

Delaware Student Testing Program Guidelines for Inclusion of Students with Disabilities and English Language Learners



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Please destroy the old 2007-2008 Guidelines for Inclusion

This document covers the period
May 1, 2008 to April 30, 2009.

Prepared by the Assessment and Analysis Group
Assessment and Accountability Branch
Delaware Department of Education

Available online at www.doe.k12.de.us/programs/aab/

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Overview of the Guidelines for Inclusion

What is this document for?

This document provides guidelines for making decisions about:

- the inclusion of students with disabilities and English language learners;
- the provision of testing accommodations; and
- the type of assessment in which a student will participate.

To which students do these *Guidelines* apply?

The students to which these *Guidelines* apply:

- have disabilities designated under the Individuals with Disabilities Education Act (IDEA);
- qualify under Section 504 of the Rehabilitation Act;
- are ELL students, that is, students identified as English Language Learners (ELLs) by use of the home language survey and the English proficiency assessment, Assessing Comprehension and Communication in English State-to-State (ACCESS) according to the Delaware and U.S. Department of Education definitions; and/or
- are SD/ELL students, that is, a student with disabilities and also identified as English Language Learners (ELL) by use of the home language survey and the ACCESS English proficiency assessment according to the Delaware and U.S. Department of Education definitions.

What is an English Language Learner?

An English Language Learner is a student who:

- was either born in the United States or outside the United States and whose native language is a language other than English and comes from an environment where a language other than English is dominant OR
- is a Native American, or Alaska Native, or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English proficiency OR
- is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant AND
- has sufficient difficulty speaking, reading, writing, or understanding the English Language, that may interfere with the student's opportunity to learn successfully in classrooms where the language of instruction is English, or to participate fully in society. Criteria for determining ELL status is found on page 28.

Monitoring the Implementation of Guidelines for Inclusion

The implementation of the *Guidelines* for students with disabilities is monitored by the Delaware Department of Education as part of efforts to oversee the implementation of the Individuals with Disabilities Education Act (IDEA 2004).

The implementation of the *Guidelines* for English Language Learners is monitored by the Delaware Department of Education Program Specialist for ESL/Bilingual and Migrant Programs for Title III of the Elementary and Secondary Education Act.

For More Information:

The following Delaware Department of Education staff members are available to answer questions about these Guidelines:

Questions about the Delaware Student Testing Program: Dr. Wendy Roberts.
Telephone: 302-735-4090. E-mail: wroberts@doe.k12.de.us.

Questions about students with disabilities and about these guidelines relating to students with disabilities: Brian Touchette. Telephone: 302-735-4210. E-mail: btouchette@doe.k12.de.us.

Questions about entering accommodations in DELSIS for Student with Disabilities: Michelle Rush. Telephone: 302-735-4210. E-mail: mrush@doe.k12.de.us.

Questions about English Language Learners and about these guidelines relating to ELL students: Margaret M. Loveland. Telephone: 302-735-4260. E-mail: mloveland@doe.k12.de.us.

Questions about entering accommodations in DELSIS for English Language Learners: Fran Kellam. Telephone: 302-735-4260. E-mail: fkellam@doe.k12.de.us.



Changes and Clarifications

Please destroy the 2007-2008 *Guidelines for Inclusion*. This document replaces it.

ELL Participation in Science and Social Studies DSTP

ELL students may no longer be exempt from the Science and Social Studies DSTP. Accommodation 96 has been removed from these *Guidelines* and from DELSIS.

Templates and Graphic Organizers: More Information Regarding Acceptable Use During DSTP

See page 17 for new text to help you distinguish between acceptable and non-acceptable templates (accommodation 50) and graphic organizers (via a unique accommodation request).

Changing a Student from DSTP to DAPA

If a decision is made after December 1, 2008 to change a student's participation from the DSTP to the DAPA, the student will not participate in the DAPA until the following school year (2009-10) and the student will be required to take the DSTP in March 2009 (see page 18).

Students with Disabilities Accommodations Manual – Now in Appendix H

The accommodations manual addresses in detail the selection, administration, and evaluation of the use of accommodations for instruction and assessment for students with disabilities.

Parent Withdrawals from English as a Second Language (ESL) or Bilingual Services

Some students are evaluated and have received ESL or bilingual services, but are withdrawn from these services by their parent or guardian. This means that although these students qualify for ESL or bilingual services, the parent or guardian chooses not to have the students continue to receive ESL or bilingual services.

If a student has been evaluated and has been found to qualify for ESL or bilingual services, but the parent or guardian withdraws the student from services, the student

may still receive testing accommodations, including (but not limited to) accommodation 98 (exemption from the reading and writing DSTP).

The decisions regarding which accommodations should be given to a student should be made on an individual basis using the information in these Guidelines for Inclusion.

Scribing Protocol for American Sign Language

Further refinements have been made to the separate scribing protocol for students who have the DSTP presented in American Sign Language (Appendix A).

Exemptions from Reading and Writing DSTP for ELLs

ELL students who have been **enrolled in US schools** for less than one year may be exempt from the Reading and Writing DSTP. However, they may not be exempt from the Mathematics, Science, or Social Studies DSTP. See pages 34 regarding Exemptions for ELLs. **ELL students may no longer be exempt from the Science and Social Studies DSTP.**

Computer Accommodations:

When a student is using a word processing program or any accommodation that requires a computer, it is **strongly recommended** that the computer's access to the internet be disabled.

Aggregable Scores and Non-Aggregable Scores in Accountability

Both aggregable and non-aggregable scores are included in student, school, and district accountability. Below, Table 1 summarizes the inclusion of scores in the two types of calculations.

An aggregable score results when a student takes the DSTP under standard conditions (without accommodations), or with an accommodation that does not change the test construct. Students who have accommodations that produce aggregable scores and scores of students who took the DSTP under regular conditions (with no accommodations) will have those scores included in the calculations of summary statistics published in the *State Summary Report* and the public side of the DSTP-Online Reports website. Students receive an individual score report, regardless of the type of accommodation they receive.

A non-aggregable score results when an accommodation changes the test construct (what the test is measuring) or modifies the test in such a way that the score cannot be directly compared to scores of students testing under standard conditions (i.e., under testing conditions 1 and 2). The non-aggregable scores are not reported in the State Summary Report with scores of students taking the DSTP under standard conditions. Students receive an individual score report.

Table 1. Inclusion of Scores in Reports

	Report Type	
Type of Score	State Summary Report	Accountability Ratings
Aggregable Score	Included in calculations	Included in calculations
Non-Aggregable Score	Not Included in calculations	Included in calculations



Section I: Students with Disabilities

This section will guide Delaware educators through the decision-making process for participation in the DSTP for

- students with disabilities; and
- students who are dually eligible as a student with a disability and as an English Language Learner (SD/ELL).

Use of *Student With Disabilities* Form

The *Student With Disabilities* form is not intended to replace the “Accommodations and Modifications, Supports, and Services” section of the Individualized Education Program (IEP).

Accommodation, Participation and Exemption Decisions

All students with disabilities (SD) in grades 2 through 11 will participate in the DSTP unless included in the DAPA using the criteria outlined on pages 21 and 22. SD/ELL students in grades 2 through 11 will participate in the DSTP unless they are included in the DAPA or they are granted an ELL exemption.

Students who are both SD and ELL (SD/ELL) may receive exemptions for the DSTP reading and writing tests using the criteria on pages 23. Recently arrived ELL students shall not be exempt from mathematics, science, and social studies. However, their math, science, and social studies scores will not be included in school or district accountability performance calculations.

Students may receive accommodations on the DSTP only if they:

- are eligible for services under IDEA or Section 504; and
- have an IEP or 504 plan and instructional program that includes accommodations and/or assistive devices in the instructional process.

These students are eligible for the same test accommodations that are in their IEP or 504 plan. Students who have been formally identified through the IDEA or 504 process

but do not have accommodations or assistive devices documented in their plans are not eligible for any accommodations during the Delaware Student Testing Program.

The chart on page 16 summarizes decision-making steps for determining the testing condition under which a student will be assessed.

Absence, suspension, expulsion, transfer, illness, and withdrawal are treated in the same way for all students. These situations are not addressed by the *Guidelines for Inclusion*. Students in temporary placements such as the Delaware Adolescent Program, Inc. (DAPI) should be tested using standard conditions or with accommodations as documented in the IEP or 504 plan.

The Department of Education expects that a student's accommodations on the *Student With Disabilities* form and entered in DELSIS will be provided, offered, and available on the days of testing.

Testing Conditions

Students with disabilities may test under the following conditions:

- standard conditions;
- with accommodations that permit aggregation of test scores;
- with accommodations that do not permit aggregation of test scores;
- participate in the DAPA;
- receive an exemption from the reading and writing tests (grades 2-10) if the student is an SD/ELL student and meets the criteria specified in this document;

Testing Condition 1: Students may be tested under regular conditions. Note that students may elect to test under regular conditions even if accommodations are being used in the classroom.

Testing Condition 2: Students may test with accommodations that do not change the construct being assessed. Such accommodations do not interfere with the comparability of student scores to the scores of students testing under standard conditions.

The scores for students testing with these accommodations are aggregable (will be included) in the calculations of the results presented in the State Summary. Students will receive an individual score report.

Testing Condition 3: Students may test with accommodations that change the construct being assessed (for example, reading aloud the reading passages in the reading comprehension test – accommodation #46). Such accommodations interfere with the comparability of student scores to the scores of students testing under standard conditions (i.e., testing conditions 1 and 2).

The scores for students testing with these accommodations are non-aggregable and will not be included (not aggregated) in the calculations of the results presented in the State Summary Report; however, students will receive an individual score report.

Testing Condition 4: Students with disabilities may participate in the Delaware Alternate Portfolio Assessment (DAPA) if they meet the criteria on pages 21 and 22. The scores for students testing with this assessment are aggregable (will be included) in the calculations of the DAPA results presented in the State Summary. Students will receive an individual score report.

Testing Condition 2: Accommodations That Permit Aggregation of Test Scores

Reporting

The accommodations in testing condition 2 do not change the construct(s) of the tests; therefore, the test scores are comparable to scores earned by students who are tested under standard conditions (testing condition 1). Scores of students testing with these accommodations are included in the calculation (aggregation) of test results presented in the State Summary Report.

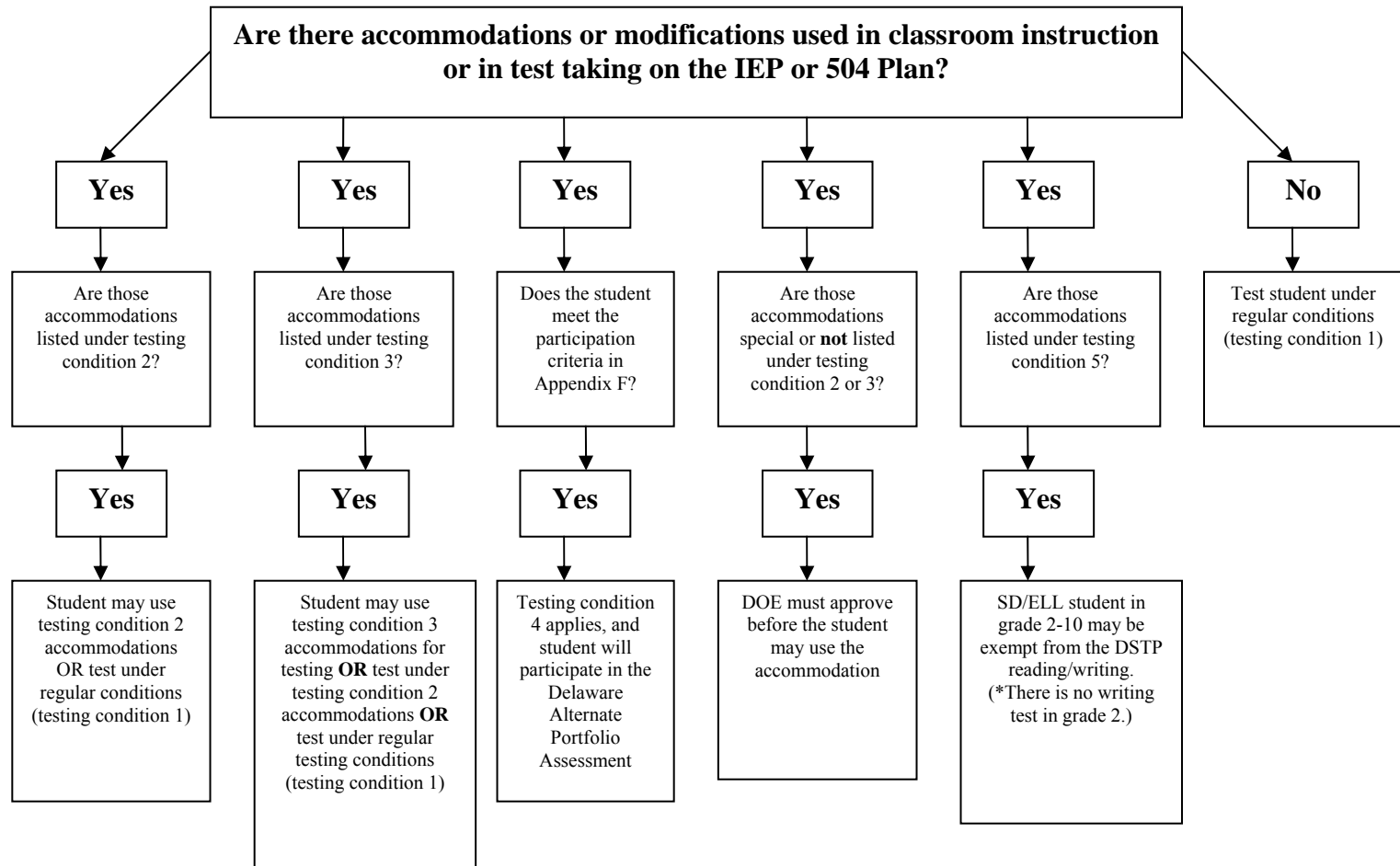
If multiple accommodations have been documented in the student's IEP or 504 plan, the student may test with multiple accommodations. Accommodations may differ for a single student depending on the content of the test (e.g., reading, writing, mathematics, science, social studies).

Staff may not provide additional clues or interpretations during the test beyond the allowable accommodations in this section. Such additional help will invalidate the comparability of the student's score with scores of students who tested under standard conditions.

Likewise, teachers giving the test to students under standard testing conditions (testing condition 1) may not give additional clues or interpretations during the test beyond the administration directions.

Figure 1. Decision Rules for Testing Conditions: Students with Disabilities

Reading, Writing, Mathematics, Science and Social Studies



The following accommodations are permitted under testing condition 2 to produce aggregated scores.

Accommodations for the Presentation or Reception of the Test

01. Presenting the test in Grade 1 and/or Grade 2 Braille.
02. Presenting the test in larger print (18 point).
03. Enhancing lighting.
04. Using visual magnification devices.
05. Reading, re-reading or providing signed assistance of test questions (including the multiple-choice options), and writing prompts. Reading includes presenting material on audiotape or videotape. Signed assistance includes using a sign language interpreter, oral interpreter, cued speech interpreter or transliterator. Indicate with a \checkmark _____ all allowable items OR \checkmark _____ items requested by student. Simplifying language is not allowed.
06. Using an assistive listening device, such as an auditory trainer, or a classroom or personal amplification system.
07. Providing special acoustics, such as buffers.
08. Providing signed assistance for directions. Signed assistance includes sign language interpreter, oral interpreter, cued speech interpreter or transliterator.
09. Presenting instructions and test questions (including multiple-choice options) via an overhead projector and transparencies. (Transparencies must be shredded after testing is complete.)
10. Chunking or highlighting information in passages in a standardized format for students who use American Sign Language.
30. In mathematics, social studies, and science, presenting the test via Kurzweil software. The District Test Coordinator will be notified about which grade levels and content areas may be available for the 2007-2008 test administrations. Must also select #5. See accommodation #31 for presenting the reading test via Kurzweil.

Accommodations for Interaction or Processing During the Test

11. Using preferential seating, for example, seating the student close to the test administrator.
12. For written responses, student uses an audio recorder as an organizational or pre-writing tool. Student must be tested individually.
13. For written responses, deaf student records a videotape as an organizational or pre-writing tool. Student must be tested individually.
15. Administering the test individually.
16. Administering the test in a small group.

17. Re-presenting (rereading or resigning) directions for each subtest anytime during the test.
18. Refocusing attention to the test with use of intermittent verbal, picture symbol, signed, cued speech or physical prompts.
19. Using physical assistance from a test administrator. Examples include direct assistance with turning pages or with navigating in electronic format.
20. Providing adaptive or special furniture or equipment to accommodate a physical disability.
21. For the writing test, using an electronic dictionary or thesaurus whenever a dictionary or thesaurus use is permitted for other students. Teacher may be used as a resource for spelling whenever dictionary or thesaurus use is permitted.
47. Using a calculator on the two parts of the mathematics test for which calculators are not permitted.
48. Using an abacus, cubes and other like manipulatives. Also, using three-dimensional representations of pictures in the test such as supplying real coins when a picture of coins is presented.
49. Using arithmetic tables. (This includes whole numbers, addition, subtraction, and multiplication and division)
50. Using templates. A template could include graph paper, acetate color sheets, or other markers, if they are not part of the regular testing conditions. A template is a way for a student to maintain his/her focus on specific sections of the assessment or the response area. A template can be thought of as a physical guide to help students focus on test questions or responses. **A template is not a graphic organizer[♦]. To use a graphic organizer, you must apply for a unique accommodation.**

Accommodations for Student Responses

54. Completing the test over multiple sessions. Testing can stop at any point (mid-session if necessary) and, if necessary, be completed over several days.
- 14.* For written responses on all tests except reading and writing, use of supportive software and/or software features in combination with word processing, such as

[♦] A graphic organizer is used to help a student understand a concept addressed by a test question (e.g. word webbing). The distinction between allowable and non-allowable graphic organizers is made with regard to whether the information on the graphic organizer is instructional. For example, labeling a stem-and-leaf diagram is instructional and therefore, gives more information to a student than is appropriate for an accommodation. If a graphic organizer is determined to be instructional in nature, it will not be approved as a unique accommodation. However, if the graphic organizer is not instructional, helps only to guide a student through a thought process, and the graphic does not have any written information to guide the student, it is usually acceptable as a unique accommodation. A case-by-case decision is made regarding each request for unique accommodation.

word prediction, grammar/spell check, outlining and auditory feedback/text to speech. Accommodation #26 must also be selected.

- 60.* Use for the reading and writing tests. For written responses, using supportive software and/or software features in combination with word processing, such as word prediction, grammar/spell check, outlining and auditory feedback/text to speech. Accommodation #26 must also be selected.
26. For written responses, using individualized written communication system for word processing. Systems include Braille device, computer, AlphaSmart, adapted keyboard, voice recognition, or augmentative alternative communication (AAC) device. **It is strongly recommended that the computer's access to the internet be disabled. Monitor students to be sure they are using only the word processing software.**
- * Any audio or computer files generated must be deleted immediately after administration of the test.
- ** DSTP score will not be aggregated; SAT10 score will be aggregated, SAT9 score will not be aggregated.
27. For written responses on all tests except reading and writing, student dictates to a test administrator following the scribing protocol (see Appendix A). Student responses can be signed or verbal and can be recorded by audio or video taping. Use for all tests except reading and writing.
28. For written responses on reading and writing test, student dictates to a test administrator following the scribing protocol (see Appendix A). Responses can be signed or verbal and can be recorded by audio or video taping.
29. Student records responses to multiple-choice items directly in test booklet or dictates responses to a test administrator. Test administrator must transcribe responses into response booklet.

Testing Condition 3: Accommodations that Produce Non-Aggregated Scores

Reporting

The accommodations in testing condition 3 change the construct(s) of the test, therefore, the test scores are not comparable to scores earned by students who are tested under testing conditions 1 and 2. Scores of students testing with these accommodations will not be included in the calculation (aggregation) of test results presented in the State Summary Report.

Students will receive an individual score report. Schools and districts receive credit for these student's scores as earned in the accountability system.

Testing Condition 3 Accommodations

If multiple accommodations have been documented in the student's IEP or 504 plan, the student may test with multiple accommodations. Note that test administrators may not provide additional clues or interpretations during the test beyond the allowable accommodations in this section.

Accommodations for Interaction or Processing During the Test

46. † Reading or signing passages or texts for the reading test or text-based writing (or using cued speech or oral interpreter). Indicate with a all allowable items OR items requested by student. **Reading score will not be aggregated. Writing score will be aggregated.**

To enter accommodation 46 in DELSIS for a student, the three questions at the top of the next page must first be answered. It is not necessary to answer "Yes" to all three in order to use this accommodation.

- a. Does the student have an identified disability that affects reading (decoding skills)? yes no
- b. Does the student have an IEP goal/objective to address deficits in decoding? yes no
- c. Does the student have a motor, sensory, or visual impairment that requires the use of this accommodation? yes no
31. † Presenting the reading test directions, questions, multiple-choice options, and reading passages via Kurzweil Software. **Reading score will not be aggregated. Writing score will be aggregated. Must also select #5 and #46.**
- † SAT-10 score will not be aggregated. DSTP score will not be aggregated.

Unique Accommodations

61. Unique accommodations specific to the individual student as determined by the IEP team and approved by the DOE. The status (aggregation/ non-aggregation) of the accommodation will be decided by the DOE.

Requesting Unique Accommodations

Permission to administer a test under Unique Accommodations must be requested via the Online System for Exemption Requests, Incident Reports, and Unique Accommodations (see Appendix B). Unique accommodations are specific to the individual student as determined by the IEP team and the status approved by the DOE. The Unique Accommodation request must be submitted to DOE by the District Test Coordinator no later than the month prior to the month in which the student is tested. The respective due dates are listed in the table on at the top of the next page. Responses from DOE to requests for Unique Accommodations will occur after the deadlines stated below but at least one week prior to the test administration.

Test Administration	Deadline for submission of Unique Accommodations Requests
Summer Retest 2008	June 20, 2008
October 2008	September 19, 2008
March 2009	February 10, 2009
May 2009	April 24, 2009

Testing Condition 4: Participation in the Delaware Alternate Portfolio Assessment (DAPA)

Under testing condition 4, students may be included in DAPA. The student's IEP team must evaluate the possible inclusion of the student in each of the five parts of the DSTP: reading, writing, mathematics, science, and/or social studies.

Participation

To include the student in the DAPA, the student's IEP team must ensure that the student meets all the criteria. If it is determined that there is sufficient information to support ALL of the criteria below, the IEP team should document this decision on the student's current IEP and sign the *Participation Guidelines* (see Appendix F). Students who do not meet all of the criteria will participate in the DSTP, with or without accommodations. The achievement of students in the DAPA is based on alternate achievement standards. Alternate achievement standards allow the use of a different scoring system. Students who participate in the DAPA are working on the same academic standards as their peers; however, they are working on these standards in less complex ways.

If a decision is made after December 1, 2008 to change a student's participation from the DSTP to the DAPA, the student will not participate in the DAPA until the following school year. The student will be required to take the March 2009 DSTP.

The signed *Participation Guidelines* must be submitted with the DAPA on the designated due date.

Documentation

The IEP team must clearly document in the student's IEP the basis for its decision. School staff must support the inclusion decision by using current and longitudinal data, such as:

- performance data across multiple settings in the areas of academics, communication, cognition, social competence, recreation or leisure, domestic community living, and vocational skills
- behavioral observations in multiple settings
- adaptive behavior; and
- continuous assessment of progress on IEP goals and objectives.

Such documentation will verify that the student meets the criteria listed below.

Criteria

The following are the participation guidelines for inclusion in the Delaware Alternate Portfolio Assessment (DAPA). The student's record must have sufficient data to support all of the following:

Criterion #1: Evidence of Significant Cognitive Disabilities

Student's levels of cognitive skills and adaptive behavior are such that extensive modifications are required in order to access the general curriculum.

Criterion #2: Intensity of Instruction

Student requires extensive direct instruction and/or extensive supports to accomplish the application and transfer of skills to school, home, work, and community environments.

Criterion #3: Curricular Outcomes

The student requires extensively modified instruction focusing on a less complex application of skills in order to access the Delaware Content Standards.

Criterion #4: Exclusions

The decision to include the student in the DAPA is NOT based on the following:

1. existence of an IEP;
2. specific categorical label;
3. educational placement;
4. English language learner status;
5. socio-economic or cultural differences;
6. excessive or extended absences;
7. disruptive behavior;
8. student's reading level; or
9. the expectation that the student will not perform well on the DSTP.

Participation in DAPA

64. The student meets the criteria on the *Delaware Alternate Portfolio Assessment Participation Guidelines* (Appendix F) and will participate in the DAPA.

Testing Condition 5: Exemption of SD/ELL Students from the DSTP

Documentation and Criteria

The IEP team must support the individual student's exemption decision by documenting ALL of the following:

- Home Language Survey or questions on the registration form; AND
- The English proficiency assessment, Assessing Comprehension and Communication in English State-to-State (ACCESS).

One or more of the following reasons should be included in the documentation of the justification:

- Lack of formal education
- Excessive absenteeism
- Interrupted education
- Transient student
- Other assessment or extenuating circumstances (fully describe)

Exemption from the DSTP Reading and Writing Assessments

An SD/ELL student may be considered for exemption from the DSTP reading and writing tests if:

- the student is NOT fully English proficient (FEP);
- the student is in the first year of enrollment in U.S. schools; AND
- the decision to grant an exemption is made on an individual basis weighing the factors outlined in these *Guidelines for Inclusion*.

An ELL student is considered to be in the first year of enrollment in U.S. schools for less than one year under the following condition:

- The student is new to the United States AND is in the first year of enrollment in U.S. schools, AND as of the last day of the March testing the student has been enrolled in U.S. schools for less than one year.

Exemption from the Reading and Writing Tests

98. (On the *English Language Learner* form) Student is exempt from the reading and writing tests (students in grades 2-10 enrolled in U.S. schools less than one year who are not fully English proficient).

Student with Disabilities Form (side 1)

Use this form for IEP Meetings and 504 Plan Meetings between May 1, 2008 and April 30, 2009

Documentation of Allowable Accommodations for Individual Student for Assessment

State ID: _____ Last Name: _____ First Name: _____ Date of Birth: _____

District Code: _____ School Code: _____ Date: _____ Special Education Section 504

Soc. Studies Science Math Writing Reading				
Accommodations for the Presentation or Reception of the Test				
				01 Presenting the test in Grade 1 and/or Grade 2 Braille.
				02 Presenting the test in larger print (18 point).
				03 Enhancing lighting.
				04 Using visual magnification devices.
				05 Reading, re-reading or providing signed assistance of test questions, multiple-choice options and writing prompts. Reading includes presenting material on audiotape or videotape. Signed assistance includes using a sign language interpreter, oral interpreter, cued speech interpreter or transliterator. Indicate with a ✓ ___ all allowable items OR ✓ ___ items requested by student. (Simplifying language is not allowed)
				06 Using Assistive Listening Device, such as auditory trainer, classroom or personal amplification systems.
				07 Providing special acoustics, such as buffers.
				08 Providing signed assistance for directions. Signed assistance includes sign language interpreter, oral interpreter, cued speech interpreter or transliterator.
				09 Presenting instructions, test questions, and multiple-choice options via an overhead projector and transparencies.
				10 Chunking or highlighting information in passages in a standardized format for students who use American Sign Language.
				30 Presenting the test directions and questions (including multiple-choice options) via Kurzweil software. (See Accommodation #31 For presenting the reading test via Kurzweil software.) <u>Must also select accommodation #5.</u>
Accommodations for Interaction or Processing During the Test				
				11 Using preferential seating such as arranging the seat close to the test administrator.
				12 For written responses, student uses an audio recorder as an organizational or prewriting tool. Student must be tested individually.
				13 For written responses, deaf student records a videotape as an organizational or prewriting tool. Student must be tested individually.
				15 Administering the test individually.
				16 Administering the test in a small group.
				17 Re-presenting (rereading or resigning) directions for each subtest anytime during the test.
				18 Refocusing attention to test with use of intermittent verbal, picture symbol, signed, cued speech or physical prompts.
				19 Using physical assistance from a test administrator such as direct assistance with turning pages or navigating in electronic format.
				20 Providing adaptive or special furniture or equipment to accommodate a physical disability.
				21 For the writing test, using an electronic dictionary or thesaurus. Teacher may be used as a resource for spelling whenever dictionary or thesaurus use is permitted.
				47 Using a calculator on the two parts of the mathematics test for which calculators are not permitted.
				48 Using an abacus, cubes, and other like manipulatives. Also, using three-dimensional representations of pictures in the test such as supplying real coins when a picture of coins is presented.
				49 Using arithmetic tables. (This includes whole numbers, addition, subtraction, multiplication and division)
				50 Using templates (may include graph paper, acetate color sheets, or other markers – <u>not</u> graphic organizer) See p. 20 for more info

Student with Disabilities Form (side 2)

Use this form for IEP Meetings and 504 Plan Meetings between May 1, 2008 and April 30, 2009

Soc. Studies Science Math Writing Reading

Accommodations for Student Responses

					54	Completing the test over multiple sessions. Testing can stop at any point (mid session if necessary) and if necessary, be completed over several days.
					14	* For written responses, use of supportive software and/or software features in combination with word processing, such as word prediction, grammar/spell check, outlining, and auditory feedback/text to speech. Accommodation #26 must also be selected. Use for all tests except reading and writing.
					60	* For written responses, using supportive software and/or software features in combination with word processing, such as word prediction, grammar/spell check, outlining and auditory feedback/text to speech. Accommodation #26 must also be selected. Use for the reading and writing tests.
					26	For written responses, using individualized written communication system for word processing. Systems include Braille device, computer, AlphaSmart, adapted keyboard, voice recognition, AAC device. We strongly recommend disabling internet access.
					27	For written responses, student dictates to a test administrator following the scribing protocol. Responses can be signed or verbal and can be recorded by audio or video taping. Use for all tests except reading and writing. (Scribing protocol is in Appendix A)
					28	For written responses, student dictates to a test administrator following the scribing protocol. Responses can be signed or verbal and can be recorded by audio or video taping. Use for reading and writing tests. (Scribing protocol is in Appendix A)
					29	Records responses to multiple-choice questions directly in test booklet or dictates responses to a test administrator. Test administrator must transcribe responses into response booklet.

Accommodations for Interaction or Processing During the Test

					46	Reading or signing passages or texts for the reading test or text-based writing (or using cued speech or oral interpreter). Indicate with a <input type="checkbox"/> all allowable items OR <input type="checkbox"/> items requested by student. Does the student have an identified disability that affects reading (decoding skills)? <input type="checkbox"/> yes <input type="checkbox"/> no Does the student have an IEP goal/objective to address deficits in decoding? <input type="checkbox"/> yes <input type="checkbox"/> no Does the student have a motor, sensory, or visual impairment that requires the use of this accommodation? <input type="checkbox"/> yes <input type="checkbox"/> no † Reading Score will be non-aggregated. Writing score will be aggregated.
					31	Presenting the test directions, questions (including multiple-choice options) and reading passages via Kurzweil Software. Must also select #46 and #5. † Reading Score will be non-aggregated. Writing score will be aggregated.

Unique Accommodations

					61	Unique accommodations specific to the individual student as determined by the IEP team and approved by the DOE. The status (aggregation/non-aggregation) of the accommodation will be decided by the DOE. The request must be made via the online system for requesting unique accommodations (directions and a worksheet are in Appendix B).
--	--	--	--	--	----	---

Participation in DAPA

					64	The student meets the criteria in the <i>Delaware Alternate Portfolio Assessment Participation Guidelines</i> and will participate in the DAPA. Decision must be made by December 1, 2008, otherwise, student must take the March 2009 DSTP.
--	--	--	--	--	----	---

					63	No accommodations.
--	--	--	--	--	----	--------------------

* Any computer files generated must be deleted immediately after the test administration is complete.

† The DSTP will be non-aggregated and the SAT-10 score will be non-aggregated.

** The DSTP score will not be aggregated; the SAT-10 score will be aggregated; the SAT9 score will not be aggregated.



Section II: English Language Learners (ELLs)

This section will guide Delaware educators through the decision-making process for participation in the DSTP for language minority students who are

- English Language Learners (ELLs); or
- dually eligible as a student with a disability and an English Language Learner (SD/ELL).

Eligibility

Students are eligible to test with accommodations on all or part of the DSTP, or be exempted from individual tests only if they have been formally identified as English language learners by using the criteria in these *Guidelines* (see page 27). Fully English proficient (FEP) ELL students may receive accommodations. The *English Language Learner Accommodations* form (page 35-36) must be completed and entered into DELSIS, and a copy placed in the student, district, or school file prior to the administration of the DSTP.

Students who have not been formally identified as ELL using these *Guidelines* and/or do not have an *English Language Learner Accommodations* form in DELSIS prior to the administration of the DSTP are not eligible for any accommodations during the DSTP administration. The criteria in Figure 2 on pages 31 give guidance on the steps in the decision to provide testing condition 1, 2, 3, 5, or 6 of the DSTP. The testing conditions are defined on pages 29-30 of these *Guidelines*.

Parent Withdrawals from English as a Second Language (ESL) or Bilingual Services

Some students are evaluated and have received ESL or bilingual services, but are withdrawn from these services by their parent or guardian. This means that although these students qualify for ESL or bilingual services, the parent or guardian chooses not to have the students continue to receive ESL or bilingual services.

If a student has been evaluated and has been found to qualify for ESL or bilingual services, but the parent or guardian withdraws the student from services, the student may still receive testing accommodations, including (but not limited to) accommodation #98 (exemption from the reading and writing DSTP).

The decisions regarding which accommodations should be given to a student should be made on an individual basis using the information in these *Guidelines for Inclusion*.

Criteria for Identifying the ELL Student

The criteria for identifying an ELL student are as follows:

Home language survey:

The home language survey must be administered to all new students in the Delaware schools. Each district has a question on their student enrollment form asking if another language other than English is spoken in the home or by the student. If the answer is “yes,” the student may be an ELL. The next step is to test the student using the English proficiency test, ACCESS (Assessing Comprehension and Communication in English State to State) test of English language proficiency.

ACCESS (Assessing Comprehension and Communication in English State to State):

The ACCESS test (reading, writing, listening, and speaking) is administered to students identified using the Home Language Survey.

ACCESS performance levels are as follows:

Level 1—Entering

Level 2—Beginning

Level 3—Developing

Level 4—Expanding

Level 5—Bridging

Level 6—Reaching

Accommodation, Participation, and Exemption Decisions

All formally identified ELL students in grades 2-10 (including those who are labeled fully English proficient—FEP) will participate in the DSTP reading and writing or receive an exemption from the reading and writing if they meet the criteria for an exemption on page 34 (FEP students may not receive an exemption for recently arrived ELL students.) Students who receive an exemption are not required to take the reading and writing DSTP. All ELL students in grades 2-10 will participate in the DSTP mathematics, science, and social studies tests. However, the scores of recently arrived ELLs who have been in US schools for less than one year will not be included in school accountability calculations.

Absence, suspension, expulsion, transfer, illness, and withdrawal are treated in the same way for all students. These situations are not addressed by the *Guidelines for Inclusion*. Students in temporary placements such as the Delaware Adolescent

Program, Incorporated (DAPI) should be tested under standard conditions or with accommodations if documented in the IEP or 504 plan.

The Department of Education expects that the *English Language Learner* accommodations entered into DELSIS will be provided, offered, and available on the days of testing.

For ELLs an accommodation may be introduced for the first time in the DSTP testing situation if the accommodation is not completely unfamiliar to the student. For example, the accommodation of using a bilingual dictionary would not be appropriate if the student has not been taught how to use one.

Testing Conditions

Students may test under the following conditions:

1. standard conditions;
2. with accommodations that permit aggregation of test scores;
3. with accommodations that do not permit aggregation of test scores;
4. participate in the DAPA;
5. be granted an exemption from the reading and writing tests (grades 2-10);

Testing Condition 1: Students may be tested under regular conditions. Note that students may be tested under regular conditions even if accommodations are being used in the classroom.

Testing Condition 2: Students may test with accommodations that do not change the construct being assessed. Such accommodations do not interfere with the comparability of student scores to the scores of students testing under standard conditions.

The scores for students testing with these accommodations are aggregable and will be included (be aggregated) in the calculations of the results presented in the State Summary Report. Students will receive an individual score report.

Testing Condition 3: Students may test with accommodations that change the construct being assessed (for example, #84, translating the reading passages into student's native language). Such accommodations interfere with the comparability of student scores to the scores of students testing under standard conditions (i.e., testing conditions 1 and 2).

The scores for students testing under testing condition 3 are non-aggregable and will not be included (not aggregated) in the calculations of the results presented in the State Summary Report; however, students will receive an individual score report.

Testing Condition 4: Students with disabilities and SD/ELL students may participate in the Delaware Alternate Portfolio Assessment (DAPA) if they meet the criteria on pages 21 and 22.

Testing Condition 2: Accommodations that Permit Aggregation of Test Scores

Test administrators may not provide additional clues or interpretations during the test beyond the testing condition 2 accommodations listed in this section.

Test administrators administering the test under regular testing conditions (testing condition 1) may not give additional clues or interpretations during the test beyond the standard administration directions.

Accommodations for Interaction or Processing During the Test

The following accommodations are permitted under testing condition 2:

66. Administering the test to the student individually in a separate location.
67. Administering the test in a small group in a separate location.
94. Reading, re-reading, in ENGLISH, the test directions, questions, and multiple-choice options for Mathematics, Science, and Social Studies ONLY. Indicate with a ✓ _____ all allowable items **OR** ✓ _____ items requested by student. **(If you would like to simplify or paraphrase, choose #82 also.)**
68. Using an electronic or written bilingual dictionary for test. Electronic dictionaries must provide only a word-for-word translation. (This accommodation may **not** be used during the reading test).
78. In a small group or individually, administering two side-by-side tests at the same time, one version in Spanish and the second in English (not available for the reading and writing tests). It is **recommended** that the interpreter/test administrator be proficient in Spanish. Students who use the Spanish translation of the mathematics test also receive a translation of all support materials, including the revision and editing checklist, the pre-writing sheets, and mathematics-reference sheets. (DSTP score will be aggregated, SAT-10 score will NOT be aggregated.) **(If you choose #78 for a content area, you cannot choose #79 for that content area.)**
79. Administering the entire test in Spanish. Students who use the Spanish translation of the mathematics test also receive a translation of all support materials, including the revision and editing checklist, the pre-writing sheets, and mathematics-reference sheets. Interpreter/test administrator **must** be proficient in the native language. (DSTP score will be aggregated, SAT-10 score will NOT be aggregated.) **(If you choose #79 for a content area, you cannot choose #78 for that content area.)**
85. In a small group or individually, using an interpreter to translate directions, prompts, and/or test questions (including multiple-choice options). Passages on the reading test or the text-based writing CANNOT be translated unless student also has accommodation 84. Interpreter/test administrator **must** be proficient in the native language.
86. Giving extra breaks.

87. Completing the test over multiple blocks of time. Testing can be continued on a subsequent day. NOTE: If testing is to be continued on a subsequent day, the break must occur between test sessions. No test session will be started unless it can be finished before the end of the school day. Instead, that session will be continued on a subsequent day.

Accommodations for Student Responses

76. Student responds to the test by writing responses in Spanish.
102. For written responses, student dictates to a test administrator in ENGLISH, following the scribing protocol.
90. During the writing test (includes text-based writing), student uses native language to write the first draft.

Testing Condition 3: Accommodations that Produce Non-Aggregable Test Scores

All accommodations given under testing condition 3 produce student scores that cannot be aggregated. That is, the scores from students with testing condition 3 accommodations are not comparable to the scores of students who tested under testing condition 1 (no accommodations) or testing condition 2 accommodations. Testing condition 3 accommodations change the nature of the construct measured by the test.

Reporting

The accommodations provided in this section will not be included in the calculation of school, district, and state averages published in DSTP-Online Reports, or in the State Summary of DSTP Results.

The accommodations should be entered into DELSIS as soon as possible after a new student enrolls, or when a change in the accommodation of a current student is made, or on or before the due date for the October, March, May, or July testing periods, whichever comes first.

Accommodations Permitted

82. Simplifying or paraphrasing test directions or items (including multiple-choice options) in English or native language. Interpreter/test administrator **must** be proficient in the native language. SAT10 score and DSTP score are both non-aggregable.
83. On the SAT-9 or SAT-10 mathematics portions of the test, interpreter translates questions and multiple-choice options into student's native language. Interpreter/test administrator **must** be proficient in the native language. **(Use for languages other than Spanish. Use for Spanish during summer Retest in grades 3, 5, and 8.)** SAT9 or SAT10 score is non-aggregable.

84. In a small group or individually, using an interpreter to translate the reading passages in the reading test or the text-based writing into student's native language. Interpreter/test administrator must be proficient in the native language. SAT10 score and DSTP score are both non-aggregable.

Unique Accommodations

91. Unique accommodations specific to the individual student as determined by the instructional team and approved by the DOE. This #91 request is for an accommodation that is not already listed as an approved accommodation in these *Guidelines*. The status (aggregation/non-aggregation) of the accommodation will be decided by DOE.

Requesting Unique Accommodations

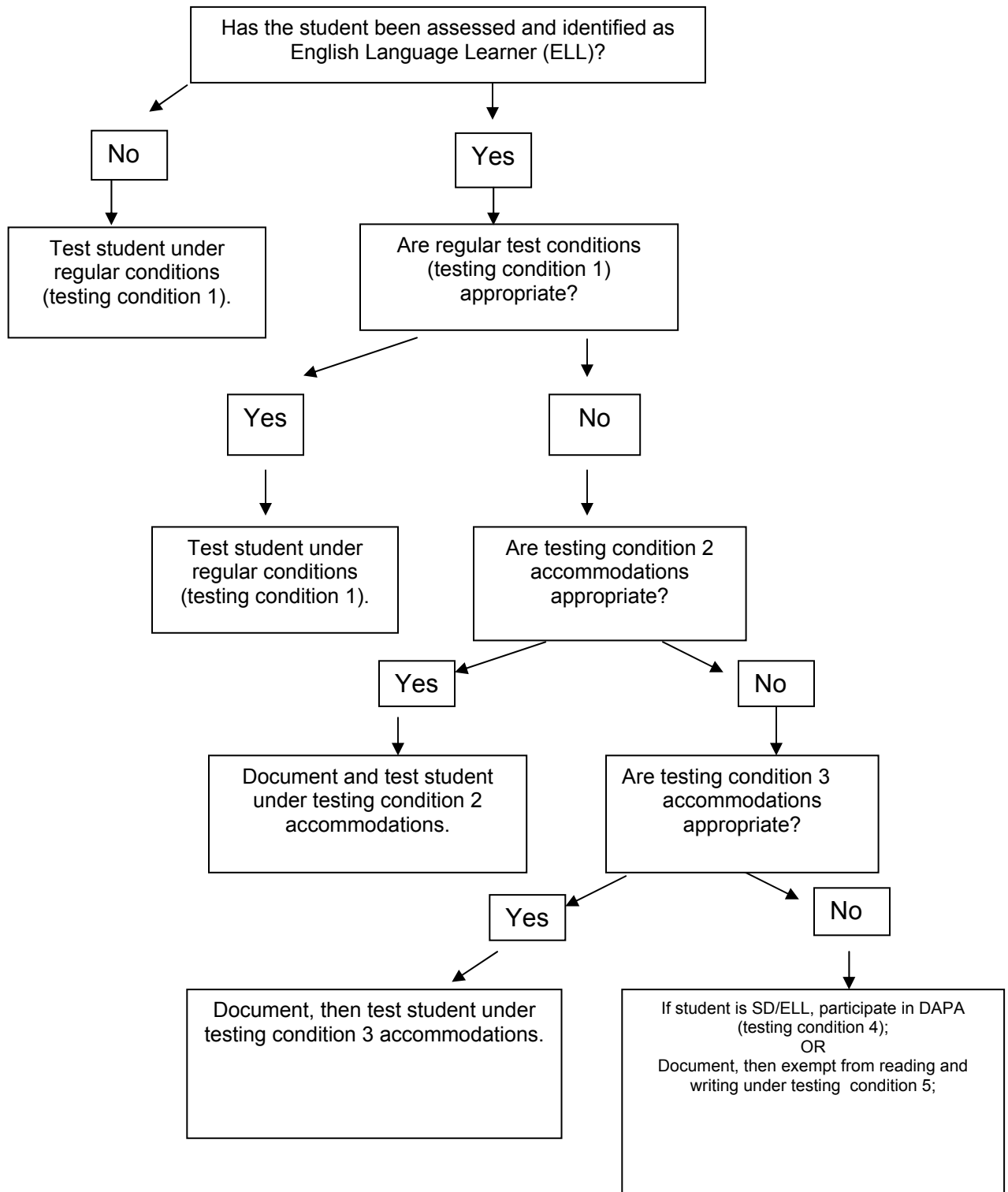
Unique accommodations are specific to the individual student as determined by the appropriate school staff and the status approved by the DOE.

A request for a unique accommodation must be submitted by the school test coordinator via the Online System for Incidents, Exemptions, and Unique Accommodations (#91) (see **Appendix B**). The Unique Accommodation request must be submitted to DOE by the District Test Coordinator no later than the month prior to the month in which the student is tested. The respective due dates are listed in the table below.

Test Administration	Deadline for submission of Unique Accommodations Requests
Summer Retest 2008	June 20, 2008
October 2008	September 19, 2008
March 2009	February 10, 2009
May 2009	April 24, 2009

Responses from DOE to requests for Unique Accommodations will occur after the deadlines stated above but at least one week prior to the test administration.

Figure 2. Decisions for Testing Conditions: ELL Students



Testing Condition 5: Exemption of ELL Students from the DSTP

ELL students in grades 2-10 may receive an exemption from the DSTP reading and writing if they meet the criteria. If a student receives an exemption, he or she is not required to take the reading and writing DSTP.

Criteria for Receiving an Exemption from the Reading and Writing Tests

If a student receives an exemption, he or she is not required to take the reading and writing DSTP. The following are the criteria for receiving an exemption from the reading and writing tests:

- the student is NOT fully English proficient (FEP);
- it is the student's first year of enrollment in U.S. schools; AND
- the decision to grant an exemption is made on an individual basis weighing the factors outlined in these *Guidelines for Inclusion*.

An ELL student is considered to be in the first year of enrollment in U.S. schools under the following condition:

- The student is new to the United States, AND is in the first year of enrollment in U.S. schools AND as of the last day of the March testing the student has been enrolled in U.S. schools for less than one year.

Exemption from the Reading and Writing Tests

98. Student is not required to take the reading and writing tests (students in grades 2-10 enrolled in U.S. schools less than one year, who are not fully English proficient).

English Language Learner Accommodations Form

for use between May 1, 2008 & April 30, 2009

SIDE 1 of 2

Fill in boxes for accommodations to be provided (A blank indicates the accommodation is not allowed.)		DSTP				
Date Form Completed: _____		Social Studies	Science	Mathematics	Writing	Reading
State Student ID: _____ Teacher's Name _____ Last Name: _____ First Name: _____ Date Student Enrolled in U.S. Schools: _____ Date Student Enrolled in Delaware Public School System: _____	Grade: _____ School Code: _____ Date of Birth: _____ District Code: _____					
66. Administering the test to a student individually in separate location.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Administering the test in a small group in separate location.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94. Reading, re-reading in ENGLISH the test directions, questions, multiple-choice options. Mathematics, Science, and Social Studies ONLY. Indicate with a ✓ ___ all allowable items OR ✓ ___ items requested by student. (If you would like to simplify or paraphrase, choose #82 also.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
68. Using an electronic or written bilingual dictionary for test. (Word for word translation only)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
78. In a small group or individually, administering two side-by-side tests at the same time, one version in Spanish and the second in English . Not available for the reading and writing tests. It is recommended that the interpreter/test administrator be proficient in Spanish. (Students who use the Spanish translation of the mathematics test also receive a translation of all support materials, including the revision and editing checklist, the pre-writing sheets, and math-reference sheets.) DSTP score aggregated, SAT-10 score NOT aggregated. (If you choose 78 for a content area, you cannot choose 79 for that content area. If the student will respond in Spanish, accommodation 76 must also be selected.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
79. Administering the entire test in Spanish . Interpreter/Test administrator must be proficient in Spanish. (Students who take the Spanish translation of the mathematics test also receive a translation of all support materials, including the revision and editing checklist, the pre-writing sheets, and math-reference sheets.) (If you choose 79 for a content area, you cannot choose 78 for that content area.) DSTP score aggregated, SAT-10 score NOT aggregated.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
85. In a small group or individually, using an interpreter to translate directions, prompts, and/or test questions (including multiple-choice options) . Passages on the reading test or the text-based writing CANNOT be translated unless student also has accommodation 84 . Interpreter/Test administrator must be proficient in the native language.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The DSTP Accommodations on this form **must** be entered into DELSIS **PRIOR** to the administration of the DSTP.
Use this form between May 1, 2008 and April 30, 2009

English Language Learner Accommodations Form for use between May 1, 2008 & April 30, 2009

SIDE 2 of 2

Fill in boxes for accommodations to be provided (A blank indicates the accommodation is not allowed.)	Social Studies	Science	Mathematics	Writing	Reading
86. Giving extra breaks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. Completing the test over multiple blocks of time. Testing can be continued on a subsequent day. A break between testing days must be a break between test sessions. No test session will be started unless it can be finished before the end of the school day. Instead, that session will be continued on a subsequent day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
76. Student responding to the test by writing responses in Spanish. It is recommended that the interpreter/test administrator be proficient in Spanish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
102. For written responses, student dictates to a test administrator in ENGLISH following the scribing protocol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. On the writing test (includes text-based writing), student uses native language to write the first draft.				<input type="checkbox"/>	
82. Simplifying or paraphrasing test directions or items (including multiple-choice options) in English or native language. Interpreter/Test administrator must be proficient in the native language when native language is chosen. Simplifying or paraphrasing of reading passages on the reading test is not permitted. DSTP score NOT aggregated, SAT-10 score NOT aggregated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. On the SAT-9 or SAT-10 mathematics portions of the test, interpreter translates questions and options into student's native language. (Use for languages other than Spanish or use for Spanish Summer Retest in grades 3, 5, and 8 and for grade 10 retest in Summer and October. No aggregated data is published for retests.) Interpreter/Test administrator must be proficient in the native language. SAT-9 or SAT-10 score not aggregated.			<input type="checkbox"/>		
84. In a small group or individually, using an interpreter to translate reading passages in the reading test or the text-based writing into student's native language. Interpreter/Test administrator must be proficient in the native language. DSTP score NOT aggregated, SAT-10 score NOT aggregated.				<input type="checkbox"/>	<input type="checkbox"/>
91. Unique accommodations. Request must be submitted online and approved by DOE.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98. An exemption from the reading and writing tests (students in grades 2-10 enrolled in U.S. schools less than one year. Students are eligible if, as of the last day of the March testing, the student has been enrolled in U.S. schools for less than one year.)				<input type="checkbox"/>	<input type="checkbox"/>

An accommodation for an ELL may be introduced for the first time in the DSTP testing situation if it is not completely unfamiliar to the student.

The DSTP Accommodations on this form **must** be entered into DELSIS **PRIOR** to the administration of the DSTP.
Use this form between May 1, 2008 and April 30, 2009



A Note About Test Security

In most cases, it is never appropriate for district or school personnel to photocopy or duplicate test materials in any way or for any purpose. However, in order to provide certain accommodations, it is sometimes necessary for school personnel to create overhead slides of test booklet pages or to create enlarged images of test booklet pages (for example, accommodation #9 for students with disabilities.)

Once these copies are created, they should be treated with the same care that all secure test materials are afforded.

After administering the test, the school test coordinator must be sure that all such materials have been shredded.

In addition, accommodation #26 allows students to respond to the test using a word processor. The school test coordinator must verify that after printing the student responses, all electronic copies of these responses are deleted.

All special versions of the test, including large print, Braille, Spanish translations and Kurzweil are secure materials and must be treated as such.

All personnel involved in administering the testing accommodations to students or handling test materials must review the Test Security Policy on the following two pages and see the test coordinator to sign the security certifications.

TEST SECURITY POLICY

The State of Delaware has invested significant time and resources on the Delaware Student Testing Program (DSTP). Test security and the confidentiality of the testing program is vital to maintain the validity, reliability, and fairness of the test results; and a breach in test security and confidentiality could result in invalid test scores. The General Assembly of the State of Delaware added Subchapter IV to Chapter 1, Title 14 of the Delaware Code. This legislation enumerates the violations and provides for the sanctions for violations.

“It is a testing security violation for an individual to fail to follow DSTP test administration procedures promulgated by the department, and no individual shall:

- (a) Give any examinee access to secure test items or materials except in the regular course of an authorized administration of the DSTP;
- (b) Give unauthorized individuals or other persons access to secure test items or materials;
- (c) Copy, reproduce, use or otherwise disclose in any manner inconsistent with test security regulations and procedures any portion of secure test materials;
- (d) Provide answers orally, in writing, or by any other means to any examinee;
- (e) Coach any examinee during testing by giving the examinee answers to secure test questions or otherwise directing or guiding a response or by altering or interfering with the examinee’s response in any way;
- (f) Fail to follow security regulations and procedures for the storage, distribution, collection and return of secure test materials, or fail to account for all secure test materials before, during, and after testing;
- (g) Fail to properly monitor test administration, including permitting inappropriate collaboration between or among individuals;
- (h) Administer secure DSTP tests on dates other than those authorized by the Department;
- (i) Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this subchapter; or
- (j) Refuse to disclose to the Department information regarding test security violations;
- (k) Refuse to cooperate in the investigation of a suspected breach of test security whether such investigation is conducted by a school district or the Department. The investigation shall include a review of mitigating circumstances, if applicable.”

In addition,

“(a) School districts and individuals shall not:

- (1) Fail to report test scores, numbers of students tested, or any other data element required to be reported to the Department;
 - (2) Report incorrect or otherwise inaccurate test scores, numbers of students tested, or any other data element required to be reported to the Department;
 - (3) Exclude a student from participation in the DSTP except in accordance with the regulations of the Department; or
 - (4) Refuse to disclose to the Department information concerning a violation of the foregoing data reporting requirements.
- (b) Refuse to cooperate in the investigation of a suspected data reporting violation whether such investigation is conducted by a school district or the Department. The investigation shall include a review of mitigating circumstances, if applicable.”

The following civil sanctions for violations are provided for a student who violates any of the testing behavior provisions. The student “shall be subject to the following:

- (1) At the discretion of the Department, the test score of such student may be invalidated and the student may be declared ineligible to retake the test until the next official testing opportunity; and
- (2) Be subjected to such disciplinary action as deemed appropriate by the student’s school district.”

Any individual other than a student who violates any of the above provisions “shall be subject to the following:

- (1) Such personnel sanctions as might otherwise be imposed by the individual’s employer for an act of misconduct;
- (2) Be subjected to a hearing conducted by the Professional Standards Board to determine revocation of any license issued to such individual pursuant to the provisions of Chapter 12 of this Title; and
- (3) Payment of any costs incurred by the State or Department as a result of the violation.”

APPENDIX A

Scribing Protocol for DSTP

Choosing a Scribe

- It is preferable for the scribe to be a familiar person such as the teacher or teaching assistant who is typically responsible for scribing during regular instruction.
- For students who are deaf, the scribe must be fluent in receptive and expressive American Sign Language (ASL) and/or English.
- Scribes will review the Test Security policy on pages 38-39 and will sign all statements required of testing proctors including the security certifications.

Scribing Process

- Student will dictate sentences or paragraphs in the same manner used during instruction.
- Student is responsible for punctuation and may indicate punctuation in several ways.
 - Student may punctuate as they dictate. For example, when stating the sentence “The cat ran.” the student will say, “The cat ran period.”
 - Student may dictate more than one sentence at a time and add punctuation after the fact when given the scribed sentences to proofread.
- Scribe can automatically capitalize in these cases:
 - Scribe should capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence. For example, if the student said, “The cat ran period. The cat jumped period.” The scribe would write “The cat ran. The cat jumped.”
 - The first word in any paragraph.
- Student must specify capitalization in these cases:
 - The first letter in the beginning of a sentence, if the student has not indicated punctuation ending the previous sentence. For example, if the student said, “The cat ran. The cat jumped.” The scribe would write “The cat ran the cat jumped.”
 - Other capitalization (e.g. capitalization of proper nouns, acronyms, etc).

- Scribe may read back the dictation for proofreading.
- When ASL is being used during scribing, the scribe may ask clarifying questions regarding the use of classifiers.
- Scribe will write exactly what is heard. Probing or clarifying questions are not allowed except in the case of classifiers for students using ASL.
- Scribes will use correct spelling.
- Students may proofread to add punctuation, and may change any capitalization or spelling they wish even if it is incorrect.
- Scribes may not question or correct student choices.
- The student may dictate changes to the scribe, and scribe will make those changes exactly as dictated by student.
- A scribe may hand write, type, or use a laptop to record the student's work. If the scribe types and prints out the student's responses, the responses do not need to be transcribed into the response booklet. See the school test coordinator for special handling of these responses.
- If the student is using a tape recorder or videotape for later transcription by a scribe, it is advisable to have two people listen or view as a reliability check for accuracy.
- For an accuracy check, scribes may record the session on audio or videotape for play back.
- Scribes may draw diagram or pictures described by the student if the student is unable to draw the diagram or picture.

Scribing Protocol for Students Having the DSTP Presented in American Sign Language

Scribing Conditions for ASL Students

For an ASL student who receives the scribing accommodation:

- 1) ASL and written English are the language of instruction. Spoken English support is provided as needed for understanding and responses.
- 2) In the classroom, the staff use one language at a time and expect students to do the same.
- 3) In the IEP, if the scribe accommodation is listed, it is necessary to provide a clear rationale for using the accommodation.
 - a. If spoken English is used, the general scribe protocol is to be used.
 - b. If ASL is used, the scribing protocol for deaf students is to be used.
- 4) In the classroom, students who prefer to use spoken English will have opportunities to practice using both accommodations (spoken English scribe and ASL/English scribe).
- 5) If the student signs and talks simultaneously, the scribe will follow the general scribe protocol.

Choosing a Scribe:

For students who are deaf, the scribe should be proficient in receptive and expressive American Sign Language (ASL) and/or English.

It is preferable for the scribe to be a familiar person such as the teaching assistant who is typically responsible for scribing during regular instruction.

Scribes will review the Test Security policy and will sign all statements required of testing proctors including the security certifications.

Scribing Process:

Student will use ASL to explain their answers in the same manner used during instruction.

The scribe will make conceptual translations from ASL to English.

When translating, the scribe will use correct spelling and put punctuation and language conventions in the appropriate places.

Student indicates when s/he is satisfied with the work.

The student and scribe are to be familiar with the scribing process prior to testing.

General Process for Scribing:

- Student sign their answer first. Scribe takes notes.
- Scribe asks student to re-sign parts as needed.
- Scribe signs written answer back to student.
- Scribe makes changes per student correction or clarification.
- Scribe will restate the written ASL-English translation to the student.
- Student will indicate when s/he is ready to move on to the next question.

Scribe can only ask clarifying questions about concepts or classifiers that are signed by the student.

Scribes may not question or correct student answers.

If the student chooses to respond in spoken English, or signs and talks simultaneously, the general scribe protocol will be used and the scribe will write exactly what the student says, word for word. The student will be responsible for punctuation and capitalization.

Appendix B

Instructions for Submitting a Unique Accommodation Request

To submit a Unique Accommodation Request, the school test coordinator (STC) must follow these steps:


1. First, fill out the **Students with Disabilities Unique Accommodations Worksheet** (Appendix C) or the **English Language Learner Unique Accommodations Worksheet** (Appendix D).
2. Go to the DSTP Test Coordinator's page at <http://www.doe.state.de.us/AAB/coordinator/>.
3. Click on the link [DSTP Online System for Special Exemptions, Incidents and Unique Accommodations](#)
4. Your browser will be directed to the DOE Single SignOn Page. Enter your username and password.


DDOESSO SignOnPage - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites Media Print

Address <https://login.doe.k12.de.us/DDOESSO/SignOnPage.aspx?ReturnUrl=%2FDDOESSO%2FHome%2FHome.aspx>

 **DDOE Single SignOn Page**
Authorized Users Only



DDOESSO

- SignOn
- Contacts/Password
- Request Account
- Help

SignOn ID

Password

Remember Me

Authorized Users Only

This system is for use only by employees of the Department of Education (DOE) and its authorized clients. To protect the system from unauthorized or inappropriate use and to ensure that it is functioning properly, the system is monitored by system administrators at the DOE. By using this system, you expressly consent to such monitoring and waive any privacy claim. Unauthorized or inappropriate use may result in the termination of access to the system. Evidence of possible criminal activity will be disclosed to the appropriate law enforcement agency. Anyone using this system expressly consents to comply with the State of Delaware's acceptable use policy which can be found at <http://www.otm.state.de.us/sitrlaw.htm>. Violation of this policy may result in termination of access to the system and, in the case of employees of the DOE, disciplinary action up to and including dismissal.

5. Then click on the link “DOE Exemptions & Incidents.”

Delaware
Department of
Education

DDOE Single SignOn Homepage

DDOESSO

DDOESSO

Homepage
Contacts
Request Account
Account Settings
Help
SignOut

Select an application below hdennis@doe.k12.de.us

Applications	Notes
AYP Accountability Reports	AYP Accountability Reports
DELSIS	Delaware Student Information System
DOEAC Submission	DOE Activity Calendar Event Submission
DSTP Exemptions & Incidents	DSTP Online System for Reporting Special Exemptions, Incidents and Unique Accommodations
DSTP-OR	DSTP OnLine Reports

SignOut

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URL: <http://www.doe.state.de.us/>

E-Mail WebSite comments to [Site Developer](#)
Last Updated 2/11/2005

5. Once the School Test Coordinator has logged into the Online System, click on “Unique Accommodation (ELL)” or “Unique Accommodation (SpecEd)” under “Create Request.”
6. Fill out the online form, using the information you wrote on the Students with Disabilities Unique Accommodation Worksheet (Appendix C) or the English Language Learners Unique Accommodation Worksheet (Appendix D). Be sure to click on each of the tabs to enter the required information. When you have entered all the information, click “Submit.”
- 7.

Test Administration	Deadline for submission of Unique Accommodations Requests
Summer Retest 2008	June 20, 2008
October 2008	September 19, 2008
March 2009	February 10, 2009
May 2009	April 24, 2009

Delaware.gov
Visit the Delaware State Portal



DOE Home | DSTP Main | DSTP Test Coordinator Main | Contact Us | DE Home | DDOE Single SignOn

Welcome, Helen Dennis

Organization: Department Of Education

Create a Unique Accommodation Request (English Language Learners)

Menu

DDOESSO

- Welcome Page
- DSTP Registration Forms
- Benchmarking Nominations

Create Request

- Incident Report
- DSTP Special Exemption
- DAPA Special Exemption
- Unique Accommodation (ELL)
- Unique Accommodation (SpecEd)

Change Request

- Incident Report
- DSTP Special Exemption
- DAPA Special Exemption
- Unique Accommodation

Submission Administration

- Review Submission
- Check Status

General

- Reports
- Online User Manual
- Download pdf version...
- Sign Out

District:

School:

Grade:

Date Of Occurrence:

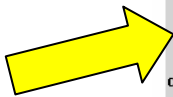
Test Administration:

Student Tab | Details Tab | Profile Tab | Skills & Scores Tab | Performance Tab | Addtl Information Tab

Student (First, Last): [Lookup Student..](#)

Student ID:

Yes, I am sure there are no accommodations listed in the Inclusion Guidelines that might be used instead of the unique accommodation requested.



APPENDIX C

Delaware Student Testing Program

Students with Disabilities Unique Accommodation Worksheet

The information on this worksheet must be submitted by the School Test Coordinator in the Online System for Incidents, Exemptions, and Unique Accommodations. **Use this form for IEP Meetings and 504 Plan Meetings between May 1, 2008 and April 30, 2009.**

District _____

School _____

Grade _____ Date _____

Test administration: March May July October

Yes, I am sure there are no accommodations listed in the Guidelines for Inclusion that might be used instead of the unique accommodation requested.

Student Tab:

Student First Name _____ Last Name _____

Student ID _____

Details Tab

This accommodation is requested for the following content area(s):

Reading Writing Mathematics Science Social Studies

Description and Additional Information Tab

Describe the Unique Accommodation being requested with any additional information to justify the request:

Do you plan to submit additional materials to DOE support your request? Yes No

If you wish to submit additional materials to support your request, mail them via USPS or State Mail to:

USPS:

Delaware Department of Education
Exceptional Children Workgroup
ATTN: Unique Accommodations
401 Federal Street, Suite 2
Dover, DE 19901-3639

State Mail:

Delaware Department of Education
Exceptional Children Workgroup
ATTN: Unique Accommodations
State Mail Code: D370B

The information on this worksheet should be submitted in the Online System for Incidents, Exemptions, and Unique Accommodations at least a month in advance of the date the student is to be tested. The respective due dates are as follows: Jun 20, 2008, Sept 19, 2008, Feb 10, 2009, and Apr 24, 2009. Do NOT mail or FAX this form to DOE.

APPENDIX D

Delaware Student Testing Program

English Language Learners Unique Accommodation Worksheet – Side 1

The information on this worksheet must be submitted by the School Test Coordinator in the Online System for Incidents, Exemptions, and Unique Accommodations. Use **this form between May 1, 2008 and April 30, 2009.**

District _____

School _____

Grade _____ Date _____

Test administration: March May July October

Yes, I am sure there are no accommodations listed in the *Guidelines for Inclusion* that might be used instead of the unique accommodation requested.

Student Tab:

Student First Name _____ Last Name _____

Student ID _____

Details Tab

This accommodation is requested for the following content area(s):

Reading Writing Mathematics Science Social Studies

NOTE: Apply for #91 for requesting an accommodation that is not already listed on the ELL Accommodation form. A Justification must accompany the request.

Profile Tab

Date student entered the Delaware Public Schools: _____

How many years has student been in Delaware? _____

Did the student have a break in Delaware education? Yes No

If so, how long? _____

Where did the student go during this break? _____

Was the student schooled during this break? Yes No

The information on this worksheet should be submitted in the Online System for Incidents, Exemptions, and Unique Accommodations at least a month in advance of the date the student is to be tested. The respective due dates are as follows: Jun 20, 2008, Sept 19, 2008, Feb 10, 2009, and Apr 24, 2009. Do NOT mail or FAX this form to DOE.

SIDE 2 OF THE DSTP ELL UNIQUE ACOMMODATIONS WORKSHEET
Use this form between May 1, 2008 and April 30, 2009

Skills & Scores Tab

Describe the student's native language and/or English skills:

What are the ACCESS proficiency levels?
(For the October '08, March '09, May '09 and July '09 test administrations #91)

Speaking _____ Listening _____ Reading _____

Writing _____ Composite: _____ Tier Level _____

Describe the student's ability in the following areas:

Math: _____

Reading _____

Writing _____

Science _____

Social Studies _____

Performance Tab

Has the student been retained in one or more grades? Yes No Which grades? _____

Has the student been recommended for further evaluation for special education? Yes No

Description and Additional Information Tab

Specify the accommodation being requested with any additional information to justify the request:

The information on this worksheet should be submitted in the Online System for Incidents, Exemptions, and Unique Accommodations, by the following dates: Sept 20, 2008, Feb 10, 2009, and Apr 25, 2009. Do NOT mail or FAX this form to DOE.

Appendix E

Directions for Entering or Updating DSTP Accommodations for Students with Disabilities in DELSIS

1. First, go to the DSTP Test Coordinator's page at <http://www.doe.state.de.us/AAB/coordinator/> .
2. Click on **DELSIS LOGIN PAGE** .
3. Your browser will be pointed to the **DOE Single Sign On** page. Enter your username and password.
4. Click on "DELSIS."
5. Click on "DSTP Accommodation Update."
6. Scroll Down. For "Please indicate type of student," check to make sure "Special Education" is selected.
7. Click on "Modify Accommodations."
8. Enter the state ID for student.
9. Click on "Search."
10. Select student from list by clicking in the "Select" column.
11. Click on "Continue."
12. Gray boxes will show current information. Scroll down to yellow area to make corrections.
13. Click on "Add to Current Accommodations" or "Replace Current Accommodations," as appropriate.
14. Update accommodations (add or replace).
15. Scroll down. Click on "Confirm Adding."

Directions for Entering or Updating DSTP Accommodations for ELL Students in DELSIS

1. First, go to the DSTP Test Coordinator's page at <http://www.doe.state.de.us/AAB/coordinator/> .
2. Click on **DELSIS LOGIN PAGE** .
3. Your browser will be pointed to the **DOE Single Sign On** page. Enter your username and password.
4. Click on "DELSIS."
5. Click on "DSTP Accommodation Update."
6. Scroll Down. For "Please indicate type of student", click on "ELL."
7. Click on "Modify Accommodations."
8. Enter the student's state ID.
9. Click on "Search."
10. Select student from list by clicking in the "Select" column.
11. Click on "Continue."
12. Gray boxes will show current information. Scroll down to yellow area to make corrections.
13. Click on "Add to Current Accommodations" or "Replace Current Accommodations," as appropriate.
14. Update (add or replace) appropriate accommodations.
15. Scroll down, click on "Confirm Adding."

APPENDIX F

Use this form for IEP Meetings between May 1, 2008 and April 30, 2009

Delaware Alternate Portfolio Assessment Participation Guidelines

Student Name: _____ Date of Birth: _____ School: _____

If it is determined that there is sufficient information to support ALL of the following criteria, the IEP team should document this decision on the student's current IEP and sign below. Students who do not meet all of the criteria will participate in the DSTP, with or without accommodations. The achievement of students in the DAPA (less than 1% of Delaware students) is based on alternate achievement standards. Alternate achievement standards allow the use of a different scoring system. Students who participate in the DAPA are working on the same **Delaware Content Standards** as their peers; however, they are working on these standards in less complex ways.

If a decision is made after December 1, 2008 to change a student's participation from the DSTP to the DAPA, the student will not participate in the DAPA until the following school year. The student must take the March 2009 DSTP.

The signed **Participation Guidelines** must be submitted with the DAPA on the designated due date.

Agree	Disagree	Criterion #1: Evidence of Significant Cognitive Disabilities Student's levels of cognitive skills and adaptive behavior are such that extensive modifications are required in order to access the general curriculum.										
Agree	Disagree	Criterion #2: Intensity of Instruction Student requires extensive direct instruction and/or extensive supports to accomplish the application and transfer of skills to school, home, work, and community environments.										
Agree	Disagree	Criterion #3: Curricular Outcomes The student requires extensively modified instruction focusing on a less complex application of skills in order to access the Delaware Content Standards .										
Agree	Disagree	Criterion #4: Exclusions The decision to include the student in the DAPA is NOT based on the following: <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 50%;">1. existence of an IEP;</td> <td style="width: 50%;">6. excessive or extended absences;</td> </tr> <tr> <td>2. specific categorical label;</td> <td>7. disruptive behavior;</td> </tr> <tr> <td>3. educational placement;</td> <td>8. student's reading level; or</td> </tr> <tr> <td>4. English language learner status;</td> <td>9. the expectation that the student</td> </tr> <tr> <td>5. socio-economic or cultural differences;</td> <td>will not perform well on the DSTP.</td> </tr> </table>	1. existence of an IEP;	6. excessive or extended absences;	2. specific categorical label;	7. disruptive behavior;	3. educational placement;	8. student's reading level; or	4. English language learner status;	9. the expectation that the student	5. socio-economic or cultural differences;	will not perform well on the DSTP.
1. existence of an IEP;	6. excessive or extended absences;											
2. specific categorical label;	7. disruptive behavior;											
3. educational placement;	8. student's reading level; or											
4. English language learner status;	9. the expectation that the student											
5. socio-economic or cultural differences;	will not perform well on the DSTP.											

IEP team members: My signature below indicates that I agree with the decision to participate in the DAPA, which is based on alternate achievement standards, because ALL four criteria listed above have been met.

(parent(s)/guardian(s))	(date)
(student)	(date)
(administrator/designee)	(date)
(teacher)	(date)
(other – please specify name & position)	(date)
(other – please specify name & position)	(date)

Appendix G

List of Acronyms

AAC device:	Augmentative alternative communication device
ACCESS:	Assessing Comprehension and Communication in English State-to-State
ASL:	American Sign Language
DAPA:	Delaware Alternate Portfolio Assessment
DELSIS:	Delaware Student Information System
DSTP:	Delaware Student Testing Program
ELL:	English Language Learner
ESL:	English as a Second Language
IDEA:	Individuals with Disabilities in Education Act
IEP:	Individualized Education Program
LAS:	Language Assessment Scales
SAT-9:	Stanford Achievement Test, 9 th Edition
SAT-10:	Stanford Achievement Test, 10 th Edition
SD:	Student with disabilities
SD/ELL:	Student with disabilities who is also an English Language Learner

Appendix H:

Accommodations Manual

A GUIDE TO SELECTING, ADMINISTERING, AND EVALUATING THE USE OF
ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT OF STUDENTS WITH
DISABILITIES

**A GUIDE TO SELECTING,
ADMINISTERING, AND EVALUATING
THE USE OF ACCOMMODATIONS FOR
INSTRUCTION AND ASSESSMENT OF
STUDENTS WITH DISABILITIES**

**Effective for Instruction and
Assessment in the 2008-2009
School Year**



Delaware Accommodations Manual

A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment of Students with Disabilities

Sandra J. Thompson, Amanda B. Morse, Michael Sharpe, and Sharon Hall

Adapted for use in Delaware by Brian M. Touchette, Karen Jones, and Sarah Hearn



ACKNOWLEDGEMENTS

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INTRODUCTION

The *Delaware Accommodations Manual* presents a five-step process for Individualized Educational Program (IEP) teams, 504 plan committees, general and special education teachers, administrators, and district level assessment staff to use in the selection, administration, and evaluation of the effectiveness of the use of instructional and assessment accommodations by students with disabilities. A companion *Professional Development Guide* has been developed to support the use of this manual.

The guidance in the manual pertains to students with disabilities who participate in large-scale assessments and the instruction they receive.¹ The five steps include the following:

1. Expect students with disabilities to achieve grade-level academic content standards.
2. Learn about accommodations for instruction and assessment.
3. Select accommodations for instruction and assessment for individual students.
4. Administer accommodations during instruction and assessment.
5. Evaluate and improve accommodation use

¹ The information does not pertain to students with significant cognitive disabilities who are assessed according to alternate achievement standards.

STEP 1

SETTING EXPECTATIONS: EXPECT STUDENTS WITH DISABILITIES TO ACHIEVE GRADE-LEVEL ACADEMIC CONTENT 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 No Child Left Behind 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

No Child Left Behind Act of 2001

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements the provisions in providing public accountability at the school, district, and state levels for all students with disabilities. NCLB explicitly calls for

...the participation in such assessments of all students [Sec. 1111 (3) (C) (i)]. (The term 'such assessments' refers to a set of high-quality, yearly student academic assessments.) The reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of the Individuals with Disabilities Education Act—necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [Sec. 1111 (3) (C)(ii)].

One of the basic reform principles of NCLB is stronger accountability for results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to

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

There are several critical elements in NCLB that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well they should learn) in reading/language arts and mathematics (with science added in 2007-08) form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in students attaining the knowledge and skills defined by the content standards. By 2005-06, states must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school. By 2007-08, states must provide science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year. School, district, and state accountability is based on measuring success in educating all of its students and determining what needs to be improved for specific groups of students. The

accountability system is defined in terms of adequate yearly progress (AYP), a way to measure the improvement in achieving standards for all students and designated subgroups each year. Schools, districts, and states are held accountable for improvements on an annual basis by public reporting² and ultimately through consequences if AYP is not achieved.

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:

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].

Based on current trends, the use of assessments for accountability purposes will likely increase in the future, supported by other legislative initiatives passed by states in their efforts to implement educational reform.

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. Individualized Education Program (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 (found in the *Guidelines for Inclusion of Students with Disabilities and Student with Limited English Proficiency at www.doe.k12.de.us/programs/AAB/2008-2009%20Inclusion%20Guidelines.pdf*), and
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities (information can be found at (www.DAPAonline.org)).

²

Each parent/guardian receives a report of their child's reading and mathematics assessment results. Also included in this report are district and state results.

Delaware Code, Title 14, Chapter 1, Subchapter III, section 151 (g)

“...Each local school district, through the individual student's Individualized Education Program Team or 504 Team, shall determine what assessment the student will take, as well as the student's matriculation or promotion status and necessary remedial activities if the student's performance on the assessment is below standard, and if the statewide assessment is administered, what accommodations and/or modifications will be utilized. However, no student shall be denied the opportunity to take the state assessments ...” Additionally, the *Administrative Manual for Special Education Services* (AMSES) 3.3.4 states that “The IEP team shall determine the participation of a child with a disability in the Delaware Student Testing Program in conformity with the guidelines set forth in the Delaware Student Testing Program, *Guidelines for the Inclusion of Students with Disabilities and Students with Limited English Proficiency*.”

Equal Access to Grade-level Content

With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to learn at each grade level. 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. Providing accommodations during instruction and assessments may also promote equal access to grade-level content. To accomplish this goal of equal access,

- every IEP team member must be familiar with content standards and accountability systems at the state and district level;
- 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 (e.g., specific reading skills, strategies for “learning how to learn”).
3. Appropriate accommodations are provided to help students access grade-level content.

The focus of this manual is on the selection, administration, and evaluation of accommodations for instruction and assessment. Since assessment and instructional accommodations must be the same for individual students, guidelines for selecting accommodations for instruction and assessment are the same. However, the *Delaware Accommodations Manual* will provide complete guidelines only for administering and evaluating the effectiveness of assessment accommodations.

Grade level content standards in Delaware are incorporated into the Delaware Recommended Curriculum Framework, available on the web at <http://www.doe.k12.de.us/standards/>

Information for the standards used as part of the Delaware Alternate Portfolio Assessment can be found on the User's Guide link at www.DAPOnline.org

STEP 2

LEARNING ABOUT ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT

What are accommodations?

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., lowering or not counting a student's test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with state policies regarding accommodations during assessments.

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

Description of Accommodations Categories

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

- **Presentation Accommodations**—Allow students to access information in ways that do not require them to visually read standard print. 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 and Scheduling Accommodations**—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

Refer to Delaware Accommodations Fact Sheets 1-4 at www.doe.k12.de.us/programs/aab for specific examples of accommodations in these categories.

Modifications or Alterations vs. Accommodations

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

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

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school's or district's testing practices.

STEP 3

SELECTING ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT FOR INDIVIDUAL STUDENTS

To assure students with disabilities are engaged in standards-based instruction and assessments, every IEP 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 performance in relation to local and state academic standards. In essence, the process of making decisions about accommodations is one in which members of the IEP team attempt to "level the playing field" so that students with disabilities can participate in the general education curriculum. IEP 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.

Documenting 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 in 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 (four in Delaware) 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 non-disabled 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.

Documenting Accommodations on a Student's 504 Plan

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

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]

Examples of students who may receive assessment accommodations based on their 504 accommodations plan include students with

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

Involving Students in Selecting, Using, and Evaluating Accommodations

It is critical for students with disabilities to understand their disabilities and learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of "authority figures," may be a new role for students, one for which they need guidance and feedback. Teachers and other IEP team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

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

Determining the Consequences of Assessment

Accommodations Use

When selecting accommodations for state assessments with a student, it is important to look at state policies and procedures to determine whether use of an accommodation results in consequences on a state test (e.g., lowering or not counting a student's score). Assessment accommodations that result in adverse consequences are commonly referred to as modifications, adaptations, alterations, and nonstandard or nonapproved accommodations (Thurlow & Wiener, 2000). The terminology can be confusing and terms may have different meanings in various contexts.

Questions To Guide Accommodation Selection

Selecting accommodations for instruction and assessment is the role of a student's IEP team or 504 plan committee. Use the questions provided below to guide the selection of appropriate accommodations for students receiving special education services or a 504 plan for the first time and for students who are currently using accommodations:

- What are the student's learning strengths and areas of further improvement?
- How do the student's learning needs affect the achievement of grade-level content standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- What accommodations will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability? These may be new accommodations or accommodations the student is currently using.
- What accommodations are regularly used by the student during instruction and assessments?
- What are the results for assignments and assessments when accommodations were used and not used?
- What is the student's perception of how well an accommodation "worked?"
- Are there effective combinations of accommodations?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about how the accommodation worked?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

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

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

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations.

Refer to Delaware Accommodations Fact Sheets 5 and 6 and Teacher Tools 1 and 2 at www.doe.k12.de.us/programs/aab for additional information in completing this step.

STEP 4

ADMINISTERING 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.

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.

Refer to *Teacher Tools 3, 4, and 5* at www.doe.k12.de.us/programs/aab.

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 will be allowed extra time to complete the test and when the testing time is ended, what plan exists for the student to continue working. Staff administering accommodations, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

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. 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.³

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 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.

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 Security

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

Refer to Delaware Accommodations Fact Sheet 7 at www.doe.k12.de.us/programs/aab for detailed rules for the administration of specific accommodations.

NOTE: Please refer questions about Delaware specific Test Security, Test Handling and Test Ethics to your School Test Coordinator. They have the most up to date information on these topics for Delaware.

³ National Council on Measurement in Education. (1995). *Code of Professional Responsibilities in Educational Measurement*. Washington, DC: Author.

STEP 5

EVALUATING AND IMPROVING ACCOMMODATIONS USE

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Collecting and analyzing data on the use and effectiveness of 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. Examination of the data may also indicate areas in which the IEP team, 504 plan committee, and test administrators need additional training and support.

In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during assessment. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level. Information on the use of accommodations can be feasible to collect when it is coded on the test form with other student information. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the school and district level and the student level.

Questions To Guide Evaluation of Accommodation Use at the School or District Level

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in their IEP 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 the accommodations that were not effective?

Questions To Guide Evaluation at the Student Level

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 verses when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, or using accommodations was ineffective?
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?

Refer to Delaware Accommodations Teacher Tool 6 at www.doe.k12.de.us/programs/aab.

These questions can be used to formatively evaluate the accommodations used at the student level, as well as the school or district levels. School- and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the IEP team. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire IEP team should contribute to the information gathering and decision-making processes.