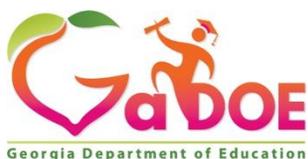


2019-2020

Accessibility & Accommodations Manual

Georgia Student Assessment Program
Office of Assessment and Accountability



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The Georgia Department of Education Accessibility Manual: A Guide to Selecting, Administering, and Evaluating the Use of Accessibility Supports for Instruction and Assessment of All Students is based on the work of the Assessing Special Education Students (ASSES) State Collaborative on Assessment and Student Standards (SCASS), a Council of Chief State School Officers initiative.

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INTRODUCTION

BACKGROUND

The Georgia Department of Education's *Accessibility & Accommodations Manual: A Guide to Selecting, Administering, and Evaluating the Use of Accessibility & Accommodations Supports for Instruction and Assessment of All Students* presents guidelines for the selection and use of accessibility supports for instruction and assessment of all students, including students with disabilities and English Language Learners (ELLs). **Accessibility supports discussed herein include universal tools that are available to all students as they access instructional or assessment content and accommodations that are generally available for students for whom there is documentation on an Individualized Education Program (IEP), Individual Accommodation Plan (IAP)/504 plan, or English Learner/Test Participation Committee (EL/TPC) plan.** Accessibility supports provide equitable access during instruction and assessments for all students.

Importantly, research consistently indicates there should always be a direct link between classroom instructional accessibility supports and assessment accessibility supports. In the context of new technology-based instruction and assessments, various accessibility supports are available for students to meet their individual needs. These new individualized approaches to accessibility place greater responsibility on educator teams and individuals who make decisions about which students need and should receive specific supports among a variety of accessibility choices. **Educators should also ensure that students have ample opportunity to practice using accessibility supports or accessing assessment content without certain supports if they are only available in instruction.** Specifically, Georgia policy mandates that any accommodation provided to a student must be the same for classroom instruction, classroom assessments, and state assessments. Accommodations must be specified in the student's IEP, IAP/504, or EL/TPC plan. No accommodation should be considered for the first time during a state assessment. Simply because a student needs an accommodation does not mean he/she will know how to use it. Students need training and practice in using accommodations. Informed decision-making regarding accommodations is critical in ensuring successful and meaningful participation of students with disabilities in the assessment process.

The guidance in this manual pertains to all students who participate in Georgia's assessment programs and the instruction they receive. The five steps include the following:

1. Expect students with disabilities to achieve grade-level curriculum standards.
2. Learn about accessibility supports for instruction and assessment.
3. Select accessibility supports for instruction and assessment for individual students.
4. Administer accessibility supports during instruction and assessment.
5. Evaluate and improve the use of accessibility supports.

GLOSSARY

accommodations: A change in a test administration that alters how a student takes or responds to the assessment. The accommodations allowed on the state assessments are grouped into four broad categories: Presentation, Response, Setting, and Scheduling. Accommodations do not change what the assessment is designed to measure, nor do they dilute the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage, for students with disabilities and English Learners. They do not, however, reduce learning expectations. There are two types of accommodations.

1. **standard accommodations** provide access to the assessment without altering the construct measured by the assessment.
2. **conditional accommodations** are more expansive accommodations that provide access for students with more severe disabilities or limited English proficiency that would not be able to access the assessment to demonstrate their achievement without such assistance. Conditional accommodations may only be provided to students who meet specified eligibility criteria. State Board Rule restricts this accommodation to a small percentage of students.

administrative procedures: practices that are often included in test administration manuals (e.g., minimizing distractions).

general education students: Students who do not have an identified disability or EL status. Although we understand that students with disabilities, ELs, and ELs with disabilities are also general education students, we use this term as a simple way to refer to student who does not have a disability, are not identified as an EL, or who are not identified as an EL with a disability.

English Learner (EL): Refers to students whose native language is not English and who are eligible for services based on the results of the state-approved English language screening instrument and, if warranted, additional assessments as specified in SBOE Rule 160-4-5-.02 Language Assistance: Programs for English Learners.

English Learner coding following exit: Refers to coding on assessments for students who have exited the ESOL program in the past four years. Coding for the purposes of Student Record for students having exited from the ESOL program is defined by Data Collections. ELs are coded in Student Record as EL-1 for the first year after exit and EL-2 for the second year after exit. Beyond the monitoring phase, the third year after exit students are coded EL-3, then EL-4 for the fourth year after exit. At the end of the fourth-year post-exit, the student will be coded as a former EL, EL-F

invalidation (IV): Testing anomaly that warrants nullifying scores.

irregularity (IR): Testing anomaly that warrants a report and coding, but test scores stand. An invalidation may be necessary following the review of a reported irregularity.

language assessment: Under ESSA, an English language assessment must be given annually to all English Learners to measure their level of English proficiency. The test must measure competence in both social and academic language.

language proficiency: Competence in the areas of listening, speaking, reading, writing, and comprehension.

language proficiency assessment: An assessment of English learners (1) progress in the acquisition of the English language in the areas of listening, speaking, reading, and writing and (2) attainment of a prescribed level of performance in listening, speaking, reading and writing to enable a student to communicate independently in both social and academic settings.

participation invalidation (PIV): Testing anomaly, usually related to an ineligible conditional accommodation, that warrants nullifying scores

scribing: To write/record student responses, in the manner described in this Handbook, on an answer document or online test form as prescribed in an IEP, IAP/504, or EL/TPC.

students with disabilities: students are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, or English Learner Testing Participation Committee (EL/TPC).

transcribe: The act of moving student responses, exactly as they were completed by a student, to an online form or answer document as necessitated by an accommodation, damage to an original answer document, or an event/irregularity that renders an original answer document unusable.

universal tools: Supports available for *all* students as they access instructional or assessment content.

INTENDED AUDIENCE AND RECOMMENDED USE

The Georgia Department of Education's *Accessibility & Accommodations Manual: A Guide to Selecting, Administering, and Evaluating the Use of Accessibility & Accommodations Supports for Instruction and Assessment of All Students* is intended for use in administering accessibility supports for those students who need them. The manual is also intended for assessment staff and administrators serving all students who currently have the potential to benefit from these accessibility supports on their paths to college and career readiness. The guidelines outlined in this manual apply to **all** students who use accessibility supports (universal tools, administrative procedures, and accommodations) for instruction and assessment. They emphasize an individualized approach to the implementation of instructional and assessment practices for those students with diverse needs who participate in the Georgia Student Assessment Program.

This manual also presents a three-tier accessibility framework of accessibility supports: universal tools, administrative procedures, and accommodations. The manual recognizes the

critical connection between accessibility supports in instruction and accessibility supports during assessment as well as the need to think about accessibility from the start of educational processes. It should also be noted that the same accessibility support may be considered universal in one system but considered administrative procedures or an accommodation in another system depending on what construct is the focus of instruction or of an assessment. Additionally, some accessibility supports allowable on content assessments may be prohibited on alternate assessments, or vice versa. This manual also includes considerations for students who participate in alternate assessments to assist educators with the process of including this population of students in meaningful educational practices.

Further, IEP teams, IAP/504 plan committees, and EL/TPC committees, educators, and administrators will find this manual helpful as they consider the selection, administration, and evaluation of test administration accommodations for students with disabilities. IEP, IAP/504 and EL/TPC teams should carefully consider what each assessment requires the student to do in order to take the test. Different tests serve different purposes and may measure content and skills through slightly different means; therefore, a specific accommodation may be allowed for one test, but not for another. IEP, IAP/504, EL/TPC teams should always consider the purpose of the assessment and consult *Georgia's Student Assessment Handbook*, published annually by the Georgia Department of Education (GaDOE), to determine if an accommodation is allowed for the assessment under consideration. Accommodations must be considered and discussed individually for each state assessment mandated for the student's grade level and may not be broadly assigned across all assessments. Only accommodations needed by the student, due to the documented disability, to access the assessment should be considered. Providing accommodations that are not required by the student to access the test may interfere with student performance and adversely impact student achievement as measured by the assessment.

GENERAL PRINCIPLES GUIDING GEORGIA'S STUDENT ASSESSMENT PROGRAM

PARTICIPATION OF ALL STUDENTS IN ASSESSMENTS

Under the federal Individuals with Disabilities Education Act (IDEA), the Every Student Succeeds Act (ESSA) and the Georgia State Board of Education (SBOE) Rule 160-3-1-.07, all students, including students with disabilities (SWD) and English Language Learners (ELs), must participate in the state's academic content standards and assessments. Where all students are being assessed, students with disabilities in kindergarten, grades 3-8, and 11 must either participate in the general assessment or the GAA 2.0.

The GAA 2.0 may be considered for students with the most significant cognitive disabilities in kindergarten, grades 3-8, and 11, who, even with maximum allowable accommodations, are not able to access the state-adopted academic content standards. The decision to assess using the GAA 2.0 should be made only when an IEP team determines that a student's cognitive disabilities prevent him/her from attaining academic content standards even with the very best instruction and the IEP team is unable to identify appropriate accommodations that would allow meaningful participation in the regular state assessments. In addition, these students must meet all parts of the Guidelines for Participation in the GAA 2.0. For more information, please see the *Student Assessment Handbook*.

All students must be included to the fullest extent possible in all statewide assessments and have their assessment results included with Georgia's accountability system. The GaDOE participation requirement is supported by federal legislation requiring the participation of students with disabilities in standards-based instruction and assessment initiatives.

LOCAL SCHOOL SYSTEM RESPONSIBILITIES

Local school systems have policies and procedures that require the administration of assessments that are not part of the state assessment program. If a local system administers an assessment other than those specified by the state, the assessment must also include students with disabilities and provide an alternate assessment for students with significant cognitive disabilities. Students with disabilities may not be excluded if an assessment is administered to all students in a grade, class, or school. Local school systems must continue to review all assessments administered at the system's discretion and plan for accommodations and alternate assessment. The system should have policies and guidelines for including students with disabilities in locally administered assessments. For local assessments in grades other than state mandated, systems and schools may use the state alternate assessment (the GAA 2.0) or they may develop their own alternate assessment. Local systems and schools are responsible for the scoring and reporting of alternate assessments in grades other than those mandated by the state.

THE FIVE STEP PROCESS

STEP 1: EXPECT STUDENTS TO ACCESS GRADE-LEVEL ACADEMIC CONTENT STANDARDS

Education is a basic right for all children in the United States. With legislation aimed at the inclusion of all students comes the drive to ensure equal access to grade-level standards. Academic standards are educational targets outlining what students are expected to learn at each grade level. Teachers ensure that students work toward grade-level standards by using a range of instructional strategies based on the varied strengths and needs of students. For some students, accessibility supports are provided during instruction and assessments to help promote equal access to grade-level content.

Individual educators or teams of educators who are familiar with all characteristics and needs of students should make instructional and assessment decisions for them. Educators are responsible for developing, implementing, and improving accessibility practices for students. The following are the types of educators who may be involved in making accessibility decisions:

- special education teachers or 504 Plan committee representatives
- language educators and facilitators (ESOL/bilingual teachers, other ESOL/bilingual/migrant teachers or EL administrators, language acquisition specialists, interpreters)
- assessment officials (test examiners, test coordinators, guidance counselors, reading specialists)
- general education teachers (classroom/content teachers)
- bilingual special education practitioners
- school administrators (principals, school/district officials)
- parents/guardians

To accomplish the goal of equal access in education:

- every educator must be familiar with standards and accountability systems at the state and district level and
- every educator must know where to locate standard
- and all general, special, and language educators, as well as other educational stakeholders must collaborate for successful student access.

FEDERAL AND STATE LAWS REQUIRING PARTICIPATION BY STUDENTS WITH DISABILITIES

Several important laws require the participation of students with disabilities in standards-based instruction and assessment initiatives. These include federal laws such as Every Student Succeeds Act (ESSA) and the Individuals with Disabilities in Education Act of 2004 (IDEA). Georgia law (20-2-281) also requires the participation of students with disabilities in the assessment process. For more information on how these laws require participation of students with disabilities see Appendix A.

INCLUDING ALL STUDENTS IN STATE-MANDATED ASSESSMENTS

Federal and most state laws, legal cases, and federal guidance require that all students be administered assessments intended to hold schools accountable for the academic performance of students. Educators must actively engage in a planning process that addresses:

- assurance of the provision of accessibility supports to facilitate student access to grade-level instruction and state assessments,
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities, and
- use of different assessment formats to assess the achievement of beginner ELs; these assessments are tailored specifically for ELs at varying developmental, language proficiency, and academic levels and are aligned with content and achievement standards, curriculum, and instruction.

Both federal and state laws also require that all students with disabilities be administered assessments intended to hold schools accountable for the academic achievement of students. IEP and IAP team members must actively engage in a planning process that ensures:

- The participation of students with disabilities in mandated assessments programs in one of three ways:
 1. in the general assessment program with no accommodations,
 2. in the general assessment program with accommodations, or
 3. in the alternate assessment programs for students with significant cognitive disabilities; and
- the provision of accommodations as needed to facilitate student access to grade-level instruction and state assessments.

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. The state-adopted standards set forth the learning expectations for students at each grade level and course. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Accessibility supports, including accommodations, are provided for students during instruction and assessments to promote equal access to grade-level content. To accomplish this goal of equal access:

- every IEP, IAP/504, and EL/TPC team member must be familiar with the state curriculum and the accountability systems at the state and system level;
- every IEP, IAP/504, and EL/TPC team member must know where to locate the curriculum standards; and
- collaboration between general, special education, and ESOL educators must occur for successful student access.

All students with disabilities 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 the state curriculum and who know how to differentiate instruction for diverse learners;
2. IEP and IAP for students with disabilities are developed to ensure the provision of specialized instruction (e.g. specific reading skills, strategies for learning how to learn); and
3. appropriate accommodations are provided to help students access grade-level content.

Additionally, ELs and ELs with disabilities can work toward grade-level academic content standards while they are improving their English proficiency. They will be able to achieve these standards when instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners. Meaningful access of grade-level content by diverse students is also made possible by appropriately selected accommodations. Additionally, to secure successful student access to grade-level content, ESOL/bilingual educators, special educators, and their general education counterparts must collaborate when making accessibility decisions.

The state's curriculum is the basis of instruction that helps teachers, students, and parents know what topics and skills must be covered and mastered for a particular grade or course. The curriculum establishes the minimum standards, and does not prohibit systems, schools, or teachers from adding material and/or content.

STEP 2: LEARN ABOUT ACCESSIBILITY SUPPORTS FOR INSTRUCTION AND ASSESSMENTS

WHAT ARE ACCESSIBILITY SUPPORTS?

The use of a universally designed approach to assessment development and implementation is critical to promote accessibility for all students. Current technology enables educators to introduce computer-based instruction and assessment accessibility supports that facilitate individualized educational processes. The purpose of these supports is to reduce or eliminate the effects of barriers that prevent students from demonstrating what they know and can do. **Accessibility supports provided in the classroom do not reduce expectations for learning.** Instead, accessibility supports – administrative procedures, universal tools and accommodations – empower students with a multitude of choices, enabling them to access instructional and assessment content effectively.

These individualized approaches to accessibility also place greater responsibility on educator teams and individuals who make decisions about which specific supports students need and should receive among a variety of accessibility choices.

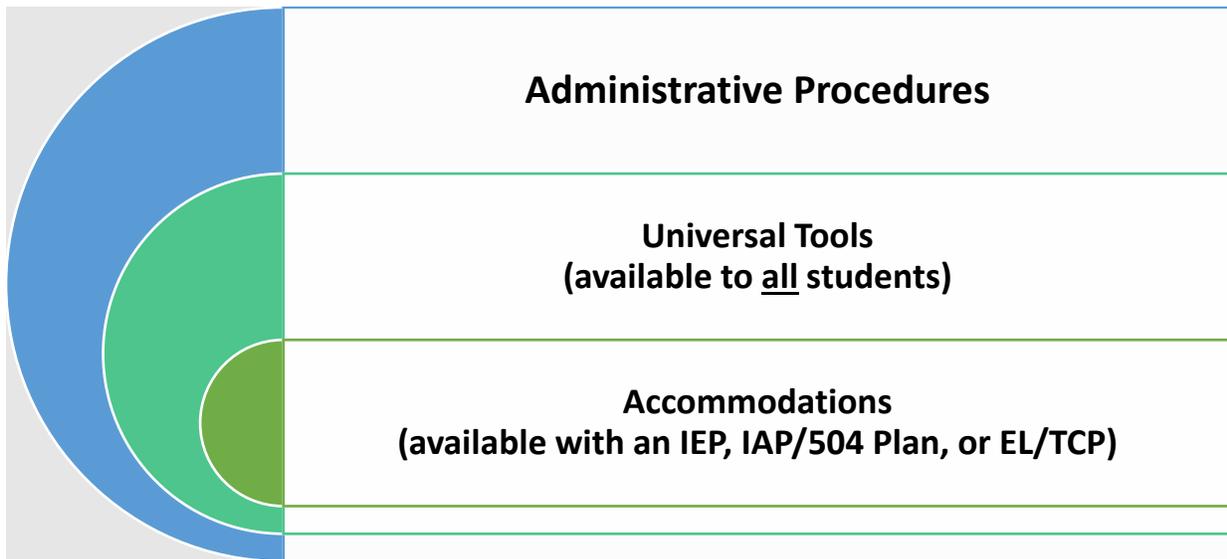
Accessibility supports provided to a student during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments; however, some

instructional accessibility supports may not be appropriate for use on certain statewide, standardized assessments. In other cases, accessibility supports provided on statewide, standardized assessments may be slightly different from those provided in the classroom (i.e., digital notetaking on assessment). It is important that educators help students become familiar with the supports provided through the technology platform so that students are not using these tools for the first time on test day.

School districts should encourage meaningful collaboration among classroom teachers, school administrators, assessment officials, parents, and students to guarantee beneficial instruction and assessment of students. Educators should coordinate their accessibility approaches in the classroom through ongoing interaction and collaboration with each other. It is critical that educators become familiar with Georgia’s assessment policies about the appropriate use of accessibility supports during instruction and assessments. **In the age of technology-mediated educational practices, accessibility practices and supports facilitate instruction and assessment of students effectively if they are selected and used properly.**

The figure on the next page (Figure 1) illustrates the conceptual framework underpinning the *Georgia Accessibility & Accommodations Manual*. Administrative procedures are the general practices that are often included in test administration manuals and should be used whenever possible for all students. Universal tools are available to all students, including those that receive accommodations. Universal tools and accommodations both yield valid assessment scores when used in a manner consistent with Georgia’s *Accessibility & Accommodations Manual*, *Student Assessment Handbook*, and assessment-specific test administration manuals.

Figure 1. Conceptual Framework for Georgia’s Accessibility Supports



ADMINISTRATIVE PROCEDURES

Detailed guidelines for administering Georgia’s assessments are included in assessment-specific test administration manuals.

Students are typically administered tests in their general education classroom and follow the testing administration schedule designated for the grade and content area being administered. However, the principal or school test coordinator has the authority to schedule testing sessions in environments other than regular classrooms, and at different scheduled times, given all requirements for test administration and test security are met as set forth in the test administration manual. In addition, changes to the timing, setting, or conditions of testing are left to the discretion of the principal or school test coordinator.

UNIVERSAL TOOLS

Universal tools are available to students participating in the Georgia assessment program to address their individual accessibility needs as they access instructional or assessment content. These supports are either embedded in the online test or provided by a test administrator at the local level during testing (i.e., scratch paper). Universal tools do not affect the construct being measured on the assessment.

Provided that students have become familiar with the appropriate use and availability of universal tools, these should reinforce students’ abilities to demonstrate their knowledge and skills. Educators must ensure that students have opportunities to practice using the tool and must help students determine when a tool may be appropriate and useful. Making connections between learning strategies used during instruction and similar universal tools available on the assessment also may help students decide which tools are appropriate and when to use them.

ACCOMMODATIONS

Accommodations are changes in the administration of an assessment in terms of how the student takes or responds to the assessment. Broad categories of accommodations include presentation, response, setting, and scheduling. Accommodations do not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage or reduce learning expectations, for students with disabilities.

It is very important for educators to become familiar with state policies regarding accommodations during assessments. In Georgia, accommodations may not alter, explain, simplify, paraphrase, or eliminate any test item, reading passage, writing prompt, or answer option. Further, accommodations may not provide verbal or other clues or suggestions that hint at or give away the correct response to the student.

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

assessment are integrally intertwined. However, some accommodations are appropriate for instruction and not assessment.

DESCRIPTION OF ACCOMMODATIONS CATEGORIES

Accommodations are commonly categorized in four ways: presentation, response, setting, and scheduling:

1. **Presentation Accommodations** — adjusts the presentation of test material and/or test directions.
2. **Response Accommodations** — adjusts the manner in which students respond to or answer test questions.
3. **Setting Accommodations** — adjusts the place in which the testing normally occurs.
4. **Scheduling Accommodations** — adjusts the time allowance or scheduling of a test.

STUDENTS ELIGIBLE FOR ACCOMMODATIONS

In Georgia, three groups of students are eligible for accommodations – students with an Individualized Education Program (IEP), students with an Individual Accommodation Plan (IAP), also known as a Section 504 plan, and English Learners (EL) with a Test Participation Plan (EL/TPC). Parts of this manual address the use of test accommodations for students with disabilities; students with an IEP, IAP/504 plan, or EL/TPC plan.

REQUIREMENTS FOR USE OF ACCOMMODATIONS

Accommodations are intended to reduce or even eliminate the effects of a student’s disability; they do not reduce learning expectations. The accommodations provided to students in state assessments must be accommodations that are also provided during classroom instruction and assessment. 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 local use of accommodations on state-mandated tests that are not specifically addressed in this manual or the *Student Assessment Handbook*.

Accommodations must adhere to the following principles:

- Accommodations should enable students to participate more fully in instruction and assessments and to better demonstrate their knowledge and skills.
- Accommodations must be based upon individual student needs and not upon a category of disability, level of instruction, time spent in general classroom, EL status, or program setting.
- Accommodations must be justified and documented in the student’s IEP, IAP/504 plan, or EL/TPC plan.
- Accommodations must be aligned with and be a part of daily instruction; accommodations must not be introduced for the first time during the testing of a student.
- Accommodations should foster and facilitate independence for students, not dependence.

- Only accommodations listed as approved in *Georgia’s Student Assessment Handbook* may be used on state-mandated tests.

MODIFICATIONS VERSUS ACCOMMODATIONS

Accommodations do not reduce learning expectations; they provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications could 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 assessments so a student only needs to complete the easiest problems or items,
- revising assignments or assessments 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 tests.

Providing modifications to students during classroom instruction and/or classroom assessments 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 for not meeting graduation requirements. Providing a student with an unapproved modification during a state-mandated assessment constitutes a test irregularity and may result in an investigation into the school’s or system’s testing practices, as well as an invalidation of the student’s score.

STEP 3: SELECT ACCESSIBILITY SUPPORTS FOR INSTRUCTION AND ASSESSMENT FOR INDIVIDUAL STUDENTS

To assure students are engaged in standards-based instruction and assessments, every educator must be knowledgeable about the state and district academic standards and assessments. Effective decision making about the provision of appropriate accessibility supports begins with making appropriate instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student’s access needs, disability, English language proficiency, and present level of performance in relation to local and curricular standards.

Decisions should be based on individual characteristics and needs. **Accordingly, it is not appropriate to make blanket decisions for groups of students at particular language acquisition levels or with particular disabilities.** When individualized accessibility decisions are made thoughtfully, they can advance equal opportunities for students to participate in the general education curriculum.

EMBEDDED UNIVERSAL TOOLS AVAILABLE TO ALL STUDENTS

The following universal tools are embedded in the technology platform for online testing and are available to all students.

Table 1. Embedded Universal Tools Available to All Students

Universal Tools	Description
Calculator	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. The <i>basic calculator</i> can perform the four arithmetic functions: addition, subtraction, multiplication, and division. The <i>scientific calculator</i> is a comprehensive calculator with the ability to perform square root, exponential, logarithmic, trigonometric, and factorial functions, as well as the four arithmetic functions.
Cross-off	The student uses this feature to eliminate those answer choices that do not appear correct to the student.
Graphing tool	The graphing tool is designed to graph functions when solved for the “Y” variable and has the ability to give corresponding “Y” values for given “X” values.
Highlighter	The student uses this digital feature for marking desired text, items, or response options with a color.
Magnifier	The student can enlarge the size of text and graphics on a given screen, as needed. The student may enlarge test content by 1.5x or 2x.
Mark for review/Flag for review	The student can flag items for future review during the assessment.
Line reader/Line reader mask tool/Line guide	The student can use this feature track a single line of text while reading.
Pointer	The student can use the pointer tool to choose an answer.
References	The student can use the references tool to view reference materials like a formula sheet or periodic table.
Sticky Note	The student uses this feature to take notes within a test question.
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, and undo/redo.

NON-EMBEDDED UNIVERSAL TOOLS AVAILABLE TO ALL STUDENTS

Some universal tools, scratch paper, may need to be provided locally for students. They are not embedded in the online testing platform and are made available to all students.

Table 2. Non-embedded Universal Tools Available to All Students (CCSSO)

Universal Tools	Description
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Breaks	For some state assessments, breaks may be given between test sections. The times are determined at the local district level. See the Student Assessment Handbook (SAH) for further guidance.
Scratch paper	The student uses scratch paper to make notes or record responses. All used scratch paper must be collected and securely destroyed at the end of each test domain to maintain test security. The student receives one sheet (or more as needed) of scratch paper. A pencil should be provided as well.

ACCOMMODATIONS AVAILABLE TO STUDENTS WITH DISABILITIES AND/OR EL/TPC PLAN

The process of making decisions about accommodations is one in which members of the IEP, IAP/504, or EL/TPC team attempt to provide equal access so that all students can participate in the general education curriculum. IEP, IAP/504, or EL/TPC team meetings that simply engage in checking boxes on a state or local ‘compliance’ document are neither conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum.

IEP, IAP/504, and EL/TPC teams should analyze an assessment for what it requires the student to do in order to take the test. Different tests serve different purposes and may measure content and skills through slightly different means; therefore, a specific accommodation may be allowed for one test, but not for another. IEP, IAP/504, and EL/TPC teams should always consider the purpose of the assessment and consult Georgia’s *Student Assessment Handbook* to determine if an accommodation is allowed for the assessment under consideration.

Accommodations must be considered and discussed individually for each state assessment mandated for the student’s grade level and should not be broadly assigned across all assessments. Only accommodations needed by the student, due to the disability or level of English language proficiency, to access the assessment should be considered. Providing accommodations that are not required by the student to access the test may actually interfere with student performance and adversely impact student achievement as measured by the assessment.

In addition, teams must also consider the following: (a) whether the accommodations are necessary for access to the assessment process; (b) previous experience and usefulness with the recommended accommodations; and (c) whether or not the recommended accommodation affects the integrity of the assessment. Students should receive the accommodation(s) they need in order to participate in the assessment but should not be given more accommodations than are necessary to participate meaningfully.

INVOLVING STUDENTS IN SELECTING, USING, AND EVALUATING TEST ACCOMMODATIONS

It is critical for students with an IEP, IAP/504, and EL/TPC plan to understand their educational needs and learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of “authority figures,”

may be a new role for students, one for which they need guidance and feedback. Teachers and other IEP, IAP/504, and EL/TPC team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more a student is involved in the selection process, the more likely the accommodations will be used, especially as the student reaches adolescence and the desire to be more independent increases. Self-advocacy skills become critical here. Students need opportunities to learn which accommodations are most helpful for them and then they need to learn how to make certain those accommodations are provided in all of their classes.

DETERMINING THE CONSEQUENCES OF 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 is permissible under state guidelines. Use of non-approved accommodations may result in consequences such as the invalidation of a student's score and a testing irregularity. IEP, IAP/504, and EL/TPC teams should always consult Georgia's *Student Assessment Handbook* for the most current information on approved accommodations. Accommodations not listed in the *Student Assessment Handbook* may not be used on state-mandated tests without prior approval from GaDOE Assessment Administration Division.

STANDARD AND CONDITIONAL ACCOMMODATIONS

Georgia has developed a testing program that is inclusive, designed to consider the needs of students with disabilities, and who, with access to the general education curriculum, can participate in regular state assessments with approved accommodations. Two types of accommodations are approved, which include:

1. **Standard Accommodations:** those accommodations that provide access to the assessment without altering the construct measured by the assessment.
2. **Conditional Accommodations:** more expansive accommodations that provide access for students with more severe disabilities who would not be able to access the assessment without such assistance.

Because conditional accommodations) are more expansive than standard accommodations and may encroach on the skills targeted by the assessments, caution must be exercised in considering whether a student requires a conditional accommodation in order to access the test. Further, test results for a student provided conditional accommodations must be interpreted in light of the conditional accommodations.

Conditional accommodations should be used sparingly. SBOE Rule 160-3-1-.07 (Testing Programs-Student Assessment) requires that only a small percentage (less than 3%) participate with Conditional Accommodations. The 3% is calculated using the enrollment of all students in the tested grades at the district level. Only in the rarest of circumstances would an IAP/504 or EL student qualify for a Conditional Accommodation. The majority of students requiring accommodations should be able to successfully demonstrate their achievement with standard

accommodations. The use of any accommodation must be determined based on a student's disability and/or English language proficiency needs. Conditional accommodations may not be provided solely as a way to help ensure proficiency. The ultimate goal of any accommodation is meaningful measurement of what the student has learned. Guidelines for the use of conditional accommodations are provided in the sections, **Special Considerations for Conditional Accommodations** and **Eligibility Guidelines for EL students: Reading of English Language Arts (ELA) passages**.

QUESTIONS TO GUIDE ACCOMMODATION SELECTION

Selecting accommodations for instruction and assessment is the role of a student's IEP, IAP/504, or EL/TPC committee. Use the questions provided below to guide the selection of appropriate accommodations for students with disabilities for the first time and for students who are currently using accommodations:

- What are the student's learning strengths and areas that need improvement?
- How does the student's learning 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 and assessment by addressing the student's learning needs and reducing the effect of the student's disability? These may be new accommodations or accommodations the student is currently using.
- What accommodations does the student use regularly during instruction and classroom assessment?
- What are the results for assignments and assessments when accommodations were used and not used?
- What is the student's perception of how well an accommodation worked?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about how well the accommodation worked?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?
- Are there effective combinations of accommodations for the student?
- How will the use of accommodations impact the interpretation of the student's scores?

Of the accommodations that match the student's needs, consider:

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

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an

assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations.

STEP 4: ADMINISTER ACCESSIBILITY SUPPORTS DURING INSTRUCTION AND ASSESSMENT

ACCESSIBILITY DURING INSTRUCTION

The student must be provided the selected accessibility (universal tools and accommodations) during instructional periods that necessitate their use. To that end, an accessibility support should not be used solely during assessments.

ACCESSIBILITY DURING ASSESSMENT

Planning for Test Day

Once decisions have been made about providing accessibility supports to meet individual student needs, the logistics of providing the actual accessibility supports during state assessments must be mapped out. For example, it is not uncommon for members of the IEP team, most often special education teachers, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential that educators know and understand the requirements and consequences of state assessments, including the use of accessibility supports. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accessibility supports on the test day.

Specific to state tests that are administered online, providing accessibility supports through the testing platform can ensure that the provision of accessibility is standardized from student to student and district to district. However, it is important to monitor the provision of accessibility supports on test day to ensure that supports are delivered, and the technology is working as it should. Additionally, for some online tests, accommodations must be activated in the testing platform. Teachers should be in communication with assessment coordinators in a timely manner to ensure that the assessment is properly programmed and verified with the appropriate accessibility supports for a student.

Administering Assessments and Accommodations

School Test Coordinators are responsible for the overall conduct of the assessment administration and should be involved in the planning and coordination of accessibility supports. Prior to the day of a test, the School Test Coordinator should ensure certain test examiners and proctors know what accessibility supports, especially accommodations, each student will be using and how to administer them properly. For example, test examiners and proctors need to know whether a student will be allowed extra time to complete the test and when the testing time is ended, what plan exists for the student to continue working. Staff administering accommodations, such as reading to a student or scribing student responses, must adhere to specific guidelines so that student scores are valid.

State and local policies, including the Georgia Professional Standards Committee (GaPSC), specify practices to assure test security and the standardized and ethical administration of assessments. Test examiners, proctors, and all staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test examiners and others involved in assessments must:

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.¹

Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to local and state testing policies. Consult the *Student Assessment Handbook* for more specific information about Georgia policies and procedures.

ETHICAL TESTING PRACTICES

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test examiners and students taking the test. Unethical practices include, but are not limited to, allowing a student to answer fewer questions or choose from fewer options, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

STANDARDIZATION

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accessibility supports is necessary to ensure test results reflect actual student learning.

¹ National Council on Measurement in Education. (1995). *Code of Professional Responsibilities in Educational Measurement*. Washington, DC: Author.

TEST SECURITY

Test security involves maintaining the confidentiality of test items and answers and is critical in ensuring the integrity and validity of a test. Test security can become an issue when other test formats are used (e.g. Braille, large print) or when someone other than the student is allowed to see the test (e.g. interpreter, reader, scribe). In order to ensure test security and confidentiality, test examiners need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed.

Any action which compromises test security or leads to the invalidation of an individual student's or a group of students' test scores will be viewed by the GaDOE as inappropriate use or handling of test materials and will be treated as such. Any concern regarding test security must be reported to GaDOE immediately. Assessment staff members are available to help system personnel implement appropriate test security procedures.

If questions arise or if any situation occurs that could cause any part of the test administration to be compromised, System Test Coordinators (STCs) should contact the GaDOE Assessment Division at (404) 656-2668 or (800) 634-4106.

STEP 5: EVALUATE AND IMPROVE USE OF ACCESSIBILITY SUPPORTS IN INSTRUCTION AND ASSESSMENT

Accessibility supports must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Collecting and analyzing data on the use and effectiveness of accessibility supports are necessary to ensure the meaningful participation of students in state assessments. To that end, state regulations require accurate coding of accommodations use on student answer sheets and within the online testing platform. Data on the use and impact of accessibility supports during assessments may reveal questionable patterns of the use of accessibility supports, as well as inform the continued use of some supports or the rethinking of others. Examination of the data may also indicate areas in which teachers and test examiners need additional training and support.

In addition to collecting information about the use of accessibility supports within the classroom, information needs to be gathered on the implementation of accessibility supports during assessment. Observations conducted during test administration, interviews with test examiners, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level.

Accessibility information can be analyzed in different ways. Here are some questions to guide data analysis at the school and district level.

QUESTIONS TO GUIDE EVALUATION OF ACCESSIBILITY SUPPORTS USE AT THE SCHOOL OR SYSTEM LEVEL

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration is not compromised with the provision of accessibility supports?
3. Was professional development training on accessibility supports conducted for educators?
4. Are students receiving accommodations as documented in their IEP, IAP/504, EL/TPC plans?
5. Are there procedures in place to ensure that test examiners adhere to instructions for the implementation of accessibility supports?
6. How many students are receiving certain accessibility supports?
7. What types of accessibility supports are provided and are some used more than others?
8. For students with IEP, IAP/504, and EL/TPC plans, are conditional accommodations used sparingly and only with those students who require them to access the assessment?
9. How well do students who receive certain accessibility supports perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the student not having had access to the necessary instruction, not receiving the accessibility support, or using ineffective supports?

QUESTIONS TO GUIDE EVALUATION AT THE STUDENT LEVEL

1. What accessibility supports does the student use during instruction and assessments?
2. What are the results of classroom assignments and assessments when accessibility supports are used versus when they 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 accessibility supports, or using accessibility supports that were ineffective?
3. What is the student's perception of how well the accessibility support worked?
4. What combinations of accessibility supports seem to be effective?
5. What are the difficulties encountered in the use of accessibility supports?
6. What are the perceptions of teachers and others about how the accessibility support appears to be working?

These questions can be used to formatively evaluate the accessibility supports used at the student level, as well as the school or system levels. A committee responsible for continuous improvement efforts can address school- and system-level questions, while the student-level questions need to be considered by educators. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire IEP, IAP/504 or EL/TPC team should contribute to the information gathering and decision-making processes.

ALLOWABLE ACCOMMODATIONS FOR GEORGIA’S STUDENT ASSESSMENT PROGRAM

The following is a table of approved accommodations for use by students with disabilities (including EL students with disabilities) on Georgia statewide assessments. Additional guidance is also provided in the *Student Assessment Handbook*. Always refer to the more specific directions for use of the accommodation found in each test’s administration manual.

Allowable Accommodations for Students with Disabilities

Setting Accommodation	GAA 2.0	ACCESS FOR ELLS 2.0 ¹⁶	GKIDS	Georgia Milestones	NAEP
1. Special education classroom	A	A	S	S	S
2. Special or adapted lighting	A	A	S	S	S
3. Small group	A	A	S	S	S
4. Preferential seating	A	A	S	S	S
5. Sound field adaptations	S	A	S	S	S
6. Adaptive furniture (e.g. slant board)	A	A	S	S	S
7. Individual or study carrel	A	A	S	S	S
8. Individual administration	A	A	S	S	S
9. Test administered by certified educator familiar to student	A	A	S	S	S
Presentation Accommodations	GAA 2.0	ACCESS FOR ELLS 2.0 ¹⁶	GKIDS	Georgia Milestones	NAEP
10. Large Font/Large Print	S	S	S	S	S
11. Video Sign Language/Sign the directions	S	S	S	S	S
12. Video Sign Language/Sign test questions	S		S	S	S
13. Sign English Language Arts (ELA) passages	S		S	C ¹	
14. Oral reading of test questions in English	A	S ³		S ¹¹	S
15. Text to Speech/Oral reading of English Language Arts (ELA) passages in English	A	S ³		C ¹	
16. Explain or paraphrase the directions for clarity (in English only)	S	A	S	S	
17. Braille	S	S	S	S	S
18. Color overlays, templates, or place markers	S	S ²	S	S	S
19. Use of highlighter by student	S	S ²			S
20. Magnification/Low vision aids (e.g. CCTV, other magnifying equipment)	S	S ²	S	S	S
21. Repetition of directions (in English only)	A	S	S	S	
22. Audio amplification devices or noise buffer/listening devices	S	S ²	S	S	S
23. Use directions that have been marked by teacher		S			

Response Accommodations	GAA 2.0	ACCESS FOR ELLS 2.0 ¹⁶	GKIDS	Georgia Milestones	NAEP
24. Technology applications, such as Braille (manual or electronic) or other communications device with grammar and spell checks disabled; Internet disabled for device	S	S	S	S	S
25. Student marks answers in test booklet	A	S ¹²			
26. Student points to answers ¹⁵	A	S ¹²	S	S	S
27. Verbal response in English only	A	S ⁴	S	S	S
28. Scribe	S	S ^{6,7}	S ⁶	S ⁶	S ⁸
29. Braille writer/Braille Note-Taker	S	S ¹⁴	S	S	S
30. Abacus	A			S ⁹	
31. Basic function calculator or adapted basic calculator (e.g. Braille or talking calculator)	S			C ¹	S ⁵
32. Adapted writing tools (e.g. pencil grips, large diameter pencil)	A	S ²	S	S	S
33. Adapted/lined paper	A			S	
Scheduling Accommodations	GAA 2.0	ACCESS FOR ELLS 2.0 ¹⁶	GKIDS	Georgia Milestones	NAEP
34. Frequent monitored breaks	A	A	S	S	S
35. Optimal time of day for testing	A	S	S	S	S
36. Extended time	A	S	S	S	S
37. Flexibility in the order of administration for content areas	A	S ¹³		S	
38. Extending sessions over multiple days	A	S ¹⁰			
<p>A = Administration procedures allowable for all eligible students. S = Standard accommodation required for eligible students. C = Conditional accommodation for required for eligible students.</p>					
Footnotes					
1. Restricted to eligible students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration (exception Signing of ELA Passages). Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines.					
2. If prescribed as an accommodation, allowable for all ACCESS for ELLS 2.0 domains. Allowable as an accessibility tool for all students.					
3. Allowed for ACCESS for ELLS 2.0 Writing, Listening, and Speaking domains only.					
4. Allowed for ACCESS for ELLS 2.0 Listening, Reading, Speaking domains; not allowed for Writing domain.					
5. Only NAEP calculator active blocks will be given to students who need this accommodation.					
6. Use of a scribe is allowable if guidelines are followed exactly <i>from the Student Assessment Handbook</i> .					
7. Use of a scribe is not allowed for ACCESS for ELLS 2.0 Speaking domain.					
8. Accommodation not allowed on NAEP Writing assessments.					
9. Allowed for students with visual impairments only.					
10. Paper-Pencil Mode: Allowed for ACCESS for ELLS 2.0 Listening and Reading domains; not allowed for Writing and Speaking domains. Not allowed for any domain via online testing mode.					

11. Screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.
12. Paper-Pencil Mode: Allowed for ACCESS for ELLS 2.0 Listening, Reading, and Writing domains; not allowed for Speaking domain. Online Mode is not recommended for students requiring this accommodation.
13. ACCESS for ELLs 2.0 Reading domain must be administered prior to Speaking and Writing domains.
14. Allowed for ACCESS for ELLS 2.0 Writing, Listening, and Reading domains; not allowed for Speaking domains.
15. Student selects answer by eye gaze allowed for GAA 2.0 participants.
16. Allowable accommodations for Alternate ACCESS can be found in the <i>WIDA Accessibility and Accommodations Supplement</i> .

SPECIAL CONSIDERATIONS FOR CONDITIONAL ACCOMMODATIONS

Conditional accommodations must be used sparingly and only when the student requires the accommodation to access the test due to the disability. The student's IEP team must determine and document that the conditional accommodation is absolutely necessary in order for the student to participate in the general testing program. Guidance on the use of each conditional accommodation is provided below.

Note: Given the purpose of each assessment program may differ, accommodations may be standard for some assessments, but conditional for other assessments.

Eligibility Guidelines: Reading of English Language Arts (ELA) Passages

Guidance for Use of Conditional Accommodation 13: Sign ELA passages.

The use of this conditional accommodation for the English Language Arts Georgia Milestones, *regardless of grade level*, must be restricted to only those students with IEPs who meet the **ALL** eligibility criteria outlined below:

1. The student is deaf and has a specific documented disability that severely limits or prevents his or her ability to decode text at any level of difficulty, even after varied and repeated attempts to teach the student to do so; **and**
2. The student has access to printed materials only through a sign-language interpreter or is provided with signed text or other electronic format during routine instruction; **and**
3. There are clear and specific goals within the student's IEP addressing the deficits which necessitate the need for this conditional accommodation.

Under secure conditions, supervised by the School Test Coordinator or STC, the sign interpreter may review test materials prior to the test administration to plan appropriate signing.

Guidance for Use of Conditional Accommodations 15: Oral Reading of ELA passages.

The use of this conditional accommodation for the English Language Arts Georgia Milestones, *regardless of grade level*, must be restricted to only those students with IEPs who meet ALL eligibility criteria outlined below:

1. The student has a specific documented disability that severely limits or prevents his/her ability to decode text at any level of difficulty, even after varied and repeated attempts to teach the student to do so (i.e., the student is a non-reader, not simply reading below grade level); **and**
2. The student has access to printed materials only through a reader or electronic format during routine instruction; **and**
3. There are clear and specific goals within the student's IEP addressing the deficits which necessitate the need for this conditional accommodation.

NOTE: The preferred method of administration for this conditional accommodation is screen reader. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.

Eligibility Guidelines: Calculator Usage

Guidance for Use of Conditional Accommodations 31: Basic function calculator or adapted basic calculator.

The use of this conditional accommodation for the Mathematics Georgia Milestones for students in grades 3-5 must be restricted to only those students with IEPs who meet ALL eligibility criteria outlined below:

1. The student has a specific disability that prohibits him/her from performing basic calculations (i.e., addition, subtraction, multiplication, and division), even after varied and repeated attempts to teach the student to do so; **and**
2. The student is unable to perform calculations without the use of a calculation device, which the student uses for routine classroom instruction; **and**
3. There are clear and specific goals within the student's IEP addressing the deficits which necessitate the need for this conditional accommodation.

NOTE: Only a basic function or basic adapted calculator may be used; scientific and other advanced calculators are strictly prohibited. The test administrator may not provide any assistance or direction to the student regarding the use of the calculator.

PARTICIPATION OF EL STUDENTS IN STATE ASSESSMENTS

An English Learner (EL) is a student whose primary language is not English and who is eligible for services based on the results of the state-approved English language screening instrument and, if warranted, additional assessments as specified in Rule 160-4-5-.02 Language Assistance: Programs for English Learners. All public-school students identified as EL must be coded EL whether or not the language instruction provided is state funded under the ESOL Program. They must also participate in the state-adopted English language proficiency assessment until they exit as provided for in the above-referenced Rule, and Federal statute.

For assessment purposes, students who have been defined as English Learner shall participate in all assessment programs as specified in SBOE Rule 160-3-1-.07. These students shall be coded EL on each assessment. If a student has exited the ESOL program in the past four years, the student shall be coded EL = 1 or EL = 2 on each test. A student who has been exited for more than four years from the ESOL program shall not be coded as EL on each assessment. Coding for students having exited from the ESOL program is defined by Data Collections. State law permits the SBOE to adopt rules concerning the participation of EL students. In accordance with SBOE Rule 160-3-1-.07, newly-arrived EL students enrolling for the first time in a United States school must participate in all SBOE mandated assessments including Georgia Milestones End-of-Grade and End-of-Course assessments and must be coded as a first time in U.S. School enrollee in state required data collections. All ESOL students, by definition, have limited proficiency in English. All EL students must be marked EL=Y in Student Record.

ELs who meet the criteria for proficiency are no longer eligible for language assistance services and must be exited. It is required that districts monitor ELs' academic performance for two calendar years following exit from language assistance services. If an exited student transfers

from another state or a private school and the two-year monitoring was not completed prior to enrollment, the district is required to monitor the student’s academic progress for the remainder of the monitoring period.

ELs who are in the two-year monitoring phase following their exit from language assistance services should be coded as EL-1 or EL-2 on state assessments and continue to be eligible for appropriate standard accommodations as outlined on their EL/TPC forms. These students are no longer eligible for the ESOL language instruction program and must be exited from EL status. After the two-year monitoring period ends, EL-3 or EL-4 students are no longer eligible for any EL-related testing accommodations. Note that EL students should be coded on state assessments as EL-3 or EL-4 and are not eligible for accommodations as indicated in the chart below.

ASSESSMENT CODING AND ACCOMMODATION ELIGIBILITY

Status	Served in ESOL	Code	Eligible for Accommodations under TPC Plan
Does not qualify for EL Services	No	None	No
Qualifies for EL Services	No	EL-Y	Yes
Qualifies for EL Services	Yes	EL-Y	Yes
Exited from services years 1 and 2	No	EL-1 or EL-2	Yes
Exited from services years 3 and 4	No	EL-3 or EL-4	No
Exited from services year 5 +	No	None	No

DATA COLLECTIONS REPORTING FOR EXITED ELS

For the purposes of Student Record reporting, the coding status for ELs who have met the criteria for exiting language assistance services and will then begin the two-calendar year monitoring period changes from EL-Y to EL-1. In order to document first or second year monitoring status, ELs are coded in Student Record as EL-1 for the first year after exit and EL-2 for the second year after exit. Beyond the monitoring phase, the third year after exit students are coded EL-3, then EL-4 for the fourth year after exit. At the end of the fourth-year post-exit, the student will be coded as a former EL, EL-F (FY19 Student Record Data Collection Data Element Detail, p. 17).

Post Exit Data Reporting	
EL-1	1 st year after exit
EL-2	2 nd year after exit
EL-3	3 rd year after exit – no student monitoring
EL-4	4 th year after exit – no student monitoring
EL-F	5 th or more years after exit – no student monitoring

USE OF SCORES OF EL STUDENTS IN ACCOUNTABILITY DETERMINATIONS

EL students enrolling for the first time in a U.S. school must participate in all SBOE-designated assessments and must be coded as a first time in U.S. school enrollee in state-required data collections.

All scores resulting from the administration of state assessments will be removed from any statewide accountability calculations for the first year of a newly-arrived EL student's enrollment in a U.S. school. Though not used for statewide accountability purposes in the first year, such scores will serve as the baseline for student growth calculations and be included beginning in year two of such students' enrollment. Both achievement and growth will be included in statewide accountability calculations beginning in the third year of enrollment.

ACCOMMODATION GUIDELINES FOR EL STUDENTS

In certain situations, individual needs of EL-Y and EL-1, EL-2 students may warrant accommodations. (See Allowable Accommodations for English Learners.) These accommodations shall be determined by and recorded during a documented meeting of the EL Testing Participation Committee (EL/TPC). Those students identified as EL--2 may receive, based on individual need, standard state-approved accommodations for a maximum of two years after exiting ESOL or an alternative language assistance program. At the end of the first two years of the monitoring period, EL-1 and EL-2 students are no longer eligible for test administration accommodations. Each local system shall determine whether or not testing accommodations are needed for each student. Any accommodations offered must be consistent with current instructional and assessment accommodations made in the classroom. Accommodations will be determined by the English Language Testing Participation Committee and will be made only when appropriate documentation is filed for each eligible student. Only state-approved accommodations may be considered and included in the EL/TPC plan. Conditional accommodations shall be used sparingly and shall not be assigned to EL-1 and EL-2 students. Specific to the accommodation of Extended Time, please note that specifying unlimited time is not appropriate or feasible. Further, Extended Time (#36 SWD and #14 EL) is defined as time allotted within the confines of a school day.

If an accommodation is recommended that is not included in the list of allowable accommodations, approval MUST be sought from the Assessment Administration Division of the GaDOE prior to the inclusion of the accommodation in the EL/TPC plan and the use of the accommodation. The EL/TPC may not include accommodations in EL/TPC plan which have not been approved by the state. Only students with an IEP or IAP may receive accommodations on the state's language proficiency assessments (ACCESS for ELs 2.0, Alternate Access, and Screener).

The English Learner Testing Participation Committee is charged with collecting required information documenting the student's eligibility for EL status and making appropriate test participation decisions, including the use of test administration accommodations. Note: A decision by the EL/TPC indicating that no accommodations are needed must be documented as

well. A sample documentation form can be found in this handbook. This exact form is not required by state assessment protocol; however, the data elements contained on the form are required. Each system shall have a process for documenting the decisions of the EL/TPC and may use the form provided in lieu of developing a local form.

A student whose primary language is not English and who does not meet the eligibility requirements shall not be coded as EL or EL-1 and EL-2 for statewide assessments.

The use of a word-to-word dictionary for English Learners is an allowable accommodation when determined to be necessary by the EL-Test Participation Committee.

As stipulated in the *Student Assessment Handbook* (Approved Accommodations for English Learners), only words may be translated; definitions are not permitted. Word-to-word dictionaries that include synonyms, antonyms, phrases, maps, pictures, and samples are not permissible.

A word-to-word dictionary that provides a direct translation of a common word/phrase to another common word/phrase is permitted. For example, in English to Spanish: *calm: n, calma; candy: n, dulces; canoe: n, canoa*. In contrast, a word to word dictionary that goes beyond direct translation and provides context is not permissible. For example, in Spanish to English: *reservar: v, to make a reservation, ¿Llamaste para reservar? Have you phoned to make a reservation? or identical: idéntico, adj. Her dress was identical to mine. Su vestido era idéntico al mio.*

Electronic word-to-word dictionaries (web-based, computer-based, hand-held) are not permitted for use on state assessments. Given that it is virtually impossible to locate word-to-word dictionaries that do not contain parts of speech, word-to-word dictionaries that contain parts of speech are allowable.

Questions from local school system staff regarding the use of word-to-word dictionaries on state assessments should be communicated to the Assessment Administration Division by the STC.

EL-TEST PARTICIPATION COMMITTEE PLAN

Each local system shall develop procedures outlining the responsibilities of EL-Test Participation Committees. Committees shall be comprised of a minimum of three members, one of whom is a teacher certified by the GaPSC and must include the ESOL teacher currently serving the student with English language instruction. The remaining members shall be chosen from the following: regular English language arts or reading teacher; student's parent or legal guardian or the student, if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher. The local system plan shall provide for the following requirements:

- document student eligibility for EL status;
- schedule and conduct EL/TPC meeting(s);

- file appropriate documentation in students' permanent records; and
- forward a list of students and their accommodations to the system's testing department.

All English Learners shall participate in all state- and locally- mandated assessments. Federal law and SBOE rule 160-4-5- .02 mandate that the individual needs of English Learners be considered when making decisions regarding the participation of ELs in state- and locally mandated assessments. To facilitate and document these decisions, the English Learner-Testing Participation Committee process is designated in SBOE rule. If accommodations are determined to be appropriate and necessary for an EL student, the completion of an EL/TPC form is required for ELs enrolled in a grade in which there is a state- or locally mandated assessment. As with any assessment, districts are compelled to consider the individual needs of each EL student and maintain appropriate documentation. The determination of accommodations for assessment shall be reviewed at least once a year.

An example of the EL Testing Participation Committee Form for Eligible Students is included in this handbook. The form may be used to identify and to document student testing accommodations determined by and recorded during a meeting of the EL Testing Participation Committee. Systems may choose to create their own Testing Participation Committee Form; however, local forms should include the following information:

- Names of participants;
- Date(s) of meeting(s);
- Dates of entry in U.S. schools;
- Student's proficiency level on state-approved eligibility screener in accordance with SBOE Rule 160-4-5-.02 and determination of ESOL eligibility;
- Committee final recommend actions listed by state-mandated assessment, including specific required accommodations for each test/subtest consistent with current instructional accommodations, if needed; and
- Signatures of committee members, school administrator, and parent/legal (if present) or student (if 18 years or older).

ALLOWABLE ACCOMMODATIONS FOR ENGLISH LEARNERS

Setting Accommodation	Georgia Milestones	GKIDS	NAEP
1. ESOL classroom	S	S	S
2. Small group	S	S	S
3. Preferential seating	S	S	S
4. Individual or study carrel	S	S	S
5. Individual administration	S	S	S
Presentation Accommodations	Georgia Milestones	GKIDS	NAEP
6. Explain or paraphrase the directions for clarity (in English only)	S	S	
7. Oral reading of test questions in English only	S ⁴		S
8. Oral reading of English Language Arts (ELA) passages in English only	C ¹		
9. Repetition of directions (in English only)	S	S	
Response Accommodations	Georgia Milestones	GKIDS	NAEP
10. Word-to-Word dictionary	S ²	S ²	S ³
Scheduling Accommodations	Georgia Milestones	GKIDS	NAEP
11. Frequent monitored breaks	S	S	S
12. Extended time	S	S	S
S = Standard accommodation for eligible students. C = Conditional accommodation for eligible students meeting specific criteria.			
Footnotes			
1. Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines. May not be used with EL-1 and EL-2 students.			
2. Only words may be translated; definitions are not permitted.			
3. Accommodation not allowed on NAEP Writing Assessment.			
4. Screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.			

ELIGIBILITY GUIDELINES FOR EL STUDENTS: READING OF ENGLISH LANGUAGE ARTS (ELA) PASSAGES

GUIDANCE FOR USE OF CONDITIONAL ACCOMMODATIONS 8: READING OF ENGLISH LANGUAGE ARTS (ELA) PASSAGES

The use of this conditional accommodation for the English Language Arts Georgia Milestones, *regardless of grade level*, must be restricted to only those EL students who meet **ALL** eligibility criteria outlined below:

1. The student's English proficiency scores and performance in the classroom indicate that the student cannot access, retain, or comprehend text without the assistance of a reader (i.e., the student is unable to access English text due to their language proficiency, not simply reading below grade level); **and**
2. The student is not poised to exit language services within the current school year; **and**
3. There are clear and specific goals within the student's educational plan addressing the deficits which necessitate the need for this conditional accommodation.

NOTE: The preferred method of administration for this conditional accommodation is the screen reader. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.

ACCOMMODATIONS NOT SPECIFIED IN THIS DOCUMENT

On rare occasion, a student may require an accommodation that is not listed in the *Student Assessment Handbook*. If a unique situation arises and an individual student requires an accommodation that is not in this manual, approval must be sought from the GaDOE Assessment Division prior to the use of the accommodations on any state-mandated test. Key consideration for approving the use of the accommodation includes protecting the integrity of the assessment and what the assessment measures. Addressing the issue of validity involves an examination of the purpose of the test and the specific skills to be measured. Accommodations that impact the validity and reliability of the assessment cannot be approved. The system test coordinator (STC) should submit a *Special Accommodations Request* through the GaDOE portal. The *Student Assessment Handbook* outlines the procedures for requesting consideration of accommodations not listed as approved.

FACT SHEET 1: CATEGORY OF ACCOMMODATIONS

Category of Accommodation	Who Can Benefit
Presentation	Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability.
Response	Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).
Setting	Setting accommodations, which are changes in instructional and assessment locations, can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g. human reader, scribe, frequent breaks) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.
Scheduling	<p>Scheduling accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and assessments. Extra time may be needed to process written text (e.g. a student with a learning disability who processes information slowly), to write (e.g. a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g. assistive technology, audiotape, scribe).</p> <p>Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks. It may also help to schedule in the morning those classes and tests that require the greatest concentration for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.</p> <p>Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess or may need to reduce physical activity.</p>

FACT SHEET 2: EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTICS

Student Characteristic: Blind, Low Vision, Partial Sight		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Large print • Magnification devices • Braille • Tactile graphics • Human reader • Audiotape or compact disk (CD) • Screen reader • Large print or Braille notes, outlines, and instructions • Descriptive video • Talking materials 	<ul style="list-style-type: none"> • Large print/Large Font • Magnification devices • Braille • Human reader • Screen reader • Assistive technology (spelling and grammar check disabled)
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on or speak to word processor • Type on braille or note taking device • Speak into tape recorder • Use calculation devices (e.g. talking calculator with enlarged keys, abacus) • Use personal note taker 	<ul style="list-style-type: none"> • Express response to a scribe through speech • Use word processor (spelling and grammar check disabled) • Type on braille • Tactile manipulatives • Abacus • Use calculator
Setting	<ul style="list-style-type: none"> • Change location so student does not distract others • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location so student does not distract others • Change location to increase physical access • Change location to access special equipment
Scheduling	<ul style="list-style-type: none"> • Extended time 	<ul style="list-style-type: none"> • Extended time

Student Characteristic: Deaf; Hard of Hearing		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Sign language • Audio amplification devices • Screen reader • Visual cues • Written notes, outlines, and instructions • Videotape and descriptive video • Provide advanced organizers and outlines of lectures for student to follow • Use gestures (e.g. point to materials) • Repeat questions and responses from classmates • Allow student to copy notes from classmate • Use captioned versions of instructional films and include script when possible • Give interpreter instructional materials in advance • Learn manual signs and teach them to hearing classmates • Allow student to use augmentative and alternative communication (AAC) 	<ul style="list-style-type: none"> • Video Sign Language/Sign language • Audio amplification devices • Screen or text reader (assistive technology)
Response	<ul style="list-style-type: none"> • Express response to scribe or interpreter • Type on or speak to word processor • Use spelling and grammar assistive devices • Use visual organizers • Use graphic organizers 	<ul style="list-style-type: none"> • Express response to scribe or interpreter • Use word processor (spelling and grammar check disabled)
Setting	<ul style="list-style-type: none"> • Change location to reduce distractions • Change location so student does not distract others • Change location to increase physical access (e.g. minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish) 	<ul style="list-style-type: none"> • Change location to reduce distractions • Change location so student does not distract others • Change location to increase physical access (e.g. minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish)
Student Characteristic: Weak Manual Dexterity; Difficulty with Pencil; Difficulty Typing on Standard keyboard		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing or by using an assistive communication device • Type on or speak to word processor • Use adapted keyboard or mouse • Use adapted pencil or pencil grip • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing or by using an assistive communication device • Use word processor or adapted keyboard (spelling and grammar check disabled) • Use adapted pencil or pencil grip

Student Characteristic: Reading Disability; Difficulty Decoding		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Human reader • Screen or text reader (assistive technology) 	<ul style="list-style-type: none"> • Human reader • Screen or text reader (assistive technology)
Setting	<ul style="list-style-type: none"> • Change location so student does not distract others • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Change location so student does not distract others
Student Characteristic: Writing Disability		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on or speak to word processor • Speak into tape recorder • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Express response to a scribe through speech • Use word processor (spelling and grammar check disabled)
Student Characteristic: Mathematics Disability		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	Use: <ul style="list-style-type: none"> • Calculator • Visual organizers • Graphic organizers • Math tables and formula sheets 	Use: <ul style="list-style-type: none"> • Basic Calculator
Student Characteristic: Physical Disability		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing, or by using an assistive communication device • Type on or speak to word processor (including adapted keyboard) • Speak into tape recorder • Write in test booklet instead of on answer sheet • Use augmentative devices for single or multiple messages (e.g. BIGmack, Jelly Bean switch, or Dynavox) • Use written notes, outlines, and instructions • Eye gaze 	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing, or by using an assistive communication device • Use word processor or adapted keyboard (spelling and grammar check disabled) • Write in test booklet instead of on answer sheet
Setting	<ul style="list-style-type: none"> • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location to increase physical access • Change location to access special equipment
Scheduling	<ul style="list-style-type: none"> • Extended time • Multiple or frequent breaks 	<ul style="list-style-type: none"> • Extended time • Multiple or frequent breaks

Student Characteristic: Easily Distracted; Short Attention Span

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

FACT SHEET 3: DO'S AND DON'TS WHEN SELECTING ACCOMMODATIONS

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

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

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

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

Do...be certain to document instructional and assessment accommodation(s) on the IEP, IAP/504, or EL/TPC plan.

Don't...use an accommodation that has not been documented on the IEP, IAP/504, or EL/TPC plan.

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

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

Do...be specific about the "Where, When, Who, and How" of providing accommodations.

Don't...simply indicate an accommodation will be provided "as appropriate" or "as necessary."

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

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

Do...evaluate accommodations used by the student.

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

Do...get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP, IAP, or EL/TPC team planning committee meetings.

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

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

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

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

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

FACT SHEET 4: GUIDELINES FOR ADMINISTERING SPECIFIC ACCOMMODATIONS

Systems may request paper/pencil materials for a student with a disability that prevents the student from accessing the assessment in an online format. Braille and Large Print will be available for students who require these formats. However, a review of online tools and accommodations intended to support students is recommended for a standard assessment administration. In many cases, an online screen reader is the preferred method of administration for read-aloud accommodations. Setting accommodations may or may not be required when utilizing the screen reader with accompanying headphones for each students. Please note the online platform has the ability to deliver a large print version through scalable fonts.

PRESENTATION ACCOMMODATIONS

Read Aloud Test Directions and Items

The use of the online screen reader functionality is the preferred method of administration for read-aloud accommodations. Eligible students can use a human reader if their disability or language proficiency necessitates this provision. Examiners must adhere to the read-aloud guidelines in the Test Administration Manuals for each assessment. Additional guidance may also be found in the Student Assessment Handbook as well as the Read-Aloud Guidance for Georgia Milestones assessments and WIDA Accessibility and Accommodations Supplement.

When using a human reader, test readers must ensure that all students understand what is expected of them when reading test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. However, test readers should not answer questions about specific test items. When reading test items aloud, test readers must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word, exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Note that in the areas of mathematics, science, and social studies, there are no passages – only test items. As a result, when delivering this accommodation, all parts of a test item may be read in a manner consistent with the read-aloud guidelines associated with the assessment in question.

Video Sign Language or Sign Language Interpreter

Video Sign Language: For Georgia Milestones assessments, students who are eligible for a standard signed administration, Video Sign Language (VSL), can be assigned in the online assessment platform to complete the assessments. The directions, questions and answer choices are signed to the student. The signed administration video is available in American Sign Language (ASL).

To prepare for a VSL online administration, the Examiner and/or sign language interpreter should review VSL forms in either the Secure Practice Test or the Experience Online Testing

Georgia website in order to learn how VSL functions within the online platform. It is also recommended that students interact with VSL prior to the actual administration. Additionally, the Examiner and sign language interpreter should review the script in the Examiner's Manual to understand how administration procedures apply to the script and to a successful administration of the assessments.

Sign Language Interpreter: If a student's teacher serves as the interpreter in a testing situation, it is recommended that a second person is present to monitor for quality and fairness. If allowed to sign test items and prompts, interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Interpreter services need to be arranged prior to test day.

Large Print/Large Font

If a student needs a large-print test edition, it must be ordered in a timely manner. After a student finishes a large-print edition of a test, a certified educator, under the supervision of the School Test Coordinator, must transcribe the student's answers verbatim onto a standard answer sheet.

Braille

If a student needs a braille test edition, it must be ordered in a timely manner. The test administrator for a braille test needs to be provided with a print version of the test during test administration. After a student finishes a braille edition of a test, a certified educator, under the supervision of the School Test Coordinator, must transcribe the student's answers verbatim onto a standard answer sheet or response form.

RESPONSE ACCOMMODATIONS

Writing in Test Booklet

Allow the student to write in the test booklet instead of on an answer sheet. After a student finishes the test, a certified educator, under the supervision of the School Test Coordinator, must transcribe the student's answers *exactly* onto a standard answer sheet or response form, including any double coding the student may have erroneously done, etc.

Dictation to Scribe

Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing. Scribes must be impartial and should be experienced in transcription. They must write exactly what the student dictates. 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. Additional guidance on the use this accommodation on state-mandated assessments is provided in the *Student Assessment Handbook* and test administration manuals.

SETTING ACCOMMODATIONS

Supervised Test Locations

It may be difficult to find testing locations that are private and free of distractions, especially when many students in a building are tested at the same time. Each student tested in a private location needs adult supervision by a certified educator and each adult supervisor needs clear instructions about test administration procedures. This includes students tested in the home, hospital, and residential or other alternative settings.

SCHEDULING ACCOMMODATIONS

Providing Extended Time

Timed tests usually require students to request a fairly specific amount of extra time; which in many cases should mirror the amount of extended time provided during day to day instruction and/or classroom assessments. A common extension, though not a mandated one, is time and one half. This means that for a test normally taking 60 minutes, a student may be allowed 90 minutes. Double time may also be allowed. Decisions should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of test. For example, if a reader or scribe is used, double time may be appropriate. Specifying unlimited time is not appropriate or feasible. Test sessions may not cross over days and should be completed prior to the end of the school day.

TEACHER TOOL 1: ACCESS NEEDS THAT MAY REQUIRE ACCOMMODATIONS

Directions: Use these questions to identify various types of presentation, response, setting, and scheduling accommodations for students with disabilities. The list is not exhaustive—its purpose is to prompt members of IEP, IAP/504, and EL/TPC planning committees to consider a wide range of accommodation needs. Use the list in planning by indicating Y (YES), N (NO), or DK/NA (Don't Know/Not Applicable).

		Y	N	DK/ NA
PRESENTATION ACCOMMODATIONS				
1.	Does the student have a visual impairment that requires large-type or braille materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Can the student follow oral directions from an adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Are assistive technology devices indicated on the student's IEP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Has the student been identified as having a reading disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Does the student have low or poor reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Does the student have a hearing impairment that requires an interpreter to sign directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Does the student have a hearing impairment and need a listening device?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPONSE ACCOMMODATIONS				
10.	Does the student have difficulty tracking from one page to another and maintaining his/her place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Does the student have a disability that affects the ability to record his/her responses in the standard manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Can the student use a pencil or writing instrument?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Does the student use a word processor to complete homework assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Does the student need the services of a scribe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Does the student have a disability that affects his/her to spell?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Does the student have a visual or motor disability that affects his/her ability to perform math computations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SETTING ACCOMMODATIONS				
18.	Do others easily distract the student or does that student have difficulty remaining on task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Does the student require any specialized equipment or other accommodations that may be distracting to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Does the student have visual or auditory impairments that require special lighting or acoustics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Can the student focus on the student's own work in a setting with large groups of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Y	N	DK/ NA
22.	Does the student exhibit behaviors that may disrupt the attention of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Do any physical accommodations need to be made for the student in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCHEDULING ACCOMMODATIONS				
24.	Can the student work continuously for the length of time allocated for standard test administration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Does the student use other accommodations or adaptive equipment that require more time to complete test items (e.g. Braille, scribe, use of head pointer to type)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Does the student tire easily due to health impairments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Does the student have a visual impairment that causes eyestrain and requires frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Does the student have a learning disability that affects the rate at which that student processes written information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Does the student have a motor disability that affects the rate at which that student writes responses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Does the student take any type of medication to facilitate optimal performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Does the student's attention span or distractibility require shorter working periods and frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER TOOL 2: ACCOMMODATIONS FROM THE STUDENT'S PERSPECTIVE

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, however, be certain that the student understands the concept of an "accommodation," providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now. Which is your best class?

2. Explain what you do well in this class.

The things you said you could do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "What class is hardest?"

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

Class List

Classes

Accommodations

This questionnaire was adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities. Retrieved July 28, 2005.

TEACHER TOOL 3: ASSESSMENT ACCOMMODATIONS AGREEMENT

This is an example of a form a student could carry on test day. Some accommodations (e.g. special test editions) need to be arranged long before test day but should still be included on this list to make certain the student receives the correct test booklet. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently.

I, _____,

(Student's name)

need the following accommodations to take part in this assessment:

If I need more information about these accommodations, I can talk to:

(Name of special education teacher, parent, principal, and/or related service provider)

Thank you for helping me to do my best on this test!

(Student signature)

(Date)

TEACHER TOOL 4: LOGISTICS PLANNING CHECKLIST

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for students. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).

		Y	N	NA
ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR				
1.	Accommodations are documented on students' IEP, IAP/504, EL/TPC plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Students use accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PREPARATION FOR TEST DAY				
4.	Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g. braille, large print).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Test examiners/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Adult supervision is arranged and test examiners receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	For students requiring a paper/pencil administration, trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available) and provided room locations with rosters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Special equipment is arranged and checked for correct operation (e.g. calculator, word processor with spell and grammar check disabled).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCOMMODATIONS ON THE DAY OF THE TEST				
9.	All eligible students receive accommodations as determined by their IEP, IAP/504, EL/TPC plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Provision of accommodations is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Providers of accommodations are available as needed (e.g. interpreters, readers, scribes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Plans are made to replace defective equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONSIDERATION AFTER THE DAY OF THE TEST				
13.	Responses are transcribed to an online document, where applicable, for students using special equipment and adapted test forms and response documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	All equipment is returned to appropriate locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Students who take make-up tests receive needed accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Effectiveness of accommodations use is evaluated by test examiners and students, and plans are made for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A

FEDERAL AND STATE LAWS REQUIRING PARTICIPATION BY STUDENTS WITH DISABILITIES

EVERY STUDENT SUCCEEDS ACT (ESSA)

Continuous improvement for all students through the examination of accountability results is a key provision of ESSA. To this end, the law requires public accountability at the school, system, and state levels. This includes the publication of assessment data disaggregated by student subgroups, including children with disabilities.

Accordingly, ESSA explicitly calls for

...the participation in such assessments of all students [Sec. 1111 (b) (2) (vii)]. (The term ‘such assessments’ refers to a set of high-quality, yearly student academic assessments.) “(II) the appropriate accommodations, such as interoperability with, and ability to use, assistive technology, for children with disabilities (as defined in section 602(3) of the Individuals with Disabilities Education Act (20 U.S.C. 1401(3)), including students with the most significant cognitive disabilities, and students with a disability who are provided accommodations under an Act other than the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), necessary to measure the academic achievement of such children relative to the challenging State academic standards or alternate academic achievement standards described in paragraph (1)(E)...

Through ESSA, in addition to other state and local system initiatives, assessments aimed at increasing accountability provide important information about:

- how successful schools are including all students in standards-based education,
- how well students are achieving standards, and
- what needs to be improved upon for specific groups of students.

There are several critical elements in ESSA that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well they should learn) in reading/language arts, mathematics, science, and social studies form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful with students attaining the knowledge and skills defined by the content standards. States must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school. In accordance with federal and state laws, Georgia teachers will administer social studies and science assessments in grade 5, 8, and high school. School, system, and state accountability is based on measuring success in educating all of its students and determining what needs to be improved for specific groups of students. The accountability system is defined as a way to measure the improvement in achieving standards for all students and designated subgroups each year. Schools, systems, and states are held accountable for

improvements on an annual basis by public reporting and ultimately through consequences if accountability goals and requirements are not met.

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed based on each child's unique needs. IDEA requires the participation of students with disabilities in state and system-wide assessments. Specific IDEA requirements include:

Children with disabilities are included in general state and system-wide assessment programs, with appropriate accommodations, where necessary [Sec. 612 (a) (16) (A)]. The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes...a statement of any individual modifications in the administration of state or system-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or system-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d) (1) (A) (V) and VI)].



205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
www.gadoe.org



Richard Woods, State School Superintendent
Educating Georgia's Future