

SECTION I: INTRODUCTION

- [Introduction](#)
 - [IDEA, ESEA and Classroom and Test Accommodations](#)
- [Purpose](#)
- [Procedural Clarifications](#)
 - [Documented Accessibility Features must be Offered](#)
 - [Absence, Suspension, Expulsion, Transfer, Illness and Withdrawal](#)
 - [Monitoring the Implementation of the Accessibility Guidelines](#)
 - [Selecting the Date when a Student will begin to use the Accessibility Features](#)

INTRODUCTION

The 2020-2021 *Accessibility Guidelines for the Delaware System of Student Assessments (DeSSA)* (hereafter called the “*Guidelines*”) contain the Delaware Department of Education’s policy governing the provision and documentation of universally designed features, test supports, and test accommodations to students participating in statewide assessments.

Delaware’s statewide assessments include:

- DeSSA ELA/Literacy and Mathematics for grades 3-8 (Mar 15 – May 27)
- DeSSA Science for grades 5, 8 and Biology (Mar 15 – May 27)
- DeSSA Social Studies for grades 4, 7 and 11 (Mar 15 – May 27)
- SAT for High school Reading, Essay and Mathematics (Mar 24)
- DeSSA Alternate Assessment for ELA and Mathematics for grades 3-8 and 11 (Mar 15 – May 21)
- DeSSA-Alternate Science for grades 5, 8, 10 (Mar 15 – May 21)
- WIDA ACCESS 2.0 (Feb 1 – Mar 19)

The administration of these statewide assessments meets specified requirements of Title I of the Elementary and Secondary Education Act and provides important information to help students advance toward college and career readiness. For more information on the assessments and when they are given, go to <http://www.doe.k12.de.us/domain/111>

IDEA, ESEA, and Classroom and Test Accommodations

The United States Education Department (USED) has published guidance making the state responsible for identifying permissible accommodations on the state tests, taking into consideration the construct of the test, and that IEP teams must select student accommodations from that list. Most supports and accommodations used by students in the classroom and needed by the student on the assessment are generally permitted, as long as it does not change the construct of the test, thus invalidating the test score. Best practice dictates that students should only use accommodations on a standardized test that they have been using regularly in the classroom. Neither IDEA nor ESEA requires states to include all classroom accommodations on the list of permissible test accommodations for the test used to satisfy ESEA requirements. DOE will be tracking accommodations to monitor selection and support access for students.

Accommodations Windows

Accommodations should be inputted by:

- DeSSA Assessments – Sep 1, 2020 – Mar 1, 2021
- WIDA Assessments – Feb. 1, 2021

Once the window closes, accommodations and DOE-approved requests can be inputted/submitted for new students and students with revised IEPs.

PURPOSE

This Guidelines document is not intended to be all inclusive, but provides guidelines paired with the Dynamic Learning Maps (DLM) Accessibility document and the SAT Crosswalk document and should be used when making decisions about:

- The inclusion of students with disabilities (SwD), English Learners (EL), students who are classified as both (SwD/EL);
- The identification of “General Education with Supports” students. These are students not identified as SwD or EL, but, may be better able to demonstrate their achievement of the content standards when provided supports during assessments;
- The selection and provision of testing accommodations and supports for the types of students mentioned above; and
- The type of assessment in which a student will participate.

PROCEDURAL CLARIFICATIONS

Documented Accessibility Features Must Be Offered

The Department of Education expects that a student’s accommodations and supports on the Accessibility Form, documented in IEPPlus, and entered into TIDE, PAN, DLM, or the SAT system will be available, offered, and provided on the days of testing. Students sometimes refuse to use their accommodations or supports during a test administration; however, the school **must offer** the accommodations and supports that have been documented.

Additional supporting information, procedural clarifications, and technical information regarding the use, preparation, and documentation of accommodations and accessibility features for each assessment may be found in the corresponding Test Administration Manuals (TAMs), the DLM and SAT system resources, and the Test Information Distribution Engine (TIDE) manual.

Absence, Suspension, Expulsion, Transfer, Illness, and Withdrawal

Absence, suspension, expulsion, transfer, illness, and withdrawal are not addressed by the Accessibility Guidelines. Please contact your School Administrator or Testing Coordinator for guidance and/or next steps.

Monitoring the Implementation of the Accessibility Guidelines

The Delaware Department of Education monitors the implementation of the *Guidelines* across all statewide assessments as part of efforts to oversee the implementation of the Individuals with Disabilities in Education Act (IDEA) and responsibilities under Elementary and Secondary Education Act (ESEA).

The Delaware Department of Education Program Specialist monitors the implementation of the *Guidelines* for English Learners for the Title III ESL/Bilingual and Title I, Part C Migrant Programs.

Selecting the Date When a Student Will Begin to Use Accessibility Features

Students need to have adequate experience using the accommodation in their daily classroom experiences in order to use it effectively during the assessment. Therefore, when the team finalizes the selected accommodations for a student, they should also plan:

- The date on which the student will begin using the accommodation in the classroom prior to testing (if they are not already using it); and

- The date and test window on which the student will begin using the accommodation on the assessment. This can be indicated on the cover page of the Accessibility Form.