesses on state assessments?
Of the accommodations that match the student’s needs, consider

- the student’s willingness to learn to use the accommodation,
- the opportunities to use the accommodation in the classroom settings, and
- the conditions for use on state assessments.

Plan how and when the student will learn to use a new accommodation. Be certain there is ample time to use instructional accommodations and prove they are successful. Finally, you should plan for ongoing evaluation and improvement of the student’s use of the accommodations.
Step 4: Administer Accommodations During Instruction and On State Assessments

Accommodations During Instruction

The IEP Team/504 Committee/LEP Committee should consider use of appropriate and needed accommodations during instruction and on classroom tests. These accommodations should be used regularly in the classroom to help promote equal access to the content so optimal learning will take place. An accommodation should never be used solely during state assessments.

Accommodations On State Assessments

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state assessments must be planned. IEPs/504 Plans/LEP Plans must be checked in advance to determine which students are to be tested with accommodations.

Planning for Test Day

School staff must communicate with the building test coordinator to ensure students will receive the state assessment accommodations they qualify for or have been approved to receive. Thus, it is essential for all IEP Team/504 Committee/LEP Committee members to know and understand the requirements of state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of state assessment accommodations on test day.

Prior to the day of a test, be certain test administrators and proctors have been trained, know what accommodations each student will be using, and know how to administer the state assessment and accommodations properly.

Administering State Assessments and Accommodations

State policies specify practices to ensure test security and the standardized and ethical administration of state assessments. Test Administrators, proctors, and all staff involved in test administration must adhere to these policies. Failure to follow administration and security procedures promulgated by the Alabama State Board of Education and published in the Alabama Administrative Code (AAC), the Student Assessment Handbook, the Handbook of Administrative Procedures for the Alabama Graduation Examination Program, the test administrator’s manuals, and this manual may result in disciplinary action by the local board of education and/or revocation of the teaching certificate by the Alabama State Department of Education.

Test Security

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a state assessment. Test security can become an issue when a reading accommodation is provided, when someone other than the student is
allowed to see the test (e.g., interpreter, scribe), or someone’s actions call into question the results of the test.

The Test Security Policy (AAC 290-040-020-.04) must be read and signed by all individuals involved with the state testing program. This policy identifies specific actions which are inappropriate and violate test security. Violation of the Test Security Policy could result in disciplinary action. A copy of the Test Security Policy can be found in Appendix F.

**Standardization**

Standardization refers to adherence to uniform administration procedures and conditions during a state assessment. Standardization is necessary in order to produce valid and reliable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning. Guidelines for administering specific accommodations on state assessments can be found in Appendix E.
Step 5: Evaluate and Improve Accommodations Use

Accommodations must be selected on the basis of the individual student’s needs and must be used consistently for instruction and state assessments. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure accessibility to content and learning and the meaningful participation of students of special populations in state and local assessments. Data on the use and impact of accommodations during instruction and classroom assessments may reveal questionable patterns of accommodations use or support the continued use of some accommodations or the rethinking of others. Examination of the data may also indicate areas in which the IEP Team/504 Committee/LEP Committee and teachers need additional training and support.

In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during state assessments. Observations conducted during test administration, interviews with test administrators, and talking with students about the accommodations used will likely yield data that can be used to guide the evaluation process.

Questions to Guide Evaluation of Accommodation Use on State Assessments at the School Level

1. Are there policies in place to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after testing?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in their IEPs/504 Plans/LEP Plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many students with IEPs/504 Plans/LEP Plans are receiving accommodations?
6. What types of accommodations are provided and are some used more than others?
7. Are students provided accommodations tailored to their individualized needs or are all students receiving the same accommodations?
8. How well do students who receive accommodations perform on classroom tests, local assessments, and state assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using accommodations that were not effective?

Student-level questions need to be considered by the IEP Team/504 Committee/LEP Committee to evaluate the use of accommodations. It is critical to continually evaluate the use of accommodations to ensure that the most appropriate and successful accommodations are being used.
Questions to Guide Evaluation of Accommodation Use on State Assessments at the Student Level

1. What accommodations are used by the student during instruction and classroom assessments?
2. What are the results of classroom assignments and classroom tests when accommodations are used verses when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the appropriate accommodations, or ineffective use of accommodations?
3. What accommodations are used by the student during state assessments?
4. What are the results of state assessments when accommodations are used? Does this performance mirror performance on classroom tests? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the appropriate accommodations, or ineffective use of accommodations?
5. What is the student’s perception of how well the accommodation worked?
6. Which accommodations seemed to be least effective or ineffective?
7. What combinations of accommodations seem to be effective?
8. What are the difficulties encountered in the use of accommodations?
9. What are the perceptions of teachers and others about how the accommodation appears to be working?

School-level questions should be addressed by a committee responsible for continuous improvement efforts. It is critical to stress that evaluation is not the responsibility of just one individual. The entire IEP Team/504 Committee/LEP Committee should contribute to the information gathering and decision-making processes.
APPENDIX A

Participation Documentation and Accommodations Checklists
For Students Receiving Special Education Services
IEP PARTICIPATION DOCUMENTATION
Alabama Student Assessment Program

When completed by the IEP Team, this checklist becomes a part of the student’s IEP.

Name: __________________________________________ School: __________________ Grade:_________ Year:   _________

ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE)

☐ 1. Student will participate in the AHSGE. Student is working toward either the Alabama High School Diploma or the Alabama Occupational Diploma.
☐ 2. No accommodations are required for student to participate.
☐ 3. Accommodations are required for student to participate. (See attached AHSGE Accommodations Checklist.)
☐ 4. Student will participate in the Alabama Alternate Assessment.
☐ 5. No accommodations are required for student to participate in the Alabama Alternate Assessment.
☐ 6. Accommodations are required for student to participate in the Alabama Alternate Assessment. (See attached AAA Accommodations Checklist.)

Justification for all decisions made above:

STANFORD ACHIEVEMENT TEST, TENTH EDITION (Stanford 10)*

☐ 1. Student will participate in the Stanford 10.
☐ 2. No accommodations are required for student to participate.
☐ 3. Accommodations are required for student to participate. (See attached Stanford 10 Accommodations Checklist.)
☐ 4. Student will participate in the Alabama Alternate Assessment.
☐ 5. No accommodations are required for student to participate in the Alabama Alternate Assessment.
☐ 6. Accommodations are required for student to participate in the Alabama Alternate Assessment. (See attached AAA Accommodations Checklist.)

Justification for all decisions made above:

ALABAMA READING AND MATHEMATICS TEST (ARMT)*

☐ 1. Student will participate in the ARMT.
☐ 2. No accommodations are required for student to participate.
☐ 3. Accommodations are required for student to participate. (See attached ARMT Accommodations Checklist.)
☐ 4. Student will participate in the Alabama Alternate Assessment.
☐ 5. No accommodations are required for student to participate in the Alabama Alternate Assessment.
☐ 6. Accommodations are required for student to participate in the Alabama Alternate Assessment. (See attached AAA Accommodations Checklist.)

Justification for all decisions made above:

ALABAMA SCIENCE ASSESSMENT (ASA)

☐ 1. Student will participate in the ASA.
☐ 2. No accommodations are required for student to participate.
☐ 3. Accommodations are required for student to participate. (See attached ASA Accommodations Checklist.)
☐ 4. Student will participate in the Alabama Alternate Assessment.
☐ 5. No accommodations are required for student to participate in the Alabama Alternate Assessment.
☐ 6. Accommodations are required for student to participate in the Alabama Alternate Assessment. (See attached AAA Accommodations Checklist.)

Justification for all decisions made above:
ALABAMA DIRECT ASSESSMENT OF WRITING (ADAW)

☐ 1. Student will participate in the ADAW.
☐ 2. No accommodations are required for student to participate.
☐ 3. Accommodations are required for student to participate. (See attached ADAW Accommodations Checklist.)
☐ 4. Student will participate in an alternate writing assessment to be determined by the IEP Team. Student will be given the ______________________________ as the alternate assessment for writing.

Justification for all decisions made above:

If the school is chosen to participate in piloting of an assessment or the National Assessment of Educational Progress (NAEP), the student will participate unless the IEP Team is reconvened. Students needing special formats will participate in pilots only if special formats are available.

*The Stanford 10 must be administered in reading and mathematics in order to get scores for the ARMT.
IEP ACCOMMODATIONS CHECKLIST

Alabama High School Graduation Exam (AHSGE)
(Also used for the Pre-Graduation Examination)

September 2009

The state assessment accommodations specified below mirror instructional accommodations documented in the student’s IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: _____________________________________  School: _______________________  Grade: _______  Year: ________

A. Scheduling Accommodations. Tests will be administered:
   ☐ 1. At a time of day most beneficial to student.
   ☐ 2. In periods of _____ minutes followed by rest breaks of _____ minutes.
   ☐ 3. Until, in the administrator’s judgment, the student can no longer sustain the activity.
   ☐ 4. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Tests will be administered:
   ☐ 1. In a small group.
   ☐ 2. In the special education classroom.
   ☐ 3. At the student’s home (homebound students only).
   ☐ 5. With teacher facing student.
   ☐ 6. By student’s special education teacher.
   ☐ 7. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions–interpreter may not clarify or offer interpretation of items.)
   ☐ 8. Individually.
   ☐ 9. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Tests will be administered with:
   ☐ 1. Magnifying equipment.
   ☐ 2. Amplification equipment (e.g., hearing aid, auditory trainer).
   ☐ 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
   ☐ 4. Mathematics subject-area test read aloud by test administrator.
   ☐ 5. Language subject-area test read aloud by test administrator.
   ☐ 6. Biology or science subject-area test read aloud by test administrator.
   ☐ 7. Social Studies subject-area test read aloud by test administrator.
   ☐ 8. Templates.
   ☐ 10. Large print (18 point text).
   ☐ 11. Colored overlay.
   ☐ 12. Marker to maintain place.
   ☐ 14. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):
   ☐ 1. Student will mark answers in test booklets.
   ☐ 2. Student’s answers will be recorded by proctor or assistant.
   ☐ 3. Student will mark answers by machine.
   ☐ 4. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.
IEP ACCOMMODATIONS CHECKLIST

Stanford Achievement Test, Tenth Edition (Stanford 10) September 2009

The state assessment accommodations specified below mirror instructional accommodations documented in the student’s IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: _________________________________ School: __________________________ Grade: ___________ Year: _______

A. Scheduling Accommodations. Test will be administered:
   ☐ 1. At a time of day most beneficial to student.
   ☐ 2. In periods of one subtest followed by a break of ______ minutes.
   ☐ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment. 
      SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:
   ☐ 1. In a small group.
   ☐ 2. In the special education classroom.
   ☐ 3. At the student’s home (homebound students only).
   ☐ 5. With teacher facing student.
   ☐ 6. By student’s special education teacher.
   ☐ 7. Individually.
   ☐ 8. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions–
      interpreter may not clarify or offer interpretation of items.) SDE APPROVAL ONLY.
   ☐ 9. With other accommodations needed due to the nature of the disability and the nature of the assessment. 
      SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:
   ☐ 1. Magnifying equipment.
   ☐ 2. Amplification equipment (e.g., hearing aid, auditory trainer).
   ☐ 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or 
      special furniture, or carrel).
   ☐ 4. Templates.
   ☐ 5. Abacus for visually impaired students.
   ☐ 6. Large-print test booklet with large-print answer document (18 point text).
   ☐ 7. Colored overlay.
   ☐ 8. Reading Vocabulary subtest read aloud by test administrator. (No reading accommodation allowed for Word 
      Study Skills or Reading Comprehension.)
   ☐ 10. Mathematics Problem Solving subtest read aloud by test administrator.
   ☐ 11. Marker to maintain place.
   ☐ 12. Pencil grip or large-diameter soft-lead (No. 2) pencil.
   ☐ 15. With other accommodations needed due to the nature of the disability and the nature of the assessment. 
      SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):
   ☐ 1. Student will mark answers in test booklet. SDE APPROVAL ONLY.
   ☐ 2. Student’s answers will be recorded by proctor or assistant.
      ☐ Student will point to answer.
      ☐ Student will answer orally.
      ☐ Student will sign answer.
      ☐ Student will answer using communication device.
   ☐ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment. 
      SDE APPROVAL ONLY.
The state assessment accommodations specified below mirror instructional accommodations documented in the student’s IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: _________________________________ School: __________________________ Grade: ___________ Year: _______

A. **Scheduling Accommodations.** Test will be administered:

   - At a time of day most beneficial to student.  
   - In periods of one subtest followed by a break of _______ minutes. 
   - With other accommodations needed due to the nature of the disability and the nature of the assessment.  

   **SDE APPROVAL ONLY.**

B. **Setting/Administration Accommodations.** Test will be administered:

   - In a small group.  
   - In the special education classroom.  
   - At the student’s home (homebound students only).  
   - With student seated in front of classroom.  
   - With teacher facing student.  
   - By student’s special education teacher.  
   - Individually.  
   - Using interpreter during time oral instruction is given to the student.  (Interpreter may only interpret directions–interpreter may not clarify or offer interpretation of items.)  **SDE APPROVAL ONLY.**  
   - With other accommodations needed due to the nature of the disability and the nature of the assessment.  

   **SDE APPROVAL ONLY.**

C. **Format and/or Equipment Accommodations.** Test will be administered with:

   - Magnifying equipment.  
   - Amplification equipment (e.g., hearing aid, auditory trainer).  
   - Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).  
   - Templates.  
   - Abacus for visually impaired students.  
   - Large-print test booklet with large-print answer document (18 point text).  
   - Colored overlay.  
   - Mathematics subtest read aloud by test administrator.  
   - Marker to maintain place.  
   - Pencil grip or large-diameter soft-lead (No. 2) pencil.  
   - Secure paper with magnet/tape.  
   - Braille.  
   - With other accommodations needed due to the nature of the disability and the nature of the assessment.  

   **SDE APPROVAL ONLY.**

D. **Recording Accommodations.** Test will be administered with the following accommodation(s):

   - Student will mark multiple-choice and gridded answers in test booklet.  (Open-ended responses must be written in the answer document or recorded by proctor or assistant.)  **SDE APPROVAL ONLY.**

   - Student’s answers will be recorded by proctor or assistant.  
     - Student will point to answer.  
     - Student will answer orally.  
     - Student will sign answer.  
     - Student will answer using communication device.  

   - With other accommodations needed due to the nature of the disability and the nature of the assessment.  

   **SDE APPROVAL ONLY.**
IEP ACCOMMODATIONS CHECKLIST
Alabama Science Assessment (ASA)

The state assessment accommodations specified below mirror instructional accommodations documented in the student’s IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: ___________________________ School: ___________________ Grade: _______ Year: _______

A. Scheduling Accommodations. Tests will be administered:
   - 1. At time of day most beneficial to student.
   - 2. With the rest break increased to _____ minutes.
   - 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

   SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Tests will be administered:
   - 1. In a small group.
   - 2. In the special education classroom.
   - 3. At the student’s home (homebound students only).
   - 4. With student seated in front of classroom.
   - 5. With teacher facing student.
   - 6. By the student’s special education teacher.
   - 8. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.) SDE APPROVAL ONLY.
   - 9. With other accommodations needed due to the nature of the disability and the nature of the assessment.

   SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Tests will be administered with:
   - 1. Magnifying equipment.
   - 2. Amplification equipment (e.g., hearing aid, auditory trainer).
   - 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
   - 4. Templates.
   - 5. Abacus for visually impaired students.
   - 6. Large-print test booklet with large-print answer document (18 point text).
   - 7. Colored overlay.
   - 8. Read aloud by test administrator.
   - 9. Marker to maintain place.
   - 10. Pencil grip or large-diameter soft-lead (No. 2) pencil.
   - 13. With other accommodations needed due to the nature of the disability and the nature of the assessment.

   SDE APPROVAL ONLY.

D. Recording Accommodations. Tests will be administered with the following accommodation(s):
   - 1. Student will mark answers in test booklet. SDE APPROVAL ONLY.
   - 2. Student’s answers will be recorded by proctor or assistant.
      - Student will point to answer.
      - Student will answer orally.
      - Student will sign answer.
      - Student will answer using communication device.
   - 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

   SDE APPROVAL ONLY.
IEP ACCOMMODATIONS CHECKLIST
Alabama Direct Assessment of Writing (ADAW)

September 2009

The state assessment accommodations specified below mirror instructional accommodations documented in the student’s IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: ________________________________ School: ___________________________ Grade: __________ Year: __________

A. Scheduling Accommodations. Test will be administered:
   ☐ 1. At a time of day most beneficial to student.
   ☐ 2. With time limits extended (not to exceed double the specified limit). SDE APPROVAL REQUIRED EXCEPT FOR STUDENTS USING BRAILLE OR LARGE PRINT.
   ☐ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment. SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:
   ☐ 1. In a small group.
   ☐ 2. In the special education classroom.
   ☐ 3. At the student’s home (homebound students only).
   ☐ 5. With teacher facing student.
   ☐ 6. By student’s special education teacher.
   ☐ 7. Individually.
   ☐ 8. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.) SDE APPROVAL ONLY.
   ☐ 9. With other accommodations needed due to the nature of the disability and the nature of the assessment. SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:
   ☐ 1. Magnifying equipment.
   ☐ 2. Amplification equipment (e.g., hearing aid, auditory trainers).
   ☐ 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
   ☐ 4. Templates.
   ☐ 5. Large-print test/answer document (18 point text).
   ☐ 6. Colored overlay.
   ☐ 7. Prompt read aloud by test administrator.
   ☐ 8. Pencil grip or large-diameter soft-lead (No. 2) pencil.
   ☐ 11. With other accommodations needed due to the nature of the disability and the nature of the assessment. SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):
   ☐ 1. Student will mark answers by machine such as typewriter and/or word processor (spelling checker, grammar checker, and dictionary programs prohibited).
   ☐ 2. With other accommodations needed due to the nature of the disability and the nature of the assessment. SDE APPROVAL ONLY.
The state assessment accommodations specified below mirror instructional accommodations documented in the student’s IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: _________________________________ School: __________________________ Grade: ___________ Year: _______

A. Scheduling Accommodations. Tasks/activities will be administered:
   ☐ 1. At a time of day most beneficial to student.
   ☐ 2. With breaks during tasks/activities.
   ☐ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

   SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Tasks/activities will be administered:
   ☐ 1. In a small group.
   ☐ 2. In the special education classroom.
   ☐ 3. At the student’s home (homebound students only).
   ☐ 5. With teacher facing student.
   ☐ 6. By student’s special education teacher.
   ☐ 7. Individually.
   ☐ 8. With use of interpreter for all mathematics tasks/activities.
   ☐ 9. With use of interpreter for all science tasks/activities.
   ☐ 10. With use of interpreter for all reading tasks/activities for teacher directives and student responses only.
   ☐ 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

   SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Tasks/activities will be administered with:
   ☐ 1. Magnifying equipment.
   ☐ 2. Amplification equipment (e.g., hearing aid, auditory trainer).
   ☐ 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, acoustics, adaptive or special furniture, or carrels).
   ☐ 4. Templates.
   ☐ 5. Abacus.
   ☐ 7. Colored overlay.
   ☐ 8. Mathematics tasks/activities read aloud by teacher.
   ☐ 10. Marker to maintain place.
   ☐ 11. Pencil grip or large-diameter soft-lead (No. 2) pencil.
   ☐ 12. Secure paper with magnet/tape.
   ☐ 15. With other accommodations needed due to the nature of the disability and the nature of the assessment.

   SDE APPROVAL ONLY.

D. Recording Accommodations. Tasks/activities will be administered with the following recording accommodations:
   ☐ 1. Student will record using a machine such as a typewriter and/or word processor.
   ☐ 2. Student’s answers will be recorded by proctor or assistant.
      _____ Student will point to answer.
      _____ Student will answer orally.
      _____ Student will sign answer.
      _____ Student will answer using communication device.
   ☐ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

   SDE APPROVAL ONLY.
APPENDIX B

Participation Documentation and Accommodations Checklists
For Students Receiving 504 Services
When completed by the 504 Committee, this checklist becomes a part of the student’s 504 Plan.

Name: __________________________ School: _________________ Grade:_______ Year: _________

**ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE)**

☐ 1. Student will participate in the AHSGE. Student is working toward the Alabama High School Diploma.
☐ 2. No accommodations are required for student to participate.
☐ 3. Accommodations are required for student to participate. (See attached AHSGE Accommodations Checklist.)

Justification for all decisions made above:

**STANFORD ACHIEVEMENT TEST, TENTH EDITION (Stanford 10)**

☐ 1. Student will participate in the Stanford 10.
☐ 2. No accommodations are required for student to participate.
☐ 3. Accommodations are required for student to participate. (See attached Stanford 10 Accommodations Checklist.)

Justification for all decisions made above:

**ALABAMA READING AND MATHEMATICS TEST (ARMT)**

☐ 1. Student will participate in the ARMT.
☐ 2. No accommodations are required for student to participate.
☐ 3. Accommodations are required for student to participate. (See attached ARMT Accommodations Checklist.)

Justification for all decisions made above:

**ALABAMA SCIENCE ASSESSMENT (ASA)**

☐ 1. Student will participate in the ASA.
☐ 2. No accommodations are required for student to participate.
☐ 3. Accommodations are required for student to participate. (See attached ASA Accommodations Checklist.)

Justification for all decisions made above:

**ALABAMA DIRECT ASSESSMENT OF WRITING (ADAW)**

☐ 1. Student will participate in the ADAW.
☐ 2. No accommodations are required for student to participate.
☐ 3. Accommodations are required for student to participate. (See attached ADAW Accommodations Checklist.)

Justification for all decisions made above:

If the school is chosen to participate in piloting of an assessment or the National Assessment of Educational Progress (NAEP), the student will participate unless the 504 Committee is reconvened. Students needing special formats will participate in pilots only if special formats are available.

*The Stanford 10 must be administered in reading and mathematics in order to get scores for the ARMT.*
The state assessment accommodations specified below mirror instructional accommodations documented in the student’s 504 Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the 504 Committee, this checklist becomes part of the student’s 504 Plan.

Name: ___________________________  School: _________________________  Grade: _______  Year: ________

A. Scheduling Accommodations. Tests will be administered:
   ☐ 1. At a time of day most beneficial to student.
   ☐ 2. In periods of _____ minutes followed by rest breaks of _____ minutes.
   ☐ 3. Until, in the administrator’s judgment, the student can no longer sustain the activity.
   ☐ 4. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Tests will be administered:
   ☐ 1. In a small group.
   ☐ 2. At the student’s home (homebound students only).
   ☐ 3. With student seated in front of classroom.
   ☐ 4. With teacher facing student.
   ☐ 5. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions–interpreter may not clarify or offer interpretation of items.)
   ☐ 6. Individually.
   ☐ 7. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Tests will be administered with:
   ☐ 1. Magnifying equipment.
   ☐ 2. Amplification equipment (e.g., hearing aid, auditory trainer).
   ☐ 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
   ☐ 4. Mathematics subject-area test read aloud by test administrator.
   ☐ 5. Language subject-area test read aloud by test administrator.
   ☐ 6. Biology or science subject-area test read aloud by test administrator.
   ☐ 7. Social Studies subject-area test read aloud by test administrator.
   ☐ 8. Templates.
   ☐ 10. Large print (18 point text).
   ☐ 11. Colored overlay.
   ☐ 12. Marker to maintain place.
   ☐ 14. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):
   ☐ 1. Student will mark answers in test booklets.
   ☐ 2. Student’s answers will be recorded by proctor or assistant.
   ☐ 3. Student will mark answers by machine.
   ☐ 4. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.
504 ACCOMMODATIONS CHECKLIST

Stanford Achievement Test, Tenth Edition (Stanford 10)

January 2010

The state assessment accommodations specified below mirror instructional accommodations documented in the student’s 504 Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the 504 Committee, this checklist becomes part of the student’s 504 Plan.

Name: _________________________________ School: __________________________ Grade: ___________ Year: _______

A. Scheduling Accommodations. Test will be administered:
   ☐ 1. At a time of day most beneficial to student.
   ☐ 2. In periods of one subtest followed by a break of _______ minutes.
   ☐ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.
   SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:
   ☐ 1. In a small group.
   ☐ 2. At the student’s home (homebound students only).
   ☐ 3. With student seated in front of classroom.
   ☐ 4. With teacher facing student.
   ☐ 5. Individually.
   ☐ 6. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.) SDE APPROVAL ONLY.
   ☐ 7. With other accommodations needed due to the nature of the disability and the nature of the assessment.
   SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:
   ☐ 1. Magnifying equipment.
   ☐ 2. Amplification equipment (e.g., hearing aid, auditory trainer).
   ☐ 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
   ☐ 4. Templates.
   ☐ 5. Abacus for visually impaired students.
   ☐ 6. Large-print test booklet with large-print answer document (18 point text).
   ☐ 7. Colored overlay.
   ☐ 8. Reading Vocabulary subtest read aloud by test administrator. (No reading accommodation allowed for Word Study Skills or Reading Comprehension.)
   ☐ 10. Mathematics Problem Solving subtest read aloud by test administrator.
   ☐ 11. Marker to maintain place.
   ☐ 12. Pencil grip or large-diameter soft-lead (No. 2) pencil.
   ☐ 15. With other accommodations needed due to the nature of the disability and the nature of the assessment.
   SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):
   ☐ 1. Student will mark answers in test booklet. SDE APPROVAL ONLY.
   ☐ 2. Student’s answers will be recorded by proctor or assistant.
   ☐ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.
   SDE APPROVAL ONLY.
504 ACCOMMODATIONS CHECKLIST
Alabama Reading and Mathematics Test (ARMT)

The state assessment accommodations specified below mirror instructional accommodations documented in the student’s 504 Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the 504 Committee, this checklist becomes part of the student’s 504 Plan.

Name: _____________________________  School: ____________________________  Grade: ___________  Year: _______

A. Scheduling Accommodations.  Test will be administered:
   □ 1.  At a time of day most beneficial to student.
   □ 2.  In periods of one subtest followed by a break of _______ minutes.
   □ 3.  With other accommodations needed due to the nature of the disability and the nature of the assessment.  
      SDE APPROVAL ONLY.

B. Setting/Administration Accommodations.  Test will be administered:
   □ 1.  In a small group.
   □ 2.  At the student’s home (homebound students only).
   □ 3.  With student seated in front of classroom.
   □ 4.  With teacher facing student.
   □ 5.  Individually.
   □ 6.  Using interpreter during time oral instruction is given to the student.  (Interpreter may only interpret directions–
      interpreter may not clarify or offer interpretation of items.)
   □ 7.  With other accommodations needed due to the nature of the disability and the nature of the assessment.  
      SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations.  Test will be administered with:
   □ 1.  Magnifying equipment.
   □ 2.  Amplification equipment (e.g., hearing aid, auditory trainer).
   □ 3.  Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or 
      special furniture, or carrel).
   □ 4.  Templates.
   □ 5.  Abacus for visually impaired students.
   □ 6.  Large-print test booklet with large-print answer document (18 point text).
   □ 7.  Colored overlay.
   □ 8.  Mathematics subtest read aloud by test administrator.
   □ 9.  Marker to maintain place.
   □ 10. Pencil grip or large-diameter soft-lead (No. 2) pencil.
   □ 11. Secure paper with magnet/tape.
   □ 13. With other accommodations needed due to the nature of the disability and the nature of the assessment.  
      SDE APPROVAL ONLY.

D. Recording Accommodations.  Test will be administered with the following accommodation(s):
   □ 1.  Student will mark multiple-choice and gridded answers in test booklet.  (Open-ended responses must be written 
      in the answer document or recorded by proctor or assistant.)  SDE APPROVAL ONLY.
   □ 2.  Student’s answers will be recorded by proctor or assistant.
   □ 3.  With other accommodations needed due to the nature of the disability and the nature of the assessment.  
      SDE APPROVAL ONLY.
504 ACCOMMODATIONS CHECKLIST
Alabama Science Assessment (ASA)

January 2010

The state assessment accommodations specified below mirror instructional accommodations documented in the student’s 504 Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the 504 Committee, this checklist becomes part of the student’s 504 Plan.

Name: ____________________________ School: ____________________________ Grade: ________ Year: ________

A. Scheduling Accommodations. Tests will be administered:
   □ 1. At time of day most beneficial to student.
   □ 2. With the rest break increased to _____ minutes.
   □ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.  
      SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Tests will be administered:
   □ 1. In a small group.
   □ 2. At the student’s home (homebound students only).
   □ 3. With student seated in front of classroom.
   □ 4. With teacher facing student.
   □ 5. Individually.
   □ 6. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret 
      directions—interpreter may not clarify or offer interpretation of items.)
   □ 7. With other accommodations needed due to the nature of the disability and the nature of the assessment.  
      SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Tests will be administered with:
   □ 1. Magnifying equipment.
   □ 2. Amplification equipment (e.g., hearing aid, auditory trainer).
   □ 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or 
      special furniture, or carrel).
   □ 4. Templates.
   □ 5. Abacus for visually impaired students.
   □ 6. Large-print test booklet with large-print answer document (18 point text).
   □ 7. Colored overlay.
   □ 8. Read aloud by test administrator.
   □ 9. Marker to maintain place.
   □ 10. Pencil grip or large-diameter soft-lead (No. 2) pencil.
   □ 11. Secure paper with magnet/tape.
   □ 13. With other accommodations needed due to the nature of the disability and the nature of the assessment.  
      SDE APPROVAL ONLY.

D. Recording Accommodations. Tests will be administered with the following accommodation(s):
   □ 1. Student will mark answers in test booklet.  SDE APPROVAL ONLY.
   □ 2. Student’s answers will be recorded by proctor or assistant.
   □ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.  
      SDE APPROVAL ONLY.
The state assessment accommodations specified below mirror instructional accommodations documented in the student’s 504 Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the 504 Committee, this checklist becomes part of the student’s 504 Plan.

Name: ________________________________ School: ___________________________ Grade: __________ Year: __________

A. Scheduling Accommodations. Test will be administered:
   ☐ 1. At a time of day most beneficial to student.
   ☐ 2. With time limits extended (not to exceed double the specified limit). **SDE APPROVAL REQUIRED EXCEPT FOR STUDENTS USING BRAILLE OR LARGE PRINT.**
   ☐ 3. With other accommodations needed due to the nature of the disability and the nature of the assessment. **SDE APPROVAL ONLY.**

B. Setting/Administration Accommodations. Test will be administered:
   ☐ 1. In a small group.
   ☐ 2. At the student’s home (homebound students only).
   ☐ 3. With student seated in front of classroom.
   ☐ 4. With teacher facing student.
   ☐ 5. Individually.
   ☐ 6. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
   ☐ 7. With other accommodations needed due to the nature of the disability and the nature of the assessment. **SDE APPROVAL ONLY.**

C. Format and/or Equipment Accommodations. Test will be administered with:
   ☐ 1. Magnifying equipment.
   ☐ 2. Amplification equipment (e.g., hearing aid, auditory trainers).
   ☐ 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
   ☐ 4. Templates.
   ☐ 5. Large-print test/answer document (18 point text).
   ☐ 6. Colored overlay.
   ☐ 7. Prompt read aloud by test administrator.
   ☐ 8. Pencil grip or large-diameter soft-lead (No. 2) pencil.
   ☐ 11. Marker to maintain place.
   ☐ 12. With other accommodations needed due to the nature of the disability and the nature of the assessment. **SDE APPROVAL ONLY.**

D. Recording Accommodations. Test will be administered with the following accommodation(s):
   ☐ 1. Student will mark answers by machine such as typewriter and/or word processor (spelling checker, grammar checker, and dictionary programs prohibited).
   ☐ 2. With other accommodations needed due to the nature of the disability and the nature of the assessment. **SDE APPROVAL ONLY.**
APPENDIX C

Participation Documentation and Accommodations Checklists
For Limited English Proficient Students
LEP PARTICIPATION DOCUMENTATION
Alabama Student Assessment Program

When completed by the LEP Committee, this checklist becomes a part of the student’s LEP Plan.

Name: __________________________________________ School : __________________ Grade:_________ Year:   _________

ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE)
- 1. Student will participate in the AHSGE. Student is working toward the Alabama High School Diploma.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached AHSGE Accommodations Checklist.)

Justification for all decisions made above:

STANFORD ACHIEVEMENT TEST, TENTH EDITION (Stanford 10)*
- 1. Student will participate in the Stanford 10.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached Stanford 10 Accommodations Checklist.)

Justification for all decisions made above:

ALABAMA READING AND MATHEMATICS TEST (ARMT)*
- 1. Student will participate in the ARMT.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached ARMT Accommodations Checklist.)

Justification for all decisions made above:

ALABAMA SCIENCE ASSESSMENT (ASA)
- 1. Student will participate in the ASA.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached ASA Accommodations Checklist.)

Justification for all decisions made above:

ALABAMA DIRECT ASSESSMENT OF WRITING (ADAW)
- 1. Student will participate in the ADAW.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached ADAW Accommodations Checklist.)

Justification for all decisions made above:

ASSESSING COMPREHENSION AND COMMUNICATION IN ENGLISH STATE TO STATE FOR ENGLISH LANGUAGE LEARNERS (ACCESS for ELLs)
- 1. Student will participate in the ACCESS for ELLs.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached ACCESS for ELLs Accommodations Checklist.)

Justification for all decisions made above:

If the school is chosen to participate in piloting of an assessment or the National Assessment of Educational Progress (NAEP), the student will participate unless the LEP Committee is reconvened. Students needing special formats will participate in pilots only if special formats are available.

*The Stanford 10 must be administered in reading and mathematics in order to get scores for the ARMT.
The state assessment accommodations specified below mirror instructional accommodations documented in the student's LEP Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the LEP Committee, this checklist becomes part of the student’s LEP Plan.

Name: ________________________________  School: ___________________________  Grade: _______  Year: ________

A. Scheduling Accommodations. Tests will be administered:
   □ 1. At a time of day most beneficial to student.
   □ 2. In periods of _____ minutes followed by rest breaks of ______ minutes.
   □ 3. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

B. Setting/Administration Accommodations. Tests will be administered:
   □ 1. In a small group.
   □ 2. In the ESL classroom.
   □ 3. With student seated in front of classroom.
   □ 4. With teacher facing student.
   □ 5. By student’s ESL teacher.
   □ 6. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
   □ 7. Individually.
   □ 8. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

C. Format and/or Equipment Accommodations. Tests will be administered with:
   □ 1. Environmental equipment (noise buffers or carrel).
   □ 2. Mathematics subject-area test read aloud in English by test administrator.
   □ 3. Language subject-area test read aloud in English by test administrator.
   □ 4. Biology or science subject-area test read aloud in English by test administrator.
   □ 5. Social Studies subject-area test read aloud in English by test administrator.
   □ 6. English/native language translation dictionary (word-to-word translation/no definitions).
   □ 7. English/native language electronic translator (word-to-word translation/no definitions).
   □ 8. Templates.
   □ 9. Marker to maintain place.
   □ 10. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

D. Recording Accommodations. Test will be administered with the following accommodation(s):
   □ 1. Student will mark answers in test booklets.
   □ 2. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**
The state assessment accommodations specified below mirror instructional accommodations documented in the student’s LEP Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the LEP Committee, this checklist becomes part of the student’s LEP Plan.

Name: _________________________________ School: __________________________ Grade: ___________ Year: _______

A. **Scheduling Accommodations.** Test will be administered:
   - [ ] 1. At a time of day most beneficial to student.
   - [ ] 2. In periods of one subtest followed by a break of _______ minutes.
   - [ ] 3. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

B. **Setting/Administration Accommodations.** Test will be administered:
   - [ ] 1. In a small group.
   - [ ] 2. In the ESL classroom.
   - [ ] 3. With student seated in front of classroom.
   - [ ] 4. With teacher facing student.
   - [ ] 5. By student’s ESL teacher.
   - [ ] 6. Individually.
   - [ ] 7. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.) **SDE APPROVAL ONLY.**
   - [ ] 8. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

C. **Format and/or Equipment Accommodations.** Test will be administered with:
   - [ ] 1. Environmental equipment (noise buffers or carrel).
   - [ ] 2. Reading Vocabulary subtest read aloud in English by test administrator. (**No reading accommodation allowed for Word Study Skills or Reading Comprehension.**)
   - [ ] 3. Mathematics Procedures subtest read aloud in English by test administrator.
   - [ ] 4. Mathematics Problem Solving subtest read aloud in English by test administrator.
   - [ ] 5. Marker to maintain place.
   - [ ] 6. English/native language translation dictionary (word-to-word translation/no definitions).
   - [ ] 7. English/native language electronic translator (word-to-word translation/no definitions).
   - [ ] 8. Templates.
   - [ ] 9. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**
The state assessment accommodations specified below mirror instructional accommodations documented in the student’s LEP Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the LEP Committee, this checklist becomes part of the student’s LEP Plan.

Name: _________________________________ School: __________________________ Grade: ___________ Year: _______

A. Scheduling Accommodations. Test will be administered:
   1. At a time of day most beneficial to student.
   2. In periods of one subtest followed by a break of _______ minutes.
   3. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:
   1. In a small group.
   2. In the ESL classroom.
   3. With student seated in front of classroom.
   4. With teacher facing student.
   5. By student’s ESL teacher.
   6. Individually.
   7. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
   8. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:
   1. Environmental equipment (noise buffers or carrel).
   2. Mathematics subtest read aloud in English by test administrator.
   3. Marker to maintain place.
   4. English/native language translation dictionary (word-to-word translation/no definitions).
   5. English/native language electronic translator (word-to-word translation/no definitions).
   6. Templates.
   7. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.
The state assessment accommodations specified below mirror instructional accommodations documented in the student’s LEP Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the LEP Committee, this checklist becomes part of the student’s LEP Plan.

Name: _________________________________ School: __________________________ Grade: ___________ Year: _______

A. Scheduling Accommodations. Test will be administered:
   ☐ 1. At a time of day most beneficial to student.
   ☐ 2. With the rest break increased to _____ minutes.
   ☐ 3. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:
   ☐ 1. In a small group.
   ☐ 2. In the ESL classroom.
   ☐ 3. With student seated in front of classroom.
   ☐ 4. With teacher facing student.
   ☐ 5. By student’s ESL teacher.
   ☐ 6. Individually.
   ☐ 7. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
   ☐ 8. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:
   ☐ 1. Environmental equipment (noise buffers or carrel).
   ☐ 2. Read aloud in English by test administrator.
   ☐ 3. Marker to maintain place.
   ☐ 4. English/native language translation dictionary (word-to-word translation/no definitions).
   ☐ 5. English/native language electronic translator (word-to-word translation/no definitions).
   ☐ 6. Template.
   ☐ 7. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.
The state assessment accommodations specified below mirror instructional accommodations documented in the student’s LEP Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the LEP Committee, this checklist becomes part of the student’s LEP Plan.

Name: ________________________________ School: ___________________________ Grade: __________ Year: __________

A. Scheduling Accommodations. Test will be administered:
   - 1. At a time of day most beneficial to student.
   - 2. With time limits extended (not to exceed double the specified limit). **SDE APPROVAL ONLY.**
   - 3. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

B. Setting/Administration Accommodations. Test will be administered:
   - 1. In a small group.
   - 2. In the ESL classroom.
   - 3. With student seated in front of classroom.
   - 4. With teacher facing student.
   - 5. By student’s ESL teacher.
   - 6. Individually.
   - 7. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
   - 8. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

C. Format and/or Equipment Accommodations. Test will be administered with:
   - 1. Environmental equipment (noise buffers or carrel).
   - 2. Prompt read aloud in English by test administrator.
   - 3. English/native language translation dictionary (word-to-word translation/no definitions).
   - 4. English/native language electronic translator (word-to-word translation/no definitions).
   - 5. TemplateS.
   - 6. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

D. Recording Accommodations. Test will be administered with the following accommodation(s):
   - 1. Student will mark answers by machine such as typewriter and/or word processor (spelling checker, grammar checker, and dictionary programs prohibited).
   - 2. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**
The state assessment accommodations specified below mirror instructional accommodations documented in the student’s IEP and LEP Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team/LEP Committee, this checklist becomes part of the student’s IEP/LEP Plan. Only non-linguistic accommodations will be permitted.

Name: _______________________________ School: __________________________ Grade: _______ Year: _______

A. Scheduling Accommodations. Test will be administered:
   - 1. At a time of day most beneficial to student.
   - 2. In periods of one subtest followed by a break of _____ minutes. (Breaks are not permitted within a subtest.)
   - 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

B. Setting/Administration Accommodations. Test will be administered:
   - 1. In a small group.
   - 2. In the special education classroom.
   - 3. At the student’s home (homebound students only).
   - 4. With student seated in front of classroom.
   - 5. With teacher facing student.
   - 6. By student’s special education teacher.
   - 8. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
   - 9. With other accommodations needed due to the level of language proficiency.

C. Format and/or Equipment Accommodations. Test will be administered with:
   - 1. Magnifying equipment.
   - 2. Amplification equipment (e.g., hearing aid, auditory trainer).
   - 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
   - 4. Templates.
   - 5. Large-print test booklet (24-point text).
   - 6. Colored overlay.
   - 7. Writing subtest read aloud in English by test administrator.
   - 8. Marker to maintain place.
   - 9. Pencil grip or large-diameter soft-lead (No. 2) pencil.
   - 10. Secure paper with magnet/tape.
   - 12. With other accommodations needed due to the nature of the disability and the nature of the assessment.

D. Recording Accommodations. Test will be administered with the following recording accommodations:
   - 1. Student’s answers, in English, will be recorded by proctor or assistant.
   - 2. With other accommodations needed due to the nature of the disability and the nature of the assessment.
APPENDIX D

Special Populations Form
Form Requesting Testing Accommodations Needing SDE Approval

Student Information (Please print clearly.)

__________________________________________  ______________________________
Student Name                                      Date of Birth (mm/dd/yyyy)

__________________________________
State Student Identification Number (SSID)

__________________________________________
Name of School                                      Name of School System

Check all that apply.

_____ Individualized Education Program (IEP)  _____ 504 Plan  _____ Limited English Proficient (LEP)

Exceptionality(s)______________________________

Assessment: Check only one.

_____ Alabama Alternate Assessment (AAA)

_____ ACCESS for ELLs

_____ Alabama Direct Assessment of Writing (ADAW)

_____ Alabama High School Graduation Exam (AHSGE)  _____ Spring  _____ Summer  _____ Fall  _____ Winter

_____ Alabama Science Assessment (ASA)

_____ Stanford Achievement Test (Stanford 10)

_____ Alabama Reading and Mathematics Test (ARMT)

Reason for Request: __________________________________________________________

Description of Accommodation Requested: _______________________________________

Length of Prior Practice in Instructional Program and on Classroom Tests: ________________

Justification: ________________________________________________________________

___________________________________________________________________________

IEP Team/504/LEP Committee Representative  ____________________________

System Special Education/504/ESL Coordinator  ____________________________

System Test Coordinator  ____________________________

Additional documentation needed:
   1. Prior practice documented in IEP/504 Plan/LEP Plan.  (Must send in.)
   2. Proof of prior practice in the classroom on a regular basis.  (Must send in.)
   3. Proof of success of requested accommodation.  (Must send in.)
APPENDIX E

Guidance for Accommodations
Do’s and Don’ts of Selecting Accommodations

Do…get input about accommodations from teachers, parents, and students, and use it to make decisions at the IEP/504 Plan/LEP Plan team/committee meetings.

Don’t…make decisions about instructional and state assessment accommodations based on one individual’s request.

Do…select accommodations that reduce the effect of the disability or the limited language proficiency.

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

Do…make accommodation decisions based on individualized student needs.

Don’t…make accommodations decisions based on whatever is easiest to do (e.g., small group).

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

Don’t…check every accommodation possible on a checklist simply to be “safe.” Students must be eligible for accommodations on state assessments.

Do…select instructional and state assessment 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.

Do…be certain to document instructional and state assessment accommodation(s) in the IEP/504 Plan/LEP Plan.

Don’t…use an accommodation that has not been documented in the IEP/504 Plan/LEP Plan.

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

Don’t…assume that all instructional accommodations are appropriate for use on state assessments.

Do…be specific about the “where, when, who, and how” of providing instructional and state assessment accommodations.

Don’t…simply indicate an accommodation will be provided “as appropriate” or “as necessary.”

Do…provide state assessment accommodations that are used regularly in classroom instruction.

Don’t…provide a state assessment accommodation for the first time on the day of the test.

Do…select state assessment accommodations for the appropriate reasons.

Don’t…provide a state assessment accommodation at the last minute because the student cannot pass the test.

Do…evaluate accommodations used by the student.

Don’t…assume the same accommodations remain appropriate year after year.
Guidelines for Administering Specific Accommodations

This information must be used by the test administrator in providing these accommodations on state assessments. If there are questions regarding the use of accommodations or these guidelines, contact your system test coordinator.

Reading Accommodation

Test administrators providing a reading accommodation must ensure that all students understand what is expected of them when receiving a reading accommodation. A reading accommodation should be administered exactly as it is administered in the classroom on classroom tests (e.g., student raises hand to have a word or test item read as needed, the test is read in its entirety). Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. Test administrators should be prepared to answer questions about item format and timing. However, they cannot answer questions about specific test items.

When reading test items aloud, test administrators must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Test administrators should use even inflection so that the student does not receive any cues by the way the information is read. It is important for test administrators to read test items/questions, answer choices, and graphics (tables, charts, graphs, and illustrations) verbatim (word-for-word), exactly as written. Test administrators may not clarify, elaborate, or provide assistance to students. At no time may a proctor provide a reading accommodation or a reading accommodation be recorded. It is recommended that a proctor be used in the setting for a reading accommodation.

Sign Language or Native Language Interpreter for Directions

When using an interpreter during the time oral instruction is given to the student, the interpreter may only interpret the directions for the student. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.

Marking Answers in Test Booklet

Students may mark multiple-choice and gridded answers in the test booklet instead of marking the answers on an answer document. Answers to open-ended responses must be written in the answer document or recorded by a scribe (proctor or assistant). Two certified individuals must transcribe the answers verbatim to a regular test booklet containing the student’s demographic information.

Dictation to a Scribe (Proctor or Assistant)

Scribes may be provided for students with disabilities that significantly impact the area of written expression or that have a physical disability that impedes motor process or writing. Scribes must be impartial and should be experienced in transcription. They must write exactly what the student dictates. Scribes should 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 student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written. Scribes should not be used for the Alabama Direct Assessment of Writing.

**Extended Time**

Students who are regularly given extended time on classroom activities, classroom assignments, and classroom tests may qualify for a specified amount of extended or additional time on selected state assessments. Extended or additional time varies depending on the particular state assessment. Decisions should be made on a case-by-case basis, keeping in mind all the accommodations being provided and the nature of the assessment. For example, if a reading accommodation or scribe is being used, extended time may not be necessary. Usually “unlimited” time is not appropriate or feasible. See each specific state assessment accommodations checklist in Appendices A-C to determine if extended time is allowable for a specific assessment.

**Large Print**

Students who regularly use large-print materials in the classroom may qualify for large print materials on state assessments. The use of a large-print answer document for students testing with a large-print test booklet is required on selected state assessments. Two certified individuals must transcribe the answers verbatim to a regular test booklet containing the student’s demographic information. See each specific state assessment accommodations checklist in Appendices A-C to determine if large-print materials are available and if the use of a large-print answer document is required.

**Braille**

Students who regularly use braille materials in the classroom qualify for braille materials on state assessments. Two certified individuals must transcribe the answers verbatim to a regular test booklet containing the student’s demographic information. See each specific state assessment accommodations checklist in Appendices A-C to determine if braille materials are available.

**Templates**

Templates are used by students to aid in reading or writing. A template is not a graphic organizer. Templates are the size of an index card or larger with a “cut out” area to allow the student to see or write one word, multiple words, or a line of print at a time. The template may also be used on the answer document to aid the student in gridding one answer choice for each test question. The template is moved down the page or answer document as the student reads, writes, or works.
**Administered by a Specific Teacher**

There are situations where it is appropriate for the IEP Team/504 Committee/LEP Committee to specify a teacher to serve as the student’s test administrator. Care, however, should be given in specifying this accommodation. There are situations where it is impossible to provide this accommodation (e.g., when the decision for an individual administration by the student’s special education teacher has been selected for five different students in the same teacher’s classroom).

**Assistive Technology/Communication Device**

Our world is ever changing and the creation of new technology is constant. To ensure that technology is appropriate and will not invalidate a state assessment or supplant the skill that the state assessment is designed to measure, SDE approval is required prior to technology being used. See “Form Requesting Testing Accommodations Needing SDE Approval” in Appendix D.

**With Other Accommodations Needed Due to the Nature of the Disability or the Level of Language Proficiency**

The accommodations checklists in Appendices A-C, although not exhaustive, have been provided to identify approved accommodations available to students for use on state assessments. In the event that an accommodation used during instruction and classroom tests is requested for use on a state assessment, SDE approval must be obtained prior to the accommodation being selected on the accommodations checklist. The accommodation “With other accommodations needed due to the nature of the disability or the level of language proficiency” is provided on each accommodations checklist for this purpose.

The “Form Requesting Testing Accommodations Needing SDE Approval” in Appendix D must be completed in its entirety and submitted by the system test coordinator to the SDE. Additional documentation (prior practice documentation in the IEP/504 Plan/LEP Plan, proof of prior practice in the classroom on a regular basis, and proof of success of the accommodation) must be provided.
APPENDIX F

Test Security Policy
TEST SECURITY POLICY

Failure to follow security procedures promulgated by the Alabama State Board of Education and published in the *Alabama State Board of Education, State Department of Education, Administrative Code (290-040-020-.04)*, the *Student Assessment Handbook*, and the test administrator’s manuals may result in disciplinary action by the local board of education and/or revocation of the teaching certificate by the Alabama State Department of Education. The following list, although not exhaustive, has been provided to identify specific actions which are inappropriate and violate, in spirit and intent, the stated policy:

1. To photocopy or in any way reproduce or disclose secure test items (including pilot materials) or student responses before, during, or after administering the assessment.

2. To review, read, or look at test items or student responses before, during, or after administering the assessment, unless specifically permitted in the test administrator’s manuals.

3. To give students answers to test questions using verbal or nonverbal cues before, during, or after administering the assessment.

4. To alter student responses on answer documents.

5. To alter the test procedures stated in the test administrator’s manuals.

6. To allow students to use notes, references, or other aids unless the test administrator’s manual specifically allows.

7. To have in one’s personal possession secure test materials except during specified testing dates.

8. To allow students to view or practice secure test items before or after the scheduled testing times.

9. To make or have in one’s possession answer keys for secure tests.

10. To leave secure test materials in nonsecure locations and/or unattended by professional staff.

11. To fail to report a test security violation.

By signing my name to this document, I certify that I have read the above policy and agree to abide by established test security procedures.

_________________________      ___________________          _______________
NAME           POSITION           DATE