pennsylvania
DEPARTMENT OF EDUCATION

Accommodations Guidelines

2017

Keystone and PSSA Exams

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Introduction

The focus of the *Accommodations Guidelines* is selection, administration, and evaluation of appropriate accommodations for instruction and assessment.

Changes to the accommodations guidelines for the 2016-2017 school year are noted using red font in this manual. This manual reflects the following changes:

- Transition to the PCS aligned assessments
- Additional details regarding some accommodations

Accommodations and Test Features

This manual addresses accommodations for students with IEPs, 504 plans, ESL plans, and test features available for all students. More detailed information for ELs can be found in the *Accommodations Guidelines for ELs*. This guide also addresses what options are available for all students; these are referred to as "test features". A test feature can also be an accommodation if the student has demonstrated a need in order to participate in the test, and it is documented on the IEP or in the student's record.

For example, any student may request the read aloud of a word, phrase, or test item on the Mathematics, Algebra, Science, Biology, multiple choice language items and essay prompt for the Writing section 1 of the ELA test; and Text Dependent Analysis question in Grades 4-8 Reading sections 3 & 4 of the ELA test. Since this is allowable for all students, it is considered to be a test feature. However, the read aloud of these allowable test parts is considered an accommodation when identified as a need in order for the student to participate in the assessment. Therefore, it should be documented on the IEP. Another example is the use of highlighting. In the online assessment, a highlighter is available for use by any student and is considered a test feature. If a student does not have a demonstrated need for use of a highlighter in order to participate in the assessment, it is not necessary to include it on the IEP. However, the student may use the online highlighter at will.

Links to Accommodations Guidelines for EL, Keystone, and PSSA

EL: Accommodations Guidelines for ELs

Keystone: Accommodations Guidelines for Keystone

PSSA: Accommodations Guidelines for PSSA

PART 1
Expect Students with Disabilities to Achieve Grade-Level Academic Content Standards

With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets outlining what students are expected to learn at each grade level. 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. For students with disabilities, accommodations are provided during instruction and assessments to help promote equal access to grade-level content. To accomplish this goal of equal access,

- every Individualized Education Program (IEP) team member must be familiar with content standards and accountability systems at the state and district levels;
- every IEP team member must know where to locate standards and updates; and
- collaboration between general and special 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 state standards and who know how to differentiate instruction for diverse learners.
2. IEPs for students with disabilities are developed to ensure the provision of specialized instruction.
3. Appropriate accommodations are provided to help students access grade-level content.

Pennsylvania has adopted the Pennsylvania Core Standards (PCS) for English language arts and mathematics. To access the Pennsylvania Core Standards (PCS) go to Pennsylvania Core Standards

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 the reauthorization of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Reauthorization of Elementary and Secondary Education Act

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). The ESSA builds upon the critical work States and local educational agencies (LEAs) have implemented over the last few years. The reauthorized law sets high standards and contains policies that will help prepare all students for success in college and future careers. It prioritizes excellence and equity and recognizes the importance of supporting great educators in our nation's schools.

The Secretary is offering guidance on transitioning from the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB) to the ESEA, as amended by the ESSA. This guidance includes actions the U.S. Department of Education (ED) has taken or will take consistent with its authority under section 4(b) of NCLB to the ESSA to support States, LEAs, and schools in this transition. ED has prepared frequently asked questions (FAQs) to support States and LEAs in understanding expectations during the transition to full implementation of the ESSA. This guidance is available in electronic form on ED's website at Every Student Succeeds Act (ESSA).

Each State must implement a set of high-quality student academic assessments in mathematics, reading or language arts, and science, administered as follows:

Mathematics: in each of grades 3 through 8; and at least once in grades 9 through 12;
Reading or language arts: in each of grades 3 through 8; and at least once in grades 9 through 12;
Science: not less than one time during grades 3 through 5; grades 6 through 9; and grades 10 through 12.

Criteria
With the singular exception of those assessments for students with the most significant cognitive disabilities, the same academic assessments must be used to measure the achievement of all public elementary school and secondary school students in the State.

Proposed § 200.6(a)(2)(i) would specify that all students with disabilities, except those students with the most significant cognitive disabilities, must be assessed using the general academic assessment aligned with the challenging State academic standards for

the grade in which the student is enrolled. Further, under proposed § 200.6(a)(2)(ii), students with the most significant cognitive disabilities may be assessed using either the general assessment or an alternate assessment aligned with the challenging State academic content standards for the grade in which the student is enrolled and with alternate academic achievement standards, if the State has adopted such alternate academic achievement standards.

Inclusion of Students

Proposed § 200.6(b)(3) would require that a student with a disability receive appropriate accommodations, as determined by the relevant team articulated in § 200.6(b)(1)(i), (ii), or (iii), so that the student with a disability can participate in the assessment, and receive the same benefits from the assessment that non-disabled students receive.

The determination of which accommodations would be appropriate for a student must be made individually by a student's IEP team, placement team, or other team the LEA designates to make these decisions.

To enable the participation of all in such assessments, States must provide all appropriate accommodations, such as interoperability with, and ability to use, assistive technology, for children with disabilities (as defined in Individuals with Disabilities Education Act, 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.), such as Americans with Disabilities Act Amendments Act , necessary to measure the academic achievement of such children relative to the challenging State academic standards or alternate academic.

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 on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state- and district-wide assessments. Specific IDEA requirements include the following:

> Children with disabilities are included in general state and district-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 district-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 district-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)].

Section 504 of the 1973 Rehabilitation Act

Section 504 provides individuals with disabilities with certain rights and protects individuals with disabilities against discrimination from federally funded programs and activities. Section 504 states the following:

> No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency.

In school settings, 504 legislation guarantees and protects students with disabilities who may not otherwise have an IEP but are still considered individuals with disabilities. The definition of a student with disabilities is much broader under 504 than it is under IDEA. An important part of the 504 plans developed by schools for students with disabilities are often the lists of accommodations that the student can utilize on assessments.

Including All Students with Disabilities in State Accountability Assessments

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

- assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments; and
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

Links to access Pennsylvania School Code, Title 22 regulations:

22 PA Code

Pennsylvania Public School Code

Chapter 4

Chapter 4—Academic Standards and Assessment - Pennsylvania Code

22 Pa. Code § 4.51. State assessment system. (j) Children with disabilities shall be included in the State assessment system, with appropriate accommodations, where necessary. As appropriate, the Commonwealth will develop guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in the State assessment as determined by each child's Individualized Education Program team under the Individuals with Disabilities Education Act and this part.

Chapter 14

CHAPTER 14. SPECIAL EDUCATION SERVICES

The Special Education regulations in Pennsylvania are found under the 22 PA Code, Chapter 14 which provides regulatory guidance to ensure compliance with the federal law, the Individuals with Disabilities Education Act of 2004, and its regulations.

> **§ 14.102. Purposes.** (a) It is the intent of the Board that children with disabilities be provided with quality special education services and programs. The purposes of this chapter are to serve the following:
> (1) To adopt Federal regulations by incorporation by reference to satisfy the statutory requirements under the Individuals with Disabilities Education Act (20 U.S.C.A. §§ 1400--1482) and to ensure that:
> (i) Children with disabilities have available to them a free appropriate public education which is designed to enable the student to participate fully and independently in the community, including preparation for employment or higher education.
> (ii) Children with disabilities have access to the general curriculum, and participate in State and local assessments as established and described in Chapter 4 (relating to academic standards and assessment).

Chapter 15

CHAPTER 15. PROTECTED HANDICAPPED STUDENTS

This chapter addresses a school district's responsibility to comply with the requirements of Section 504

> **§ 15.1. Purpose. (b)**Section 504 and its accompanying regulations protect otherwise qualified handicapped students who have physical, mental or health impairments from discrimination because of those impairments. The law and its regulations require public educational agencies to ensure that these students have equal opportunity to

participate in the school program and extracurricular activities to the maximum extent appropriate to the ability of the protected handicapped student in question. School districts are required to provide these students with the aids, services and accommodations that are designed to meet the educational needs of protected handicapped students as adequately as the needs of non-handicapped students are met. These aids, services and accommodations may include, but are not limited to, special transportation, modified equipment, adjustments in the student's roster or the administration of needed medication.

Link to access Pennsylvania Accountability Plan:

PENNSYLVANIA ACCOUNTABILITY SYSTEM (PAS)

PART 2
Learn About Accommodations for Instruction and Assessment

What Are Accommodations?

Accommodations are practices and procedures that ensure that educators, as well as students and parents, have a valid measure of what students with disabilities know and can do. Accommodations use is applied to classroom instruction. In addition, students with IEPs, 504 plans, and ESL plans may be provided with assessment accommodations.

Accommodations do not reduce expectations for learning.

Accommodations provided to a student during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments. However, some instructional accommodations may not be appropriate for use on certain statewide assessments. It is critical that educators become familiar with state policies about the appropriate use of accommodations during assessments.

Typically, accommodations 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. As ELs become more proficient in English, their need for accommodations will decrease.

Description of Accommodations Categories

Accommodations for instruction and assessment are commonly categorized in these ways: presentation, response, setting, and timing/scheduling:

- **Presentation Accommodations**—Allow students to access print information in alternate ways. These alternate modes of access are auditory, multi-sensory, tactile, and visual.
- **Response Accommodations**—Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.
- **Setting Accommodations**—Change the location in which a test or assignment is given or the conditions of the assessment setting.

- **Timing/Scheduling Accommodations**—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

Who Is Involved in Accommodations Decisions?

The **IEP Team** must make assessment and accommodation decisions for students based on individual need. The IEP Team includes the student, parents, the special education teacher, the LEA representative as well as others who are knowledgeable about the educational needs of the student. Decisions regarding assessment and accommodations are not made by individuals outside of the IEP Team.

The same decision-making procedures apply for the Student Support Team for 504 Plans and ESL Plans.

Accommodations selected may not invalidate the state assessment and must be documented in IEPs, 504 plans, and ESL Plans.

IEP Team Considerations for Instructional Accommodations

To assure students with disabilities are engaged in standards-based instruction, every IEP team member needs to be familiar with the state's standards. In essence, the process of making decisions about accommodations is one in which the IEP team members attempt to level the playing field so that students with disabilities can participate in the general education curriculum. In leveling the playing field, the team should consider the following:

1. Student characteristics: Reduction of the effects of a disability or language barrier.

2. Instructional tasks expected of students to demonstrate grade-level content in state standards: Assignments and class tests.

3. Consistency with standards-based IEP for classroom instruction and assessments: Fidelity to accommodations and achievement standards noted in IEP.

IEP team members should consider if the student really needs any accommodation. A student may not be receiving an accommodation he or she really needs, or may be receiving too many. Research indicates that more is not necessarily better, and that providing students with accommodations that are not truly needed may have a negative impact on performance. The better approach is to focus on a student's identified needs within the general education curriculum.

Link to access PA State Board of Education approved State Academic Standards:

PA Core Standards

Accommodations and Universal Design

The Keystone and PSSA tests employ the use of universal design principles which address policies and practices that are intended to improve access to learning and assessments for all students. They are important to the development and review of assessments in order to remove barriers that bar students with disabilities from showing what they know. When universal design techniques are employed, educators can gain a more accurate understanding of what students know and can do. Universal design techniques should be applied from the beginning of test development through the implementation of assessments.

Universally designed general assessments may reduce the need for accommodations and alternate assessments; however, universal design cannot eliminate the need for accommodations and alternate assessments.

Universal design of assessments does not simply mean that tests are administered on computers. As assessments move toward becoming more consistently administered on computers, accommodations and universal design considerations may change. Traditionally, we have thought of universal design as coming first, and accommodations being applied during testing. With current technology, we can build some accommodations into the design of the test itself.

Some of these features may continue to be accommodations (available to students with disabilities and English language learners) and others may be considered test features because they are available to all students. Some students with disabilities and English language learners will have a need for accommodations beyond those that can be built into the testing platform.

Accommodations and Modifications

Accommodations do not reduce learning expectations. They meet specific instruction and assessment needs of students with disabilities and allow for educators to know that measures of a student's work are valid.

Modifications refer to practices that change, lower, or reduce learning expectations. Modifications may change the underlying construct of an assessment. Examples of modifications include the following:

- 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
- using an accommodation that invalidates the intended construct
- 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)
- giving a student hints or clues to correct responses on assignments and tests

Providing modifications to students during classroom instruction and classroom assessments may have the unintended consequence of reducing their opportunities to learn critical content. If students have not had access to critical, assessed content, they may be at risk of not meeting graduation requirements. Providing a student with a modification during the PSSA or Keystone tests may constitute a test irregularity and may result in an investigation of the school or district's testing practices. It could also affect a student's score.

PART 3
Select Accommodations for Instruction and Assessment for Individual Students

To ensure students with disabilities and without disabilities are engaged in standards-based instruction and assessments, every IEP team member and student instructional team member must be knowledgeable about the state and district academic content standards and assessments. Effective decision making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's disability and present level of academic achievement and functional performance in relation to local and state academic standards.

Accommodations should always be chosen based on individual student need. IEP team meetings or instructional team meetings that simply engage people 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.

Document Accommodations on a Student's IEP

For students with disabilities served under IDEA, determining appropriate instructional and assessment accommodations should not pose any particular problems for IEP teams that follow good IEP practices. With information obtained from the required summary of the student's present level of educational performance (PLEP), the process of identifying and documenting accommodations should be a fairly straightforward event. The PLEP is a federal requirement under which IEP team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as non-disabled children" [Sec. 614 (d) (1) (A) (i) (I)].

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed:

1. "Consideration of Special Factors" [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.

2. "Supplementary Aids and Services" [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to

enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate."

3. "Participation in Assessments" [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state- and district-wide assessments.

Link to access PA IEP template:

INDIVIDUALIZED EDUCATION PROGRAM (IEP) (ANNOTATED)

Document Accommodations on a Student's 504 Plan

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states the following:

> No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. [29 U.S.C. Sec. 794]

Link to Chapter 15 Service Agreement:

CHAPTER 15. PROTECTED HANDICAPPED STUDENTS

Document Accommodations in a non-IEP Student's Record

Some students without an IEP may still require an allowable accommodation for the state test. Documentation of the allowable accommodation used by the student for the state test must be kept in the student record file (e.g., Tools 5 and 7). This allows instructional team monitoring of the effectiveness of the accommodation and provides necessary documentation for state monitoring purposes. It is important to note that test features, as explained in this document, are available to all students. Independent learning and assessment is the goal for all students. It should not be assumed that struggling readers need accommodations.

The Decision Making Process

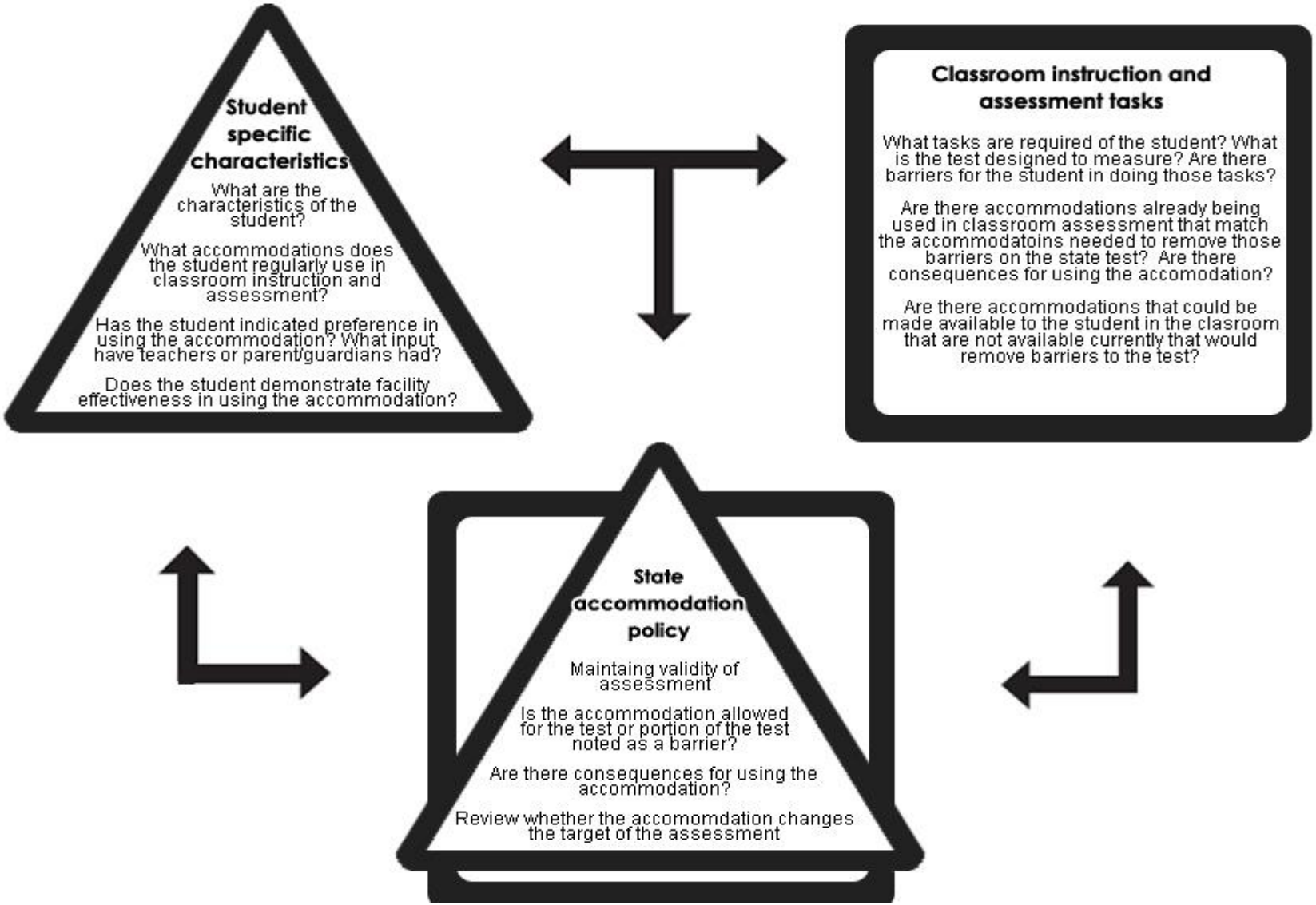
The decision making process for state assessment accommodations should include consideration of at least these three factors (see figure 1):

1. Student characteristics (e.g., disabilities, language proficiency, accommodations used in classroom instruction/assessments to access and perform in academic standards and state tests).

2. Individual test characteristics (i.e., knowledge about what tasks are required on state assessments and ways to remove physical and other barriers to students' ability to perform those tasks).

3. State accommodations policies for the assessment or for part of an assessment and consequence of decisions.

Figure 1. Considerations When Making Decisions for Assessment Accommodations



PART 4
Administer Accommodations During Instruction and Assessment

Accommodations during Instruction

The student must be provided the selected accommodations **during instructional** periods that necessitate their use. **An accommodation may not be used solely during assessments.**

As the state moves to providing assessments on technology-based platforms, IEP teams and student instructional teams must take care to ensure that students have opportunities to become familiar with the technological aspects of the assessment process. In addition to taking the practice tutorial using the Insight testing platform, it is also important for educators to provide opportunities for all students to use technology for learning. This is especially important for meeting the PA Core Standards expectation for all students to compose essays for the new PCS PSSA tests. Also, constructed responses continue to be a part of the Keystone and PSSA tests.

Link to access online tools training platform:

Online Tools Training Software Download

Students enrolled in the online test versions will have access to a practice tutorial. Students must be provided with enough time using the practice tutorial and online tools to allow for optimal performance during the actual test.

Accommodations during Assessment

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. 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 for all IEP team members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day.

Prior to the day of a test, be certain test administrators and proctors know what accommodations each student will be using and how to administer them properly. For example, test administrators and proctors need to know whether a student needs to test in a separate location so that plans can be made accordingly. Staff administering accommodations, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

Current design of the online testing platform allows for some accommodations to be provided on the testing platform itself. Through a process of creating a student profile, an IEP team may work with the testing coordinator to program the test to provide certain accommodations, such as color contrast and audio functions. Providing these accommodations through the testing platform can guarantee that the provision of accommodations is standardized from student to student and district to district. However, it is important to monitor the provision of accommodations on test day to ensure that accommodations are delivered and the technology is working as it should. Note: Online testing may not be administered using a computer, iPad, or Chromebook that goes home with the student. If the device must go home with the student, the assessment coordinator must ensure that the test engine download is completely removed each day of testing. The engine must be downloaded again for testing the next day.

Refer to Tools 5, 6, and 7.

Administering Assessments and Accommodations

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff involved in test administration must adhere to these policies and must be certified through the Pennsylvania State Test Administration Training (PSTAT).Test administrators who are required to provide a read-aloud or scribing accommodation for a student(s) must follow the Pennsylvania Read-Aloud and Scribing Guidelines for Operational Assessments.

The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators 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.

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 state and local testing policies.

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include, but are not limited to, allowing a student to answer fewer questions,

changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

The PDE recommends the presence of a test proctor in addition to the test administrator in the testing room when the teacher of record administers the test.

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 accommodations is necessary to ensure test results reflect actual student learning. Test administrators who are required to provide a read-aloud and/or scribing accommodation for a student(s) must follow the Pennsylvania Read-Aloud Scribing Guidelines For Operational Assessments. The Accommodations Tables and Tool 2 provide guidance for the standard administration of allowable accommodations for the Keystone and PSSA tests.

Test Security

Test security involves maintaining the confidentiality of test questions and answers; it is critical in ensuring the integrity and validity of a test.

In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, enlarged 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 administrators must keep testing materials in a secure place during testing sessions to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, securely destroy all student original work (including scratch paper);and return all materials as instructed. Test administrators who are required to provide a read-aloud and/or scribing accommodation for a student(s) must follow the Pennsylvania Read-Aloud and Scribing Guidelines For Operational Assessments.

Some of the same considerations for test security apply when students are taking the online test. For example, school and district personnel must ensure that only authorized persons have access to the test and that test materials are kept confidential. In addition, it is important to guarantee that students are seated in such a manner that they cannot see each other's workstations, that students are not able to access any additional programs or the internet while they are taking the assessment, and that students are not able to access any saved data or computer shortcuts while taking the test. Online testing is meant to enhance student independence. Test administrators may not interact with the test material. Test administrators who are required to provide a read-aloud or scribing accommodation for a student(s) must follow the Pennsylvania Read-Aloud and Scribing Guidelines For Operational Assessments.
Refer to Tools 1 and 2 for additional considerations.

Part 5
Evaluate and Improve Use of Accommodations

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for both instruction and assessment. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of students with disabilities in state- and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations use, as well as support the continued use of some accommodations or the rethinking of others.

What Information Should Be Collected?

Gathering information on accommodations may be easier in a technology-based assessment platform, when the accommodations are programmed into the system. However, just because information *can* be collected does not automatically indicate that it is meaningful. Some test features are available to all online test takers, such as the online tools. Other available options for the online test must be pre-programmed and are considered accommodations, such as the audio engine and the color contrast function.

For the paper-and-pencil assessment, information on the use of accommodations is coded on the answer booklet with other student information.

Questions to Guide Evaluation of Accommodation Use at the School or District Levels

1. Are there policies to ensure ethical testing practices, 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 procedures are not compromised with the provision of accommodations?

3. Are students receiving accommodations as documented in their IEPs and 504 plans?

4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?

5. How many students with IEPs or 504 plans are receiving accommodations?

6. What types of accommodations are provided, and are some used more than others?

7. How well do students who receive accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using accommodations that were not effective?

Questions to Guide Evaluation at the Student Level

These questions can be used to evaluate the accommodations used at the student level, as well as the school or district levels:

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used, versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, choosing not to use the accommodation, or using accommodations that were ineffective? Or was there another reason?
3. What is the student's perception of how well the accommodation worked?
4. What combinations of accommodations seem to be effective?
5. What are the difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers and others about how the accommodation appears to be working?

It is critical to stress that evaluation of accommodations use is not the responsibility of just one individual. The entire IEP team should contribute to the information gathering and decision making processes.

Postsecondary Implications

College and career readiness is an important educational outcome for all students. As students with disabilities plan for their transition to postsecondary settings, it is important for IEP teams to have documented the student's use of accommodations so that the student can continue to use them as needed in college and career settings. Colleges and universities may allow fewer accommodations than were available in K–12 settings, so it is important for students to document their need to use accommodations. This may also be true for students who transition into vocational and other workplace settings.

Refer to Tools 3 and 7 for strategies for evaluating use of accommodations.

Part 6
How to Use the Accommodation Tables

Two accommodations tables are provided in this section. **Both tables must be used to fully understand the features and implementation of each accommodation type. Some accommodations are only allowable for certain students on certain parts of the test, e.g. a word-to-word bilingual dictionary is allowed only for EL students on the Math, Algebra, Biology and Science tests. A word-to-word dictionary is NOT allowed for the ELA or Literature test(s). Check both tables for each accommodation.**

First, read **Table A** to determine if the accommodation is available for non-IEP students, IEP students and/or EL students.

Next, read **Table B** to find out the details of the accommodation used by the student.

Table A is designed to familiarize test coordinators, test administrators and teachers with "who" may use an allowable accommodation. The table is categorized as students with or without IEPs, students with IEPs and 504 plans, and EL students.

Table B is designed to familiarize test coordinators, test administrators and teachers with accommodations in three ways:

1. Types of accommodations available (presentation, response, setting, and timing)
2. Guidelines on how and when the accommodation may be used
3. Identification of test version where accommodation is available (paper and pencil or online)

TABLE A

ACCOMMODATION or TEST FEATURE	ALLOWABLE for both non-IEP and IEP	ALLOWABLE for IEP/504 only	ALLOWABLE for EL
Amplification Device		X	X With IEP/504
Audio	See "Audio" and "Small Group" in Category Tables	X	X
Augmentative Alternative Communication Device		X	X With IEP/504
Braille, Refreshable Braille; Brailler, Note Taker		X	X With IEP/504
Calculators	X		X
Changed Test Schedule	X		X
Color Chooser/Contrast; Color overlay	X		X With IEP/504
Computer Assistive Technology		X	X With IEP/504
Cueing System for On Task Behavior		X	X
Dictionary			X
Enlarged Print (English only)		X	X With IEP/504
Extended Time	X		X
Frequent Breaks	X		X
Hospital/Home	X		X
Interpret/translate, Sign Directions		X	X
Interpret/translate, Sign All allowable test items		X	X With IEP/504
Interpret/translate, Sign Test at Student Request		X	X
Keyboarding, Typing	X		X
Manipulatives		X	X
Mixed-Mode Response	X		X

ACCOMMODATION or TEST FEATURE	ALLOWABLE for both non-IEP and IEP	ALLOWABLE for IEP/504 only	ALLOWABLE for EL
Monitor Test Response		X	X With IEP/504
One-on-One	X		X
Pointing by Student to Answer Choice	X		X
Read Aloud Directions	X		X
Read Aloud All Math, Science, Section 1 ELA Test Items	X	X	X
Read Aloud Some Math, Science, Section 1 ELA Test Items	X		X
Read Aloud TDA Question in Sections 3 & 4 ELA test	X		X
(Student) Reads Test Aloud to Self	X		X
Responding in Test Booklet	X		X
Scribe Student's Dictated Responses for allowable test items	X		X
Separate Setting	X		X
Small Group	X		X
Spanish-English version (no enlarged available)			X
Transcribe Student's Written Responses	X		X
Unique Accommodation	X		X
Video Sign Language		X	X
Visual/Graphic Organizers	X		X

See pp. 50-58 for additional information regarding unique accommodations, read-aloud accommodations; de-spiraling test booklets; test proctors; extended time; computer assistive technology; and concussion guidelines.

The following online tools are available to all online test-takers as part of the test format as allowable for each section:
Pointer, cross-off pencil, highlighter, sticky note, magnifier, line guide, calculator, graphing tool, ruler, formula sheets & conversion tables

TABLE B

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Amplification Device e.g., hearing aid, personal sound amplifier	X	X	X Volume control only
Audio This must be pre-ordered and downloaded separately The online audio function is limited to individual students who have a documented need for ALL or many of the allowable test items to be read aloud Requires the use of headphones and/or one-on-one setting to eliminate distraction to others The audio function is available for Mathematics, Algebra I, Science, Biology, multiple choice language items and essay prompt for the Writing section 1 of the ELA test; and Text Dependent Analysis question in Grades 4-8 Reading sections 3 & 4 of the ELA test in English only		X	X English voice only Individual words or phrases cannot be selected

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Braille Paper Braille users may order the online audio version in addition to the paper braille version when determined appropriate by IEP team **Refreshable Braille** Available 2017 Spring, the online test engine is compatible with a refreshable Braille device that works with Job Access With Speech (JAWS). The JAWS website is Freedom Scientific JAWS website and is a valuable source to evaluate which refreshable Braille devices are compatible. **Tactile graphics**: Students will be provided with the paper Braille booklet to access any graphics. **Refreshable Braille enrollment will prompt the shipment of a matching paper Braille booklet. This booklet must be accounted for and returned to DRC.** Refreshable Braille is not available for the Classroom Diagnostic Tool (CDT) due to its adaptive functionality.	X	X	X

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Color Chooser/Contrast Some students benefit from a color overlay, background, or contrast	X	X	X Background color and text color may be changed to make text more readable
Computer Assistive Technology (CAT) e.g., electronic screen readers, Kurzweil, Read & Write Gold. Intended for those students with a severe disability that precludes them from accessing instructional and testing materials through typical means such as the hard copy test booklet Requires PDE prior approval **NOTE:** online accommodations and tools may provide sufficient support for testing; see online tutorial p. 17	X PDF version provided on secure CD for CAT software		The online system is not interoperable with assistive devices and/or software See "Unique Accommodations" for more information
Cueing System for On Task Behavior Some students benefit from a systematic approach to stay on task, e.g. tapping on desk; hand signals, etc.	X	X	

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Enlarged Print Must be transcribed into regular test booklet and returned to DRC after transcribing responses 18 point font; exact replica of standard test pages; extra-large size test booklet Not available for Spanish-English version Math measurement graphics are not enlarged An enlarged ruler in not provided. Students should use a high contrast or tactile ruler as used in instruction Test must be ordered through DRC; may not be enlarged locally	X		X The image will always fill as much of the screen as it can while still maintaining the 4:3 ratio; therefore an oversized monitor will display the image accordingly. Student(s) should use online test tutorial to determine effectiveness well before testing window.
Interpret/translate test directions in sign language or native language LEA provides qualified educational sign language interpreter LEA provides qualified native language interpreter/ translator	X	X Allowable for the Directions included in Directions for Administration manual only	X Video Sign Language version available for PSSA Math & Science No native language version available

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
ELs enrolled in U.S. schools for fewer than 3 years are eligible Interpreters/translators providing this accommodation should be literate and fluent in English, as well as the student's native language Interpreting, translating, signing of the test directions is included in the Directions for Administration manual. This is standard and not bubbled as an accommodation.			
Interpret/translate individual word, phrase, sentence or test item in sign language or native language for Math, Science, Algebra I and/or Biology tests Interpreters/translators may not clarify, elaborate, paraphrase, provide assistance to or cue a student through uneven voice inflection or description or through signing and non-manual expressions LEA provides qualified educational sign language interpreter LEA provides qualified native language interpreter/translator	X Interpreters/ translators must be provided with 3 days of dedicated time with access to the test form prior to administration to aid them in preparation for translating the assessment. Interpreters/ translators may only access the test in a secure setting; the assessment may not leave the building (any notes necessary to administering the test must not leave the building); interpreters/	X Allowable for Math, Algebra I, Science, and Biology Only an occasional and/or individual word or item may be interpreted or translated by a TA from the computer screen Native language interpreter or educational sign language interpreter may interpret or sign the item as it appears on the computer screen for an	X Video Sign Language version is available for PSSA Math and Science No online native language version available

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
ELs enrolled in U.S. schools for fewer than 3 years are eligible Interpreters/translators providing this accommodation should be literate and fluent in English, as well as the student's native language **Must follow Read Aloud and Scribing Guidelines for Operational Assessments** **Must follow the Guidelines for Specific Accommodations** following Table B for interpreting/ translating or signing math, science, language, writing prompt, or TDA questions	translators must sign a Confidentiality Agreement	individual student ELs enrolled in U.S. schools for fewer than 3 years are eligible	
Interpret/translate individual word, phrase, sentence or test item in sign language for writing prompt in section 1 of the ELA test; and Text Dependent Analysis (TDA) question in Grades 4-8 in sections 3 & 4 of the ELA test Interpreters/translators may not clarify, elaborate, paraphrase, provide assistance to or cue a student through uneven voice inflection or description, or through signing and non-manual	X No part of the Keystone Literature exam may be interpreted No other part of the ELA test including language items, reading passages and associated short answer and multiple choice questions may be interpreted	X No part of the Keystone Literature exam may be interpreted No other part of the ELA test including language items, reading passages and associated short answer and multiple choice questions may be interpreted	The Video Sign Language version is not available for any part of the ELA test

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
expressions. LEA provides qualified educational sign language interpreter **Must follow Read Aloud and Scribing Guidelines for Operational Assessments** **Must follow the Guidelines for Specific Accommodations** following Table B for interpreting/ translating or signing math, science, writing prompt, or TDA questions	Interpreters/ translators must sign a Confidentiality Agreement	Educational sign language interpreter may interpret or sign the item as it appears on the screen for an individual student	
Interpret/translate individual word, phrase, sentence in native language for writing prompt in section 1 of the ELA test; and Text Dependent Analysis (TDA) question in Grades 4-8 in sections 3 & 4 of the ELA test Interpreters/translators may not clarify, elaborate, paraphrase, provide assistance to or cue a student through uneven voice inflection or description LEA provides qualified native language interpreter ELs enrolled in U.S. schools for fewer	X No part of the Keystone Literature exam may be interpreted No other part of the ELA test including language items, reading passages and associated short answer and multiple choice questions may be interpreted Interpreters/ translators must sign a Confidentiality Agreement	X No part of the Keystone Literature exam may be interpreted No other part of the ELA test including language items, reading passages and associated short answer and multiple choice questions may be interpreted Qualified native language interpreter may interpret the allowable item as it	No online native language version available

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
than 3 years are eligible Interpreters/translators providing this accommodation should be literate and fluent in English, as well as the student's native language. **Must follow Read Aloud and Scribing Guidelines for Operational Assessments** **Must follow Guidelines for Specific Accommodations** following Table B for interpreting/ translating or signing math, science, language, writing prompt, or TDA questions		appears on the computer screen for an individual student	
Magnification e.g., CCTV, hand held magnifier, online magnifier tool	X	X	X Magnifier tool enlarges whole screen
Read aloud test directions Read aloud of the test directions is included in the Directions for Administration manual. This is standard and not bubbled as an accommodation.	X	X Directions included in Directions for Administration manual <u>only</u>	X See Audio

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Read aloud individual word, phrase, sentence or test item <u>at student request</u> Allowable for the Mathematics, Algebra I, Science, and Biology tests; multiple choice language items and writing prompt in Writing section 1 of the ELA test; and Text Dependent Analysis (TDA) question in Grades 4-8 sections 3 & 4 of the ELA test Readers may not clarify, elaborate, paraphrase, provide assistance to or cue a student through uneven voice inflection **Must follow Read Aloud and Scribing Guidelines for Operational Assessments** **Must follow Guidelines for Specific Accommodations** following Table B for Read Aloud of Individual Word…at Student Request **Must follow guidelines for Small Group (1-12)** in Table B for providing a reading aloud of SOME allowable math, science, language, writing prompt, or TDA questions Test may NOT be read aloud to whole class	X	X Allowable for Math, Algebra I, Science, and Biology; multiple choice language items and writing prompt in section 1 of the ELA test; and Text Dependent Analysis (TDA) question in Grades 4-8 sections 3 & 4 of the ELA test Readers may read aloud to an <u>individual</u> student the item as it appears on the computer screen	X See Audio

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Read aloud all allowable test items Allowable for the Mathematics, Algebra I, Science, and Biology tests; multiple choice language items and essay prompt for the Writing section 1 of the ELA test • Intensive intervention for a few students only who receive this intervention regularly • Requires the same test form number • Principal and/or testing coordinator must work closely with special education teacher to supervise the assignment of students to groups that will have all test questions read aloud to them • Only principal and/or testing coordinator are permitted to de-spiral any test booklets (individual test administators may NOT de-spiral test booklets) • Keep in mind that reading aloud all allowable test items sets an artificial pace • Keep in mind some students may be reluctant to ask the TA to slow down or repeat the question in a group setting **Note: Students will arrive at the**	X	X When a read aloud of ALL Mathematics, Algebra I, Science, Biology, Writing section 1 of the ELA test items is required, the audio function of the online test must be used. Human readers may not read aloud ALL allowable test items for online testers	X See Audio

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Text Dependent Analysis question in Grades 4-8 Reading sections 3 & 4 of the ELA test at different times; therefore the student must request to have the TDA question read aloud individually at that time. Readers may not clarify, elaborate, paraphrase, provide assistance to or cue a student through uneven voice inflection **Must follow Read Aloud and Scribing Guidelines for Operational Assessments** **Must follow Guidelines for Specific Accommodations** following Table B for Read Aloud All Allowable math, science, language test items **Must follow guidelines for Small Group (1-5)** in Table B for reading aloud of ALL math, science, language, writing prompt, or TDA question			

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Spanish-English version Mathematics, Science, Algebra, and Biology tests Identical test items presented on opposing pages in two languages with Spanish on left and English on right ELs enrolled in U.S. schools for 3 years or less are eligible	X		The Spanish-English test version is not available online
Student reads test aloud to self Requires separate setting Reads test aloud to self (may also use a whisper phone) and writes answers in answer booklet. Whisper phone or simply reading to self does not require approval from PDE Reads test aloud to self and records on audio recording device; student transcribes answers into answer booklet. Use of a recording device requires approval from PDE as a unique accommodation. "Other" is bubbled for this accommodation.	X	X	Online system is not interoperable with voice-to-speech technology

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Video sign language version (VSL) PSSA Mathematics and Science; Keystone Algebra I and Biology This must be pre-ordered and downloaded separately No VSL for any part of ELA or Keystone Literature tests **Must follow the Video Sign Language Guidelines** following Table B		X	X
Visual organizers e.g., color overlay, keyboard overlay, index card, reading guide, wiki stix, highlighters, underlining, color stickers Students may independently choose to use these throughout the assessment SAC or designee may use highlighters, underlining, and colored stickers ONLY in the procedural assessment directions, e.g. "GO ON", "STOP", "Turn to page 00 of your answer booklet. Complete question 00." This is only for a student who regularly requires a sticker on a procedural direction due to a disability that disallows the student from	X	X	X Online tools include cross-off pencil, highlighter, sticky note, and line guide. Since the online test presents only one item at a time and does not require turning pages, the placement of sticky notes on directions by the SAC or designee is not allowed.

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
recognizing a direction to turn the page or to stop here. **Since this requires opening a test booklet, only the SAC or designee may place the sticker(s). This may <u>not</u> be used as a general accommodation for all students.** SAC, designee, or test administrators may not use, or direct students to use, highlighters, underlining, and colored stickers on assessment directions associated with test items, e.g. "**Read the following passage about wild ponies. Then answer questions 1–10" or "Use the figure below to answer question 00."** "Other" is bubbled for this accommodation.			

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Augmentative Alternative Communication (AAC) Device iPad is not considered an AAC and requires PDE approval Responses must be transcribed into student's regular test booklet Responses may not be sent to printer via email Devices may not be connected to internet during testing	X		Online system is not interoperable with AAC devices
Brailler, Note Taker Responses must be transcribed verbatim into student's regular answer booklet. IEP team determines if online audio version is appropriate for student to use along with the braille version.	X		Refreshable braille is available. See p. 26 for more details. Contact DRC at 1-800-451-7849 for assistance.
Calculators Not allowed on non-calculator test sections of Math and Algebra I tests or on any part of Grade 3 Math test. Some students with an IEP or 504 Plan may require the use of adaptive calculators, e.g. large keys, paper multiplication chart, etc. iPad calculator requires unique accommodation approval	X	X Online tool calculator can be installed for use during instruction using a link and the Chrome browser. The link is available on the eDIRECT homepage and can be added as a shortcut to the student's device.	X Online tool calculator available is available as part of the test system Online tool calculator is not available during non-calculator section of test(s) Online system is not interoperable with other assistive calculators

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Computer Assistive Technology e.g., electronic screen readers, Kurzweil, Read & Write Gold, Text Help, Dragon Naturally Speaking Responses must be transcribed verbatim into student's regular answer booklet Student must be severely limited or prevented from performing the skill without this accommodation, i.e. not simply performing below grade-level expectations. Examples include students with low vision or multiple disabilities. Student dictates text into the computer or gives commands to the computer (e.g., opening application programs, pulling down menus, or saving work) Requires PDE prior approval **NOTE:** online accommodations and tools may provide sufficient support for testing; see online tutorial p.17	X		The online system is not interoperable with assistive devices and/or software See "Unique Accommodations" for more information
Dictionary EL students only LEA provides word-to-word translation dictionaries without definitions and pictures for EL students May not be web-based Not allowed for any part of the <u>ELA PSSA or Keystone Literature tests</u>	X	X	

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Enlarged Print Responses written in enlarged test booklet must be transcribed into regular answer booklet by testing coordinator or designee **Enlarged print booklets are not scored and must be returned to DRC after transcribing responses** Student must use own high contrast ruler or magnification for measurement graphics	X		
Keyboarding or Word Processor e.g., computer, NEO Alpha Smart Use of spell/grammar checker, autocorrect, word prediction with topic specific dictionary functions, internet functions, stored files, and other supports is not allowed Responses that are separately written or typed must be transcribed verbatim into student's answer booklet by testing coordinator or designee. Original student response is deleted and/or destroyed. Online test should be considered for students who prefer/need to type open-ended responses	X	Online test should be considered for students who prefer/need to type open-ended responses Individual students may take an online version even if the rest of the district or school is paper testing	The online system is not interoperable with assistive devices and/or software See "Unique Accommodations" for more information
Manipulatives Grade specific ruler and/or protractor tools provided with the PSSA test materials	X	X	

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
No math tools provided with Keystone Exam materials; student may use a straight edge tool (*not* a ruler) for the Algebra I exam Cranmer abacus and *Math Window* (these two are for braille users only) Number lines; high contrast ruler or tactile ruler (only for students with IEP or 504 Plan) Note: A number grid or hundreds chart is not allowable			
Mixed-Mode Response (online testers use paper booklet for constructed responses) Intended for students who benefit from online testing but may have limited or no capacity for extended keyboarding Intended to replace scribing and transcribing for some students Available for 2017 Spring PSSA only Student must respond to all multiple choice items online and all open ended responses in matching paper booklet with student label affixed **No multiple choice responses in paper booklet will be used for student score with this option**	X	X	X

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
No open ended responses entered into online system will be used for student score with this option LEAs that are 100% online and need a paper booklet will contact DRC at 1-800-451-7849 **Mark the "Multiple-choice items completed online; open-ended items completed in the answer booklet" bubble on the booklet and indicate mixed mode on the student's record in eDIRECT**			
Monitor Test Response This accommodation is intended for a small number of students with documented need, such as visual-motor disability, who may require a test administrator to monitor placement of their responses on bubble sheet to ensure they are actually responding to the intended question on the answer sheet Blanks and/or incorrect placement of student responses on answer sheet may be brought to student's attention orally e.g., "Check to make sure you have matched answer number 12 with question number 12"; "Please make sure you have answered all questions." Test administrator may not point to test items on student's test or answer booklet	X	Since the online system presents only 1 question per page, monitoring of placement of answer choice is not applicable Test administrator may not point to test items on computer screen	

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Responding in test booklet Responses must be transcribed verbatim into student's answer booklet by testing coordinator or designee	X		
Scribe Intended for a student with a physical disability or injury that severely limits or prevents the student's motor process of handwriting or keyboarding; OR A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so. **LEA/school must consider keyboarding for transcription or Mixed-Mode before using a human scribe (dictation)** **All LEA/school scribes must follow the Pennsylvania Read-Aloud and Scribing Guidelines for Operational Assessments posted on the PDE website and on eDIRECT** Student dictates or signs response to qualified educational sign language interpreter, qualified native language interpreter, or designated test administrator. Scribing requires a separate setting Responses must be scribed verbatim in English directly in student's regular answer booklet by SAC or	X Scribing interferes with measurement of independent writing skills; therefore it is considered a unique accommodation for the writing prompt and TDA responses. The LEA ensures the valid use of scribing for the writing prompt and TDA essay.	X For online testers who require a scribe for open-ended responses, follow procedures for Mixed Mode testing. As a unique accommodation for ELA essays, follow same documentation procedure as shown in the Response Accommodation column on the left	A scribe may not enter student's dictated responses directly into online test. The student who requires a scribe for all responses must use the paper test version.

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
designated test administrator (not by the educational sign language interpreter) ELs enrolled in U.S. schools for fewer than 3 years are eligible to dictate non-English response to qualified native language interpreter for Mathematics, Algebra I, Science, and Biology tests Interpreters may not translate student dictated responses to open-ended items on the ELA PSSA or Keystone Literature Exam from a non-English language into English, including short answer responses, writing prompt responses, TDA responses, and constructed responses Mark the "Scribe" bubble for the following allowable items: • Keystone Literature, Algebra I, and Biology • PSSA Math and Science • PSSA ELA multiple choice for Grades 3-8 • PSSA ELA short answer(s) for Grade 3 Mark the "Other" bubble and "Supplemental Data Field" bubble as H-9 for the following unique accommodation items: • PSSA Writing prompt for Grades 3-8 • PSSA Text Dependent Analysis Writing essay response and Grades 4-8 TDA essay • **MUST complete, sign, attach to email and submit <u>Scribing Unique Accommodation</u> form to PDE at: <u>ra-accommodations@pa.gov</u>**			

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
• District must retain IEP/504/student record documentation as evidence for this accommodation • No approval response from PDE will be given for this item Broken/injured hand/arm: • Keyboarding or use of non-injured hand is allowed. Specific transcribing guidelines apply. • If student is unable to use the non-injured arm/hand and must use scribing (dictation), all scribing guidelines apply **Must follow Read Aloud and Scribing Guidelines for Operational Assessments** **Must follow Guidelines for Specific Accommodations** following Table B for Scribing Dictation using voice-to-text software, such as Dragon Dictate, requires approval from PDE. **Must follow procedures on p. 61 for Request for Approval for Unique Accommodation**			
Spanish-English Mathematics, Science, Algebra, and Biology tests Student responds in corresponding answer booklet in English OR Spanish ELs enrolled in U.S. schools for 3 years or less are eligible	X		Not available online

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Transcribe Responses that are separately written or typed must be transcribed verbatim by testing coordinator or designee Allowed for all subject areas All original student work must be securely destroyed by testing coordinator If the student typically types open-ended responses that must be transcribed to paper test, then the student should be offered the online version Individual student(s) may enroll for online test even if the rest of the school or district is using paper. DRC customer service will assist newcomers to the online test version. Transcribing from voice-to-text software, such as Dragon Dictate, requires approval from PDE. **Must follow procedures on p. 61 for Request for Approval for Unique Accommodation**	X	X	Students who require transcribing for all responses must use the paper test version PSSA online testers: If the student handwrites a response for the online test, the Mixed Mode accommodation applies Keystone online testers: Mixed Mode is not available. If student is unable to key in constructed responses independently, SAC or designee transcribes directly into the student's online test. The SAC may need to unlock the student's test ticket if the transcription is completed after the student has completed/ended the corresponding module. The student responds to all multiple-choice items via the online test.

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Visual/graphic organizers Blank graph paper, large-squared paper, special lined paper, scratch paper, may be used throughout the assessment at student's request Overhead transparency paper is not allowed Student may create own graphic organizer on the scratch paper at the time of testing	X	X	
Voice-to-text Requires approval as a unique accommodation from PDE See Unique Accommodations section following Table B	X		The online system is not interoperable with assistive devices and/or software See "Unique Accommodations" for more information

SETTING ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Hospital/home LEA must provide secure location for daily return of test materials by test administrator Arrangements should be made to allow for the testing of a student who is a patient in a hospital or who is confined to the home during the testing period and is receiving educational services	X		
Separate Setting Some students benefit from a separate setting in order to reduce distractions for themselves and others	X	X	
One-on-One Some students benefit from a separate setting to reduce distractions and/or provide read aloud, signing, or translation Must be used for scribing and read aloud of all test items Online test with audio *without* headphones requires one-on-one setting See Guidelines for Specific Accommodations regarding students who require ALL allowable test items read aloud, signed, or translated. Mark "Separate Setting" bubble	X	X	

SETTING ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Small group (1-5) Some students require a separate setting to accommodate read aloud of ALL allowable test items, adaptive devices, distractibility, and/or other unique needs Small group of 1-5 must be used for read aloud, signing, or translation of ALL Mathematics, Algebra, Science, Biology, Writing section 1 of the ELA test items to a group	X	X	
Small group (1-12) Some students require a separate setting to reduce distractions, provide scheduled extended time, or provide a read aloud for SOME allowable test items	X	X	

TIMING ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Extended Time Keystone and PSSA tests are untimed, therefore any student may be given additional time beyond the scheduled test session Students must have sufficient time to complete a section prior to end of the school day Students may not revisit a section of the test on subsequent days Test sections must be administered in sequence Students may request extended time beyond the regular test time as long as they are working productively Mark "Extended time" bubble for students who require more time than the rest of the regular testing group and may need to move to the extended time area (or remain longer than other students in the testing area) in order to complete the test	X	X	
Frequent breaks Refers to frequent breaks within a regularly scheduled test session Do not mark "Frequent breaks" bubble for regular breaks between sections or modules of a test Consider a separate setting for students who require frequent breaks within a test section, e.g. every 15 minutes Students must be monitored during all breaks	X	X	

TIMING ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
Changed test schedule Test is administered in time of day to accommodate student's medical or learning needs Some schools schedule more than one test session in a single day, and student requires single day sessions to accommodate medical or learning needs	X	X	

GUIDELINES FOR SPECIFIC ACCOMMODATIONS

Unique Accommodations

Unique accommodations may be requested for a very few students who would not otherwise be able to access the test material. Examples of unique circumstances include:

- Voice-to-text dictation software, such as Dragon Dictate, for a student with a significant motor, communication, or other disability that disallows the student from writing or typing his/her own response for the writing or TDA essay
- a student with a severe health-related disability that prevents the completion of a test section in one day

Because a unique accommodation might alter the test item content or validity of the student response, IEP teams need to be aware that the test results must be interpreted with caution. PDE *must* be contacted regarding a request for any unique accommodation. See p. 61 for contact information.

Read Aloud Test Directions

Test readers must ensure that all students understand what is expected of them when reading test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. Test readers should be prepared to answer questions about item format, scoring rules, and timing. However, test readers should not answer questions about specific test items. Test readers may NOT read assessment directions associated with test items appearing in the actual test booklet, e.g. "**Read the following passage about wild ponies. Then answer questions 1–10" or "Use the figure below to answer question 00."**

Read Aloud an Individual Word, Phrase, Sentence, or Item at student request

All test readers must follow the Read Aloud and Scribing Guidelines for Operational Assessments.

It is permissible to read aloud a word, phrase, sentence or test item(s), as requested by the student, for the Mathematics, Algebra I, Science, and Biology tests; multiple choice language items and writing essay prompt for the Writing section 1 of the ELA test; and the Text Dependent Analysis question in Grades 4-8 Reading sections 3 & 4 of the ELA test.

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.

Read Aloud All Allowable Test Items

All test readers must follow the Read Aloud and Scribing Guidelines for Operational Assessments.

Teachers should work closely with special education students to identify those students who need the most intensive intervention of having all allowable test items read aloud by the test administrator.

GUIDELINES FOR SPECIFIC ACCOMMODATIONS
These are the students (no more than 5 in the group) who may need the same form of the test read aloud to them by the test administrator. Keep in mind that reading aloud all test items to a group of students may artificially pace the students. Some students may be reluctant to ask the reader to slow down or repeat the question in a group setting. Therefore, the online audio version of the test is recommended for students who require a read aloud of all or most of the test items on the Mathematics, Algebra I, Science, and Biology tests; multiple choice language items and essay prompt for the Writing section 1 of the ELA test; and the Text Dependent Analysis question in Grades 4-8 Reading sections 3 & 4 of the ELA test. This allows students optimal independence in moving through the test at his/her own pace. The student may individually listen to a question being read aloud more than once as needed. Occasionally, a non-IEP student requires all test items to be read aloud. This may be a student who has not yet been identified as needing special services, and may be included in the small group of 1-5 with IEP students. Documentation must be kept in the student record of the need for this intensive accommodation for both instruction and assessment. Tools 5 and 7 may be used for record keeping. If the student does not require a read aloud of all math or science items for instruction, then the student does not require a read aloud of all math or science items for the PSSA or Keystone tests.
Test Administrators, Proctors, PCAs, TSS Some students may feel less anxious in a particular setting outside of the regular classroom and require an additional person, such as a Therapeutic Support Staff, to be present. It must be noted that these persons may not coach, or provide feedback (e.g., answer any questions pertaining to the content of the test, review rough drafts, or give any kind of feedback including indicating to students any items that need a second look) during or after completion of the test. This prohibition applies to test administrators, proctors, paraprofessionals, Personal Care Aide (PCA), Therapeutic Support Staff (TSS), or any other one-on-one aide who is assigned to a student during the administration of the state assessments. All persons assigned to the student(s) during testing must sign a Test Security Certification. To prevent any suspicion of testing anomalies, PDE strongly encourages school entities not to allow teachers to be Test Administrators and/or Proctors of their own students. As such, it is recommended that other teachers be used as Test Administrators and/or Proctors, or that a Proctor be in the testing room with the teacher if the teacher acts as the Test Administrator of his/her own class or student(s), or when special settings, such as small group or one-on-one, are utilized. In collaboration with the Bureau of Special Education, the following guidance is provided: A separate Test Administrator is required for test settings where an educational sign language interpreter has been assigned to interpret allowable Keystone and PSSA test material for a student(s). The School Assessment Coordinator must ensure that educational sign language interpreters for the Keystone and PSSA tests receive assessment training for these tests. Note: A paraprofessional is permitted to administer the Keystone/PSSA tests with training. A PCA or

GUIDELINES FOR SPECIFIC ACCOMMODATIONS

TSS is *not* a test administrator and may not administer the PSSA tests or interact with test materials in any way whatsoever. A student teacher may observe test administration only and is prohibited from proctoring or administering the test.

Extended Time

Since the Keystone and PSSA are untimed tests, decisions must be made prior to testing that take into consideration the student's typical test-taking time requirements. For example, if the student typically remains with the regular test population during assessments, it might not be necessary to provide extended time beyond which the regular test population receives. However, it is imperative that each student's profile is given close consideration when determining the amount of extended time required and to provide that student with extended time beyond the regular untimed test situation.

Students identified prior to testing for extended time should be assigned to a separate setting for testing in order to prevent disruption in the regular scheduled testing area(s).

Computer Assistive Technology (CAT)

CAT may include, but is not limited to, electronic screen readers, Kurzweil, Read & Write Gold, Text Help, Dragon Naturally Speaking, etc. Use of CAT is intended for a student with a disability that precludes him/her from accessing instructional and testing materials through typical means such as the hard copy test booklet or the online version. It is not intended for the student who is simply performing below grade level. The student uses CAT routinely during classroom instruction and assessment in this subject (both before and after the test is administered). The use of CAT such as an electronic reader is documented in the student's IEP or 504 Plan. PDE MUST approve the CAT and all program functions PRIOR to paper/pencil Keystone and PSSA test window. See p.61 for more information.

If approved, grammar, spelling, word prediction with topic specific dictionary, internet, thesaurus, dictionary and all other functions and stored files that might cue the student in any way must be disabled. Audio function is not allowable for ELA and literature tests.

It should be noted that the availability of the online version of the Keystone and PSSA tests may provide sufficient support and meet the needs of the student for testing.

De-spiral Test Booklets

De-spiraling, or distributing the test booklets out of sequenced order, is not allowed for the PSSA or Keystone tests. This practice interferes with valid and reliable test data. It is very important that all students be represented on all different forms of the Keystone and PSSA tests. Otherwise, a particular group (e.g. students with an IEP) may be under-represented on field test data.

It is also important to remember that de-spiraling could precipitate a test security breach.

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Exception to de-spiraling guidelines

De-spiraling the test forms is a special exception that must be documented and may NOT be done by the test administrator (i.e., the classroom teacher). Only test coordinators are permitted to de-spiral any test booklets. De-spiraling is only appropriate when the all test items must be read aloud, and only in a small group (no more than 5 students) setting.

Some circumstances that do NOT warrant de-spiraling:

- To accommodate students who need some test items read aloud
- To accommodate a teacher's "regular" classroom testing practice of reading all math and/or science test questions to the whole class

This exception is intended to assist those buildings that may have an unusually high number of students with an IEP who require all allowable test items to be read aloud. PDE recognizes that this unusual circumstance may cause a hardship on both students and test administrators if these students all had a different form of the test that needed to be read aloud. Therefore, if you have this situation in your building this year, you may follow the above guidelines and/or call PDE for more clarification.

Concussion

If a student has been diagnosed with a concussive injury within 2 weeks of testing, and there is current medical documentation stating the student may not participate in standardized testing, the student should be coded as "Recent Medical Emergency" on the front page of the booklet. This does not impact the school's participation rate.

If a student has been diagnosed with a concussive injury more than 2 weeks prior to testing, and there is medical documentation within two weeks of the testing window that states the student may not participate in standardized testing, the student should be coded as "Recent Medical Emergency" on the front page of the booklet. This does not impact the school's participation rate.

If there is not recent medical documentation (within two weeks of the testing window) stating that the student may not participate in standardized testing, and the school still determines that the student cannot or should not participate in the test due to his/her medical condition, the school must attach the student's precode label and return the booklet with no student responses. The test coordinator should bubble in "Other" on page 1 of the answer booklet. This will have a negative effect on a school's participation rate.

Federal Accountability requires at least a 95% participation rate to meet guidelines. Provided that the number of students not testing remains reasonable (5% or under), a school will meet requirements for participation rate.

Note: "Recent Medical Emergency" bubble does not override a completed section in answer booklet. Call PDE for directions if student has partially completed a section(s) before injury occurs.

Video Sign Language (VSL) Test Version

- The VSL online version is available for the PSSA Math, Science and Keystone Algebra I and Biology assessments. Students need to be identified as eligible for the sign language presentation accommodation by the Individual Education Plan (IEP) team, with documentation on the IEP and/or the Communication Plan. For a student who does not have an IEP, documentation should be included in the 504 Plan or other record.
- Students must use a sign language accommodation during instructional periods and assessments; it should not be used solely during PSSA assessments
- In order to access the VSL version, students must first be established in the Data Recognition Corporation (DRC) eDIRECT Test Setup system, with the corresponding VSL accommodation
- School Assessment Coordinators must indicate on students' eDIRECT record that they have the sign language accommodation for math or science, prior to adding students to an online test session
- All other test setup for VSL students would be the same as other students testing online with accommodations, i.e., IEP teams and student instructional teams need to ensure that students become familiar with the technological and communication aspects of the assessment process, and have practice opportunities to view released test items in sign language format
- Utilization of the VSL accommodation does not replace students' onsite educational interpreter during the assessment, as he/she is required to be there to provide access for questions and/or concerns
- Educational interpreters continue to have access to testing materials in a secure location with the requirement they sign the Confidentiality Waiver, in order to prepare accurate interpretations

School Assessment Coordinator and Proctor:

- Following notification of a student needing the VSL presentation accommodation, ensure there is a dedicated computer that is capable to download the large video files and that it meets all of the additional criteria set forth by DRC
- Allow sufficient time to test the videos and VSL features, e.g., repositioning, pause, and replay
- Know which students are eligible for the VSL version, and specify on their eDIRECT record that they have the sign language accommodation for math or science, prior to adding students to an online test session
- In advance, identify the number of students who will use the VSL accommodation to ensure recommended numbers for grouping for the sign language interpreter, e.g., up to 5 elementary students per small group; up to 3 secondary students per small group

Educational Sign Language Interpreter:

- Interpret the online testing tutorial to familiarize students with the allowable tools that may be utilized during the assessment
- Preview assessment materials up to 3 days prior to test administration in a secure location with a signed Confidentiality Agreement
- Although students may use the VSL accommodation, be present during the assessment to

guarantee access for clarification(s), and/or interpretation(s) as per allowable accommodations

Broken Arm/Injury

- Many students, with an injury that interferes with their ability to mark/write their own test answers, have already developed a way to respond to instructional materials and assessments using the non-injured arm/hand, either through paper/pencil or through keyboarding if the injury has occurred before testing. This allows the best opportunity for students to independently think and respond to test questions
- Keyboarding or use of non-injured hand is allowed for all subject areas. Specific transcribing guidelines apply
- If student is unable to use the non-injured arm/hand and must use scribing (dictation), all scribing guidelines apply
- Include the student in decisions regarding how best to respond to test questions
- Record the accommodation in the student's record folder

Mixed-Mode Response

This is intended to replace scribing and transcribing for some students. This approach allows students to think and respond without test administrator interference.

Students who are unable to type their own open-ended response(s) into the online version of the test but are able to handwrite a response may now respond to all multiple choice questions online and may respond to open-ended questions on paper using their own handwriting.

Students must respond to all multiple choice items online and all open ended responses in matching paper booklet with student label affixed. No test administrator may type in a student's response in the online system.

No multiple choice responses in paper booklet will be used for student score with this option. DO NOT ALLOW STUDENTS TO MARK MULTIPLE CHOICE BUBBLES IN PAPER BOOKLET.

No open-ended responses entered into online system will be used for student score with this option. DO NOT ALLOW STUDENTS TO RESPOND TO OPEN-ENDED QUESTIONS IN ONLINE SYSTEM.

LEAs that are 100% online and need a paper booklet will contact DRC at 1-800-451-7849.

- Mark the "Multiple-choice items completed online; open-ended items completed in the answer booklet" bubble on the booklet
- Indicate mixed mode on the student's record in eDIRECT

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Scribing (dictation to School Assessment Coordinator or designee)

Intended for a student with a physical disability or injury that severely limits or prevents the student's motor process of handwriting or keyboarding; OR a disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so.

PDE recommends allowing a student with a fine motor skills disability to use the online test if bubbling in the answer grids in the paper answer booklet prohibits him from marking an answer. The online test presents one question at a time and the student chooses his response by pressing a key or clicking the mouse. The student may still use dictation for the written responses if needed.

If student does not use the online version, the student may mark his answer choices in the test booklet and the SAC may transcribe into the answer bubbles at a later time. This approach allows students to move at their own pace and to think and respond independently.

LEA/school must consider keyboarding for transcription or Mixed-Mode before using a human scribe (dictation).

All LEA/school scribes must follow the Pennsylvania Read-Aloud and Scribing Guidelines for Operational Assessments posted on the PDE website and on eDIRECT.

The scribing accommodation is intended for those students with a severe disability or injury that precludes them from responding to instructional and assessment materials through typical means, such as handwriting directly into the test/answer booklet or typing the response for transcription into the test/answer booklet by the School Assessment Coordinator.

Scribing requires a separate setting so that students are neither distracted nor influenced by other students' responses.

Because writing content is not being measured, scribing is allowable without PDE approval for these items:

- Allowable for all Keystone Literature, Algebra I, and Biology
- Allowable for all PSSA Math and Science
- Allowable for all grades PSSA ELA multiple choice
- Allowable for Grade 3 PSSA ELA short answer(s)

Due to the writing content being measured, scribing is not allowed for the following items. However if the student has no other means of responding then a unique accommodation is required:

- All grades PSSA ELA writing essay in Section 1
- Grades 4-8 PSSA ELA text dependent analysis essay in Sections 3 & 4
- The district and school are responsible for making the determination that the student is only able to respond to the PSSA Writing Prompt and Text Dependent Analysis test questions by

dictating responses to the School Assessment Coordinator (SAC) or designee.

If the student requires voice-to-text dictation, e.g. Dragon Dictate, a Request for Approval for a Unique Accommodation must be submitted to PDE. Follows directions on p. 61.

All scribes must follow the Pennsylvania Read-Aloud and Scribing Guidelines for Operational Assessments posted on the PDE website and on eDIRECT.

Glucose Monitor

Some blood glucose monitors are synchronized and/or accessed through a smartphone that is in the student's possession at all times for medical reasons.

- SAC must be notified of student's need
- The student's phone may remain on the TA's desk on silent mode with the student seated close enough for Bluetooth connection
- If this poses a health risk because the Bluetooth connection on the cell phone is not near enough to the student's body, the cell phone may remain on top of the student's desk in plain view of the TA at all times
- TA must ensure the student does not access the device for any other reason
- Medical Plan and/or documentation regarding this accommodation is retained by the school

Whisper Phone

Whisper phones can be distracting to those students who are not reading aloud. An optimal testing environment for all students must be provided, therefore it is not recommended to have students read aloud to themselves in a quiet testing area with other students. Some rooms may be large enough to allow a student to use a whisper phone out of hearing-range to other testers in the room. SAC must make that determination according the testing environment being used. All TAs must work with the SAC to provide the best testing environment for students.

Color Blindness

- The test booklets are black-on-white printing and graphics
- The answer booklets are in color-on-white printing
- Student may mark answers in the test booklet; the SAC may transcribe verbatim the responses into matching answer booklet
- If the student is unable to see the colored printed open-ended question(s) in the answer booklet, allowable questions may be read aloud. If student is unable to access color print questions on ELA or Literature test, SAC must contact PDE regarding approval for a unique accommodation
- SAC may allow student to view the front cover of the grade level answer booklet to determine if student can see the print before testing begins

REQUEST FOR APPROVAL

To apply for the use of any computer assistive technology or a unique accommodation, an LEA must make a request to PDE no less than 8 weeks in advance of the testing window:

1. Contact the Division of Instructional Quality by emailing **ra-accommodations@pa.gov**
2. Or call the Bureau of Curriculum, Assessment and Instruction @ 717-787-4234 or 717-705-2343
3. Or call the Bureau of Special Education @ 717-783-2311
4. Initial email or phone call should include:
    a. Student's enrolled grade,
    b. School
    c. District
    d. Contact phone number
    e. Email address
    f. What is the unique accommodation being requested?
    g. For which assessments would the accommodation be used?
    h. Is it in the IEP and used regularly in instruction and assessment?
    i. A description of disability
    j. How is this student currently assessed for classroom tests, benchmarks, etc.?
    k. Did the student use this accommodation for previous PSSA/Keystone assessments?
5. PDE will respond with a required approval form to be completed and returned to PDE, or PDE may request additional information
6. The LEA will receive final notice if the accommodation(s) is/are approved. The LEA must complete a confidentiality/test security form regarding the accommodation prior to testing.

SUPPLEMENTAL RESOURCES

Tool 1
Guidelines for Selecting Accommodations

Do … make accommodations decisions based on individualized needs.	**Don't** … make accommodations decisions based on whatever is easiest to do (e.g., not providing preferential seating).
Do … select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.	**Don't** … select accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage.
Do … be certain to document instructional and assessment accommodations on the IEP, 504 Plan, ESL Plan, or student record.	**Don't** … use an accommodation that has not been documented on the IEP, 504 Plan, ESL Plan, or student record.
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 all 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 needed."
Do … refer to state accommodations 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, 504, ESL, or instructional team planning 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.

Tool 2
Guidelines for Using Accommodations

Do … place students in a small group of 1-5 for read aloud of all math, science, PSSA ELA Section 1 writing multiple choice test items.	**Don't** … read aloud test items to the whole class.
Do … place students in a small group of 1-12 for extended time, distractibility, changed test schedule, to replicate instructional setting.	**Don't** … read aloud any part of the PSSA ELA or Keystone Literature Exam (see exception for PSSA ELA Section 1 writing and ELA Section 3 & 4 Text Dependent Analysis question).
Do … enable students to be independent learners and test takers.	**Don't** … use voice inflection, pointing, hinting, stickers or highlighters, posters, signs, student work, problem solving steps, scientific charts, grammar rules, reading strategies, or any other action or device to lead a student to a correct answer or away from a wrong answer.
Do … ensure students have had sufficient practice with the online system tutorial.	**Don't** … assume a read aloud of all test items is effective for all struggling readers.
Do … allow students to continue testing as long as they are working productively.	**Don't** … provide feedback, answer student questions about or explain test items.
Do … allow only student created graphic organizers.	**Don't** … allow calculation devices for the non-calculator part of the test or for any part of the Grade 3 test.
Do… allow student to review and edit what the scribe has written.	**Don't** … require a student to spell aloud every word in a dictated response.
Do … provide testing for student who may be hospitalized or homebound as long as the student is receiving educational services.	**Don't** … allow students to discuss test items during breaks.
Do … contact PDE for guidance and/or approval for a unique accommodation.	**Don't** … allow students to go to lunch, gym, library, etc., during a session.
Do … contact PDE for guidance regarding special circumstances such as death in the family, serious illness, or medical condition.	**Don't** … allow a test section to be completed on a separate day.

Tool 3
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. What is your best class?

_____

2. Explain what you do well in this class.

_____

The things you said you can do well 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 is 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 may 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 (http://nichcy.org/pubs/stuguide/st1book.htm). Retrieved July 28, 2005.

Tool 4
Parent Input in Accommodations

Questions Parents Should Ask About Accommodations in Instruction and Assessments

About Instruction

• Is my child expected to reach regular or alternate achievement standards? Does this affect what types of accommodations are available to my child in instruction or on assessments?

• What accommodations does my child need to access and reach academic standards?

• Are there accommodations that could be allowed in instruction that are not currently being provided?

• Are there accommodations being used at home that could be used in instruction to help my child access and learn content or help in performing certain academic tasks?

• How can my child and I advocate to receive accommodations not yet provided in instruction?

• Are the accommodations my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase out or discontinue the use of a certain accommodation?

• How are the staff members who work with my child providing accommodations (regular, special education, or other staff)?

About Assessment

• How are the staff members who work with my child providing accommodations (across regular, special education, or other staff)?

• What are the tests my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?

• Are the accommodations allowed on state tests also provided for district tests?

• Can my child participate in part of an assessment with or without accommodations?

• If my child is not taking the general assessment, is it because the test is "too hard" or because the accommodation needed is not allowed on the assessment?

• Are there consequences for allowing certain changes to how my child participates in a test? How will my child's test scores count?

• Do consequences of accommodations vary by type of test?

Questions for Instruction and Assessment

Is the need for each accommodation documented in my child's IEP or 504 plan?

Are there too many or too few accommodations being provided?

What are my child's preferences for specific accommodations?

If my child needs accommodations, how will they be provided?

If an accommodation used in instruction is not allowed on a test, is there another option to support the student that is allowed? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accommodation before the test?

List other questions here.

Adapted from *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment.* Questions are based in part on questions and content from NCLD's *Parent Advocacy Brief NCLB: Determining Appropriate Assessment Accommodations for Students with Disabilities, and Testing Students With Disabilities: Practical Strategies for Complying With District and State Requirements, 2nd ed.* (2003), by Martha Thurlow, Judy Elliott, and James Ysseldyke.

Tool 5
Accommodations Use in the Classroom

Use this chart to track different aspects of how a student uses an accommodation in your classroom. This will help inform decision making on assessment accommodations.

Student _____ *Date* _____

What accommodation(s) does the student use in the classroom? List them under "accommodation" in the chart. Then follow the questions in the chart.

Questions	List Accommodation(s)				
1. Is it noted in student's IEP?					
2. For what task(s) is it used (e.g., task type* or content/standard)?					
3. Does the student use it for that task every time? Note how often.					
4. Is the need for it fixed or changing?					
5. Does the student use it alone or with assistance (e.g., paraprofessional, peers)?					
6. Notes (e.g., does one accommodation seem more effective used with another on a task?).					

*How taking in or responding to information presented, solving or organizing information, specific content/standards being learned or assessed, etc.

Adapted from *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment*.

Tool 6
After-Test Accommodations Questions

Use this form after a test to interview a student about the provided accommodation(s): whether it was used, whether it was useful, and whether it should be used again. Also note any adjustments or difficulties experienced by the student in either how the accommodation was administered or in using the accommodation during the assessment.

*Student*_____ *Date* _____

Questions	Test Taken (List)			
Was the accommodation used?	Yes / No	Yes / No	Yes / No	Yes / No
Was the accommodation useful?	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accommodation? Are adjustments needed?	Yes / No	Yes / No	Yes / No	Yes / No
Should the accommodation be used again?	Yes / No	Yes / No	Yes / No	Yes / No

Student signature _____

Assistant signature (if applicable) _____

Adapted from *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment*.

Tool 7
Assessment Accommodations Plan

Student Information
Name: _____
Date of Assessment: _____
Name of Assessment: _____

Case Information
Special Education Teacher: _____
School Year: _____
Building/School: _____
General Education Teacher: _____

Assessment accommodations that student needs for this assessment and date arranged:

Accommodation/Date

1. _____

2. _____

3. _____

4. _____

Comments
_____

_____

_____

Person responsible for arranging accommodations and due date:

Person Responsible/Due Date

1. _____

2. _____

3. _____

4. _____

Comments:

_____

_____

_____

Room assignment for assessment:

_____

_____

_____

Planners for this process (signatures):

_____

Scheiber, B., & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide.* Pittsburgh: Association for Children and Adults with Learning Disabilities.

Confidentiality Agreement for Interpreter

Test security and student confidentiality are of the utmost importance to the Pennsylvania Department of Education, and it is the Department's obligation to protect information about tests and students in the assessment process. Such information includes performance tasks, multiple-choice items, scoring rubrics, and student responses used in the Pennsylvania System of School Assessment. The nature and quality of an individual student's performance must not be released.

Educational sign language interpreters may review test materials up to three days prior to test administration. Test materials must be reviewed in a secure location supervised by the principal or test coordinator. Materials may not be removed from the secure location. Filing or retaining any notes beyond the testing window or making copies of any kind is strictly prohibited. The principal and/or test coordinator must receive and securely destroy any notes required by the educational sign language interpreter to administer the test.

These assessments rely on the measurement of individual achievement. Any deviation from the assessment procedures outlined in this manual [group work, teacher coaching (e.g. paraphrasing, explaining, giving suggestions about test items), pre-teaching or pre-release of the performance tasks or assessment items, use of old Pennsylvania assessments as preparation tools, etc.] is strictly prohibited and will be considered a violation of test security. Any action by a professional employee or commissioned officer that is willfully designed to divulge test questions, falsify student scores or compromise the integrity of the state assessment system will be subject to disciplinary action under sections 1259-1267 of the School Code (24 P.S. Sections 12-1259-12-1267).

We are certain that you share our concern that all items and students' responses be handled in a professional and confidential manner. By signing this agreement, you acknowledge that you have read and understand this Confidentiality Agreement and agree to abide by these requirements.

Legal First Name (print)	MI	Legal Last Name (print)

Title/Address/Telephone

Signature	Date
Signature (principal and/or test coordinator)	Date

Contact Information

Data Recognition Corp. (DRC)
Customer Service
1-800-451-7849

PASA Project
University of Pittsburgh
5168 Wesley W. Posvar Hall
Pittsburgh, PA 15260
(412) 648-7363

PaTTAN - Harrisburg
6340 Flank Drive
Harrisburg, PA 17112
(717) 541-4960
(800) 360-7282 in PA only

PaTTAN - King of Prussia
200 Anderson Road
King of Prussia, PA 19406
(610) 265-7321
(800) 441-3215

PaTTAN - Pittsburgh
3190 William Pitt Way
Pittsburgh, PA 15238
(412) 826-2336
(800) 446-5607 in PA only

Pennsylvania Department of Education
Bureau of Assessment and Accountability
333 Market Street
Harrisburg, PA 17126
717-787-4234 or 717-705-2343

Pennsylvania Department of Education
Bureau of Special Education
333 Market Street
Harrisburg, PA 17126
717-783-2311

Acknowledgements

This document is modeled on the *Accommodations Manual: How To Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities, Third Edition* developed in collaboration with members of the Professional Development and Communications Study Group of the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS). The SCASS ASES addresses the inclusion of students with disabilities in large-scale standards, assessments and accountability systems and the effects of these systems on related educational reform efforts.

This document was developed by the Bureau of Accountability and Assessment and the Bureau of Special Education of the Pennsylvania Department of Education, 2013.

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

Maryland Accommodations Manual for Use in Instruction and Assessment, 7/2/2012 Issue ID 201207

PARCC Accessibility Features and Accommodations Manual: *Guidance for Districts and Decision-Making Teams to Ensure that PARCC Mid-Year, Performance-Based, and End-of-Year Assessments Produce Valid Results for All Students, First Edition,* PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC) Available on the World Wide Web at: http://www.parcconline.org/parcc-assessment-policies

Sample PSSA ELA Accommodations page

ACCOMMODATIONS SECTION
This section must be completed for assessed students only, if applicable.

7. Student used the following Presentation Accommodations (*mark all that apply, if any*):

- ◯ Braille format
- ◯ Large-print format
- ◯ Computer Assistive Technology—does not apply to online testing (*PDE must approve the program and all functions*)
- ◯ Some language questions/writing prompts/text-dependent analysis questions read aloud
- ◯ All language questions/writing prompts/text-dependent analysis questions read aloud
- ◯ Writing prompt/text-dependent analysis questions signed
- ◯ Writing prompt/text-dependent analysis questions interpreted for ELL
- ◯ Amplification device
- ◯ Magnification device
- ◯ Color overlay
- ◯ Other (*noise buffers, whisper phone, etc., as indicated in Accommodations Guidelines or a unique accommodation as approved by PDE*)

8. Student used the following Setting Accommodations (*mark all that apply, if any*):

- ◯ Hospital/home setting
- ◯ One-on-one setting
- ◯ Small group setting
- ◯ Other (*as indicated in Accommodations Guidelines or approved by PDE*)

9. Student used the following Timing Accommodations (*mark all that apply, if any*):

- ◯ Extended time
- ◯ Frequent breaks
- ◯ Changed test schedule
- ◯ Other (*as indicated in Accommodations Guidelines or approved by PDE*)

10. Student used the following Response Accommodations (*mark all that apply, if any*):

- ◯ Assessment Coordinator or designee marked multiple-choice responses at student's direction
- ◯ Assessment Coordinator or designee transcribed student responses (*per Accommodations Guidelines*)
- ◯ Keyboard, word processor, or computer—does not apply to online testing (*per Accommodations Guidelines*)
- ◯ Brailler/Note taker (*per Accommodations Guidelines*)
- ◯ Augmentative communication device
- ◯ Computer Assistive Technology—does not apply to online testing (*PDE must approve the program and all functions*)
- ◯ Multiple-choice items completed online; open-ended items completed in the answer booklet
- ◯ Other (*special paper, etc., as indicated in Accommodations Guidelines or a unique accommodation as approved by PDE*)

Student responses from Braille, large-print, or electronic formats MUST be transcribed into a standard-print answer booklet.

Please refer to the *Accommodations Guidelines* at www.education.pa.gov for further clarification regarding the use of all accommodations.

LOCAL STUDENT ID

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8

OPTIONAL FIELD

- ◯ Option 1
- ◯ Option 2
- ◯ Option 3
- ◯ Option 4

SUPPLEMENTAL DATA FIELD

A	B	C	D	E	F	G	H	I	J	K	L	M
1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9